



# TOLEDO Safe Routes to School Plan

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

CITY OF TOLEDO  
LINCOLN COUNTY SCHOOL DISTRICT  
FINAL REPORT / APRIL 2022

Oregon Department of Transportation  
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

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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.*

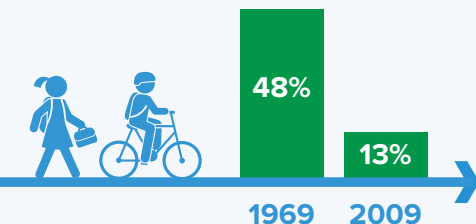
*Learn more at: [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org)*



# 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

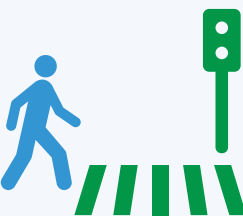
Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **fun and convenient for everyone**.



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 learn<sup>1</sup>.

### HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people<sup>2</sup>. 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 activity<sup>3</sup>.

### 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.

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

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

<sup>3</sup> 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 Pedroso. 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](http://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 increase<sup>1</sup>. 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.”

<sup>1</sup> 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 sales<sup>2</sup>.

<sup>2</sup> 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 City of Toledo, Lincoln County School District, ODOT Region 2 representatives, and the school community worked with ODOT’s SRTS Technical Assistance Providers- Alta Planning + Design and the Coast and Willamette Valley 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



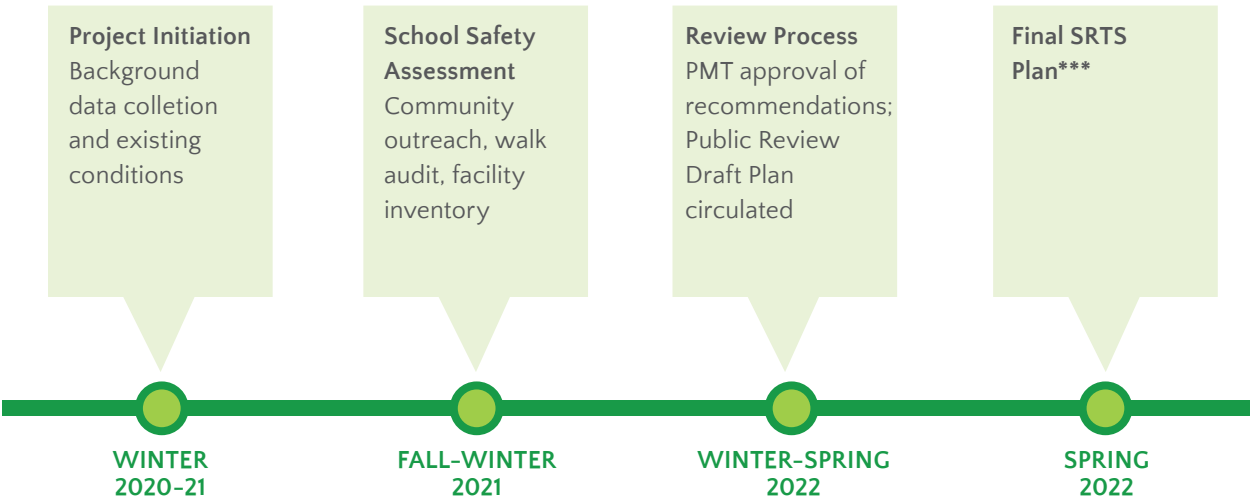
identify needs and opportunities near one or more schools, focusing on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.\*

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 Toledo SRTS Plan Process



- For more information on the program, visit: [www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx](http://www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx)
- The COVID-19 pandemic impacted the timeline and approach to the planning process. A detailed summary of this process is included in Appendix C.
- Final SRTS Plans can be found at [www.OregonSafeRoutes.org](http://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 Toledo 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 Toledo Elementary PIP process selected Safety and Equity 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: Lincoln County School District will continue to integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Toledo and/or Lincoln County will consider applying 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 Toledo and Lincoln County will adopt the long-term infrastructure recommendations as a part of their planning processes.
- Action: The City of Toledo and Lincoln 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.

## 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:** Prioritize infrastructure and non-infrastructure improvements that connect underserved or low-income communities to schools and improve access for students walking and biking to school campuses.

- Action: The City of Toledo and Lincoln County will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.

## ENVIRONMENT

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

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

- Action: Lincoln County School District will provide parents with education and encouragement materials providing information on pick-up and drop-off procedures, carpooling, etc. in order to promote safety and air quality near the school.



# 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 provided 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

The City of Toledo, Lincoln County School District, and Toledo Elementary School worked to spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The school promoted the PIP process and opportunities for community input through the school engagement app and the school district website.

The project team hosted a walk audits in Toledo on November 10, 2021. In order to comply with CDC guidance on COVID-19 prevention, this in-person gathering was limited to 12 people, participants were required to stay 6 ft apart, and masks were required on school campus.

Seven people attended the morning walk audit and community meeting at Toledo Elementary School, including representatives from the City, County, School District, Sherriff's Office, and Toledo Elementary. These participants providing feedback about specific barriers and challenging locations on campus and near the school.

## COMMUNITY ENGAGEMENT KEY THEMES

Engagement with the online Public Input Map was low, but comments indicated that parents and caregivers were most concerned with addressing sidewalk gaps along Sturdevant Rd.

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# 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 the school, as well as key themes documented during the walk audit 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:

Toledo Elementary

600 SE STURDEVANT RD

PRINCIPAL:

Liz Postlewait



ENROLLMENT:  
413



GRADES SERVED:  
K-6



89% of students eligible for free or reduced lunch



DEMOGRAPHICS\*

- White, non-Hispanic, 70%
- Hispanic, 9%
- American Indian/Alaska Native, 9%
- Black / African American, <1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT\*\*

English	5,037
Spanish	743
Chinese	11
Tagalog	3
Vietnamese	3

Total Languages Spoken: ?

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

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

Toledo Elementary  
Safety Assessment

Date: November 10th, 2021

SCHOOL LAYOUT

Toledo Elementary is a public school located in the city of Toledo. Toledo is a small community located along the Yaquina River in Lincoln County. The school is on a hill east of Sturdevant Rd, a popular freight route that travels north-south through town.

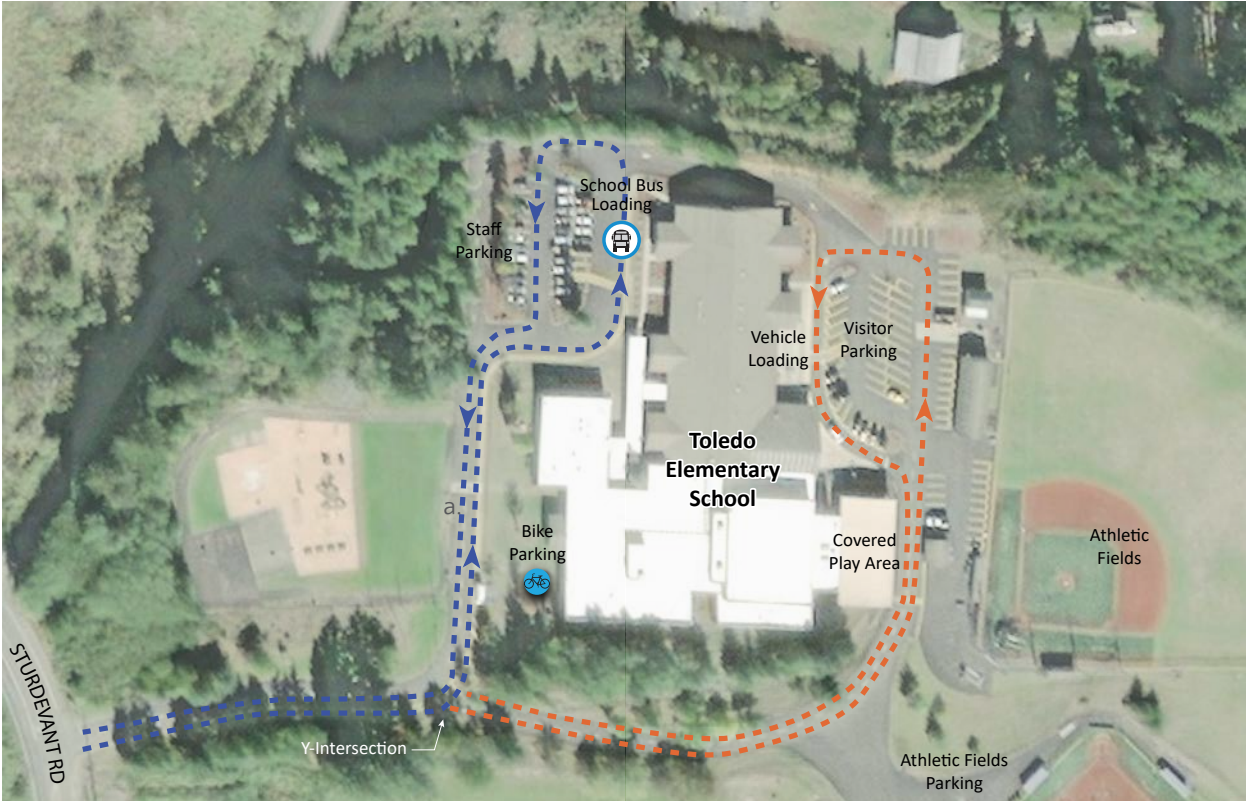
The school itself consists of one main building with parking lots to the east and west. There is a covered playshed at the southeast corner of the building and sports fields to the south and east. The school grounds were recently improved to facilitate better circulation and parking. This school is also a designated tsunami meeting point, as it is situated above the tsunami hazard zone.

Because of the campus' topography and the location of the school along a busy road, most students arrive in a family vehicle or school bus. Caregivers drop students off in the east parking lot, while buses drop students off in the west parking lot.

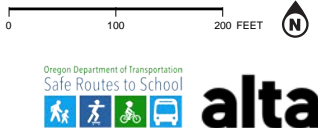
SITE CIRCULATION

**Vehicles:** Student drop-off and pick-up occur in the east parking lot. Parents drive up the main driveway, continuing straight (right leg) at the Y-intersection. From here, cars travel around the southeast side of the school to reach the parking lot. School staff has instructed parents to travel counter-clockwise around the parking lot, dropping students off at the east entrance to the school. Especially since the COVID-19 pandemic, long lines tend to form during both pick-up and drop-off.

**School Buses:** Buses enter the campus through the main entrance, along with family vehicles. However, at the Y-intersection, they turn left toward the staff parking lot, where they circle counter-clockwise, dropping students off at the west entrance. Buses then exit the staff parking lot and turn right to exit toward Sturdevant Rd.



Toledo Elementary School  
Site Plan



**Pedestrians:** Toledo Elementary staff generally discourage students from walking to school because of the challenges with safety on major roads and accessibility of the campus. With special permission, they have allowed some students to walk. For students and families that travel to and from campus by walking, there is a sidewalk on the south side of the main school road, up to the Y-intersection. Pedestrians would then cross the south leg of this intersection and take one of the sidewalks through campus to the entrance.

**Bicyclists/Micromobility:** Students are also discouraged from biking to school. The terrain especially would make this a challenge for many young students. While there is a bike rack located on campus, it is not being used.

**Transit:** Toledo Elementary School students do not currently use transit to get to/from school.

**PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES**

Due to the dangers associated with walking and biking in this area, staff do not encourage students to walk or bike to school. The school holds individual conferences with the few students who walk or bike.



## Bike and Pedestrian Facilities Inventory



*People driving on campus are able to swerve and avoid the recently-installed speed bumps. This creates a hazard and also allows speeding in an area where students may be crossing.*



*The crosswalk at the east leg of the Y intersection is not visible to cars driving south toward Sturdevant Rd. The crest of the hill blocks the view of this crossing for people driving.*



*The large number of people driving their students to school causes backups that can reach Sturdevant Rd and impair school bus and emergency services access to the school.*



*The curvature of the on-campus crosswalk is not preferred because it creates a longer crossing distance and is less predictable for users with impaired vision.*



*When it rains, water pools near the school driveway, creating a barrier to pedestrian access.*



*Teachers who are unable to find parking in the faculty lot park along the edge of the parking lot, where they hinder the flow of bus traffic.*



## Key Themes

- While improvements to campus circulation have had a positive impact on safety for pedestrians, there is still some potential for conflict between people walking and driving.
- Sturdevant Rd already has a reduced speed limit, but not all vehicles obey the signage.
- There are insufficient sidewalks along Sturdevant to allow for safe walking and biking.
- Crosswalks are not high-visibility and may not attract the attention of vehicles traveling through town.
- For parents to safely drop off or pick up students at East Slope Park, it would be important to improve crossings and sidewalks.





*Sturdevant Rd is a popular freight route through town, and large trucks frequently travel past the school.*



*South of Toledo Elementary, existing sidewalks are narrow, meaning that there is a lack of separation from the travel lane and pedestrians must walk close to the frequent freight vehicles.*



*There are also sidewalk gaps along this stretch of Sturdevant. These areas can collect water and debris during the rainy season, making them inaccessible for people with mobility impairments.*



*The speed limit within the school zone is posted as 20mph, while the speed outside of the school zone is 35mph. However, many vehicles travel through the school zone without lowering their speed to 20mph.*



*North of Toledo Elementary School, there are no sidewalks along Sturdevant Rd. This route connects the Elementary School, Middle School, and High School, as well as being an important walking route for emergency access to the school, which is a designated Assembly Area in the event of a tsunami.*



*The crosswalk at the north leg of the intersection of Sturdevant Rd and 10th St is not high-visibility. It is also not ADA-accessible. The same is true for the crosswalk at Fircrest Way.*



*The northeast corner of the intersection of 10th St and Sturdevant Rd has no curb or curb ramp. A utility pole also makes the area less accessible.*



*There are sidewalks on the north side of 10th St, but this sidewalk is narrow and is not buffered from the roadway.*





# 04



## NEEDS AND RECOMMENDATIONS

## 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
- Off-Street Improvement (Trail/Path)
- Railroad
- School Property
- Parks
- Water
- City Boundary





Table 1. Toledo Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline	Agency Responsible
On-Campus Circulation			
01	Extend both speed bumps so that they cover the entirety of the road, making them harder to bypass while driving.  Alternative: Replace speed bumps with speed humps if there is a desire for traffic calming devices to be used along the roadway that result in a less obtrusive driver experience.	Medium term	Lincoln County School District
02	Remove existing sidewalk leading from the play yard down to the elementary school driveway and sports fields in order to direct pedestrians to the more protected upper path.	Medium term	Lincoln County School District
03	Install in-street pedestrian crossing sign (R1-6c) to alert vehicles traveling downhill and approaching the Y intersection of this crossing.  Reorient crosswalk to the crest of the hill, where it is more visible to people driving. Shorten and straighten the crosswalk to decrease the length of in-street travel for pedestrians. Extend sidewalk on the south side of the street to connect to the reoriented crossing. Use high-visibility continental crosswalk markings. Install pedestrian warning signs to highlight this crossing.	Medium term	Lincoln County School District
Sturdevant Rd			
04	Rebuild sidewalk on the east side of Sturdevant Rd, including an ADA curb ramp to accommodate a future crossing of the Toledo Elementary School driveway.  Optional: When rebuilding curb and sidewalk, route sidewalk to cut the corner, providing a buffer between cars and pedestrians.	Medium term	City of Toledo, Lincoln County
05	Install speed feedback signs north and south of the elementary school on Sturdevant Rd to encourage vehicles to approach the elementary school at the designated speed limit of 20 mph.  Widen and improve existing sidewalk on the east side of Sturdevant Rd from Chedester Rd to 10th St to create a designated, contiguous path for pedestrians.	Medium term	City of Toledo, Lincoln County
06	Install a high visibility continental crosswalk across Sturdevant Rd on the north side of 10th St.  Install ADA-compliant curb ramps at this intersection.	Medium term	City of Toledo, Lincoln County
07	Install a high visibility continental crosswalk across Fircrest Way.  Install ADA curb ramps at this intersection.	Long term	City of Toledo, Lincoln County
08	Install sidewalks on the east side of Sturdevant Rd from Toledo Elementary to Sturdevant PI (just north of the middle and high school).	Long term	Lincoln County

Rec #	Recommendation	Timeline	Agency Responsible
09	Install speed feedback signs north and south of the middle and high school on Sturdevant Rd to encourage vehicles to approach the school at the designated speed limit of 20 mph.	Medium term	Lincoln County
10	Per the Toledo TSP, build a bridge and path across the slough to connect East Slope Rd with Sturdevant Rd. The west side of the path would connect near Olson Rd, and the east side would connect approximately 350ft north of Chedester Rd on Sturdevant Rd.  Within the existing school zone (20mph), install high-visibility continental crossing of Sturdevant Rd to facilitate use of this path for those on the east side of Sturdevant Rd, including students. Install pedestrian crossing warning signs and RRFBs with School Zone crossing signs (MUTCD S1-1) with downward diagonal arrows (MUTCD W16-7P).	Medium term	City of Toledo, Lincoln County
10th Ave			
11	Install high visibility continental crosswalk on 10th St at East Slope Park. Replace existing pedestrian crossing warning signs with School Zone crossing signs (MUTCD S1-1) with downward diagonal arrows (MUTCD W16-7P).  As an alternative/minimum treatment, relocate existing crossing warning signs closer to the crossing, and add downward arrows.  Construct a curb ramp on the north side of the crossing. Upgrade the south side curb ramp to be ADA-compliant (include a tactile strip at the edge of the roadway).  Optional: Install an RRFB at this crossing location.  Optional: Install in-street pedestrian crossing sign (R1-6c) to alert people driving of this mid-block crossing.  Optional: Widen existing sidewalk on the north side of 10th Ave to allow for safer and more comfortable pedestrian travel.	Long term	City of Toledo



# Education and Encouragement Program Recommendations

The limited active transportation infrastructure surrounding Toledo Elementary has prompted the school to avoid actively promoting walking and rolling to school. Until significant infrastructure changes are made, the school will continue to allow walking and bicycling on a case by case basis, along with individual conversations with students and their families. In the future, once construction projects are in place to make walking and bicycling safer for Toledo residents, the school and district hope to provide additional programs for education and encouragement of active transportation.

The community also determined that creation of a Suggested Routes Map was not appropriate at this time. Routes for students and families who choose to walk or roll to school will be discussed on an individual basis.

Given this situation, the programs outlined in this section are intended to increase awareness and understanding of ways parents and students can make it safer to walk or roll to school. Table 2 includes additional details about each recommended program including a brief description, suggested leads, timeline, and 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 (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 Toledo and Lincoln 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.

Table 2. Toledo Elementary School 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	Toledo Elementary School	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. For Toledo Elementary School, place a particular emphasis on proper vehicle circulation procedures at arrival and dismissal times.	Short term	Procedures and tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Community School Safety Campaign	Toledo Elementary 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



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.



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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.







# 05



## IMPLEMENTATION

## 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. Participants discussed the trade-offs between feasibility and safety, deciding that while some of the most critical safety improvements near Toledo Elementary were not the most immediately feasible, they were essential to provide safe routes to school. 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.

### 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.

### 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.

★ *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 Toledo and Lincoln County will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant.

Table 3 (page 35) provides a planning-level cost estimate for each recommendation to the City of Toledo and Lincoln County. Table 4 (page 35) provides additional project-specific information needed for ODOT grant applications. Appendix E includes more detailed project cost estimates,

Table 3. Toledo Elementary School Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
<b>Sturdevant Road Improvements</b>	
Install school zone feedback signs on Sturdevant Rd.	\$40,200
Improve/install sidewalks along the east side of Sturdevant Rd from Chedester Rd to 10th St.	\$701,715
<b>Total Estimated Project Cost</b> (inc. construction items, engineering, contingency, and soft costs)	<b>\$1,633,115</b>

Table 4. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF TOLEDO
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?	N/A
AADT	Not known
Priority Safety Corridor	Posted speed limit over 30mph; Demonstrated history of crashes related to school traffic



# 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.

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APPENDICES

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# 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](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](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](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 Toledo 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 the 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 the 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 meeting was held directly after the 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 TOLEDO TRANSPORTATION SYSTEM PLAN (2013)

As the primary transportation planning document for the City of Toledo, the 2013 Transportation System Plan (TSP) provides an overarching structure for proposed infrastructure changes in the area surrounding the target school. This includes the following improvement projects in the vicinity of Toledo Elementary School:

- A multi-use trail along Sturdevant Rd
- High-visibility crosswalks at Toledo Elementary and Toledo Junior/Senior High School
- Sidewalk improvements on Business Loop 20 (from East Slope Rd to Sturdevant Rd)
- Other projects on the proposed list include:
- Filling of sidewalk gaps on Burgess Rd, Douglas St and 3rd St
- Sidewalk extension on East Slope Rd
- Sidewalk rebuild on A St (from Business Loop 20 to NW 1st St)
- Sidewalk on Bay Blvd
- Railroad pedestrian crossing improvements at Butler Bridge Rd and SE 2nd St
- NW 1st St – median, midblock crosswalk, north sidewalk/grade crossing improvements
- Butler Bridge Road Railroad fencing (NW 1st to SW 2nd)
- Trail along Bay Blvd / Yaquina Bay Rd
- Business Loop 20 multi-use trail (US 20 to NW 6th Ave)
- Waterfront Path
- Bay Blvd – Depot Slough bike/ped crossing

There is also a plan to realign a portion of Sturdevant Rd near the Siletz Kiln Site in order to allow larger trucks to access the site. This project would reduce the curves on Sturdevant Rd south of 10th St.

2020 TOLEDO COMPREHENSIVE LAND USE PLAN (2001)

The Toledo Comprehensive Plan provides a framework for making better decisions about land and community resources. The goals stated in this plan include providing a safe and efficient, multi-modal transportation system and encouraging options other than personal automobiles.

LINCOLN COUNTY SCHOOL DISTRICT INFORMATION

The project team also reviewed various documents from Lincoln County School District, including the District’s Long-Range Facilities Plan (2020), Safety Assessment (2019), Enrollment Report, and information about school bus routes that serve the school.

While very few students are reported to walk or bike to school, there are some who travel by active means. There is a sidewalk on Sturdevant Rd, but only south of the school, meaning no safe path exists to the north. Another concern is the fact that the yellow-painted crossing on the entrance drive is at a blind intersection. The Assessment also mentions challenges with speeding on the driveway and students not staying on the sidewalk when walking to the playground. Some of the Safety Assessment’s recommendations related to pedestrian safety include:

- Potential traffic control measures at the driveway crossing (signage, crossing guards, etc.)
- Speed control measures along the narrow, curved driveway on the north side of campus
- Painted crosswalks at the two designated gate crossings

Because Toledo Elementary School serves families living in a large geographic area, many do not have the option to walk or bike. Before the COVID-19 pandemic, 239 students were picked up along 8 bus routes in the morning, and 258 were dropped off in the afternoon. Among the students who used the school bus to get to and from school, some live in neighboring communities, such as Newport, Siletz,



Sunnyridge, and Chitwood. Many travel over an hour to reach the school. According to the Safety Assessment, bus drop-off and pick-up at the school are effective and organized, with a bus loading zone that has number signs and painted waiting zones for students, all under a covered waiting area.

The Safety Assessment also praised the school’s well-orchestrated pick-up and drop-off procedures as “a model for other schools”. In this system, a staff member checks each car and driver and assigns them a position to wait. They then radio the name of the student and the position of the car. A staff member announces the pickup over a megaphone, and the student, who has been waiting under the covered playshed, proceeds to the assigned pick-up position.

However, some challenges with pick-up still exist. Staff has deployed traffic barriers to prevent parents and caregivers from trying to bypass the student pick-up car line. Drivers have since been observed driving on the sidewalk to bypass the temporary barriers.

# Previous SRTS Efforts or Walking/Biking Encouragement Activities

## EDUCATION AND ENGAGEMENT ACTIVITIES

Currently, the small number of students who walk or ride their bikes to school are given individualized instruction on how to arrive and leave the school grounds safely. For example, they are educated on the correct path to take, where it’s safe to cross, where to enter and exit the building, where to park their bike, and how to react to approaching traffic. Because such a small percentage of students travel by active modes, it’s feasible for staff to provide these individual conferences.

Other recent SRTS-related activities include the following:

- In 2013-14, LCSD met regarding safe walking and bicycling to schools.
- In 2014-15, a small grant was received to purchase rain gear for the crossing guard programs in Newport and Lincoln City.

## CONSTRUCTION ACTIVITIES

The Lincoln County School District recently completed significant improvements to the Toledo Elementary campus. Lincoln County plans to complete asphalt paving on Sturdevant Rd during the 2021-22 Fiscal Year.

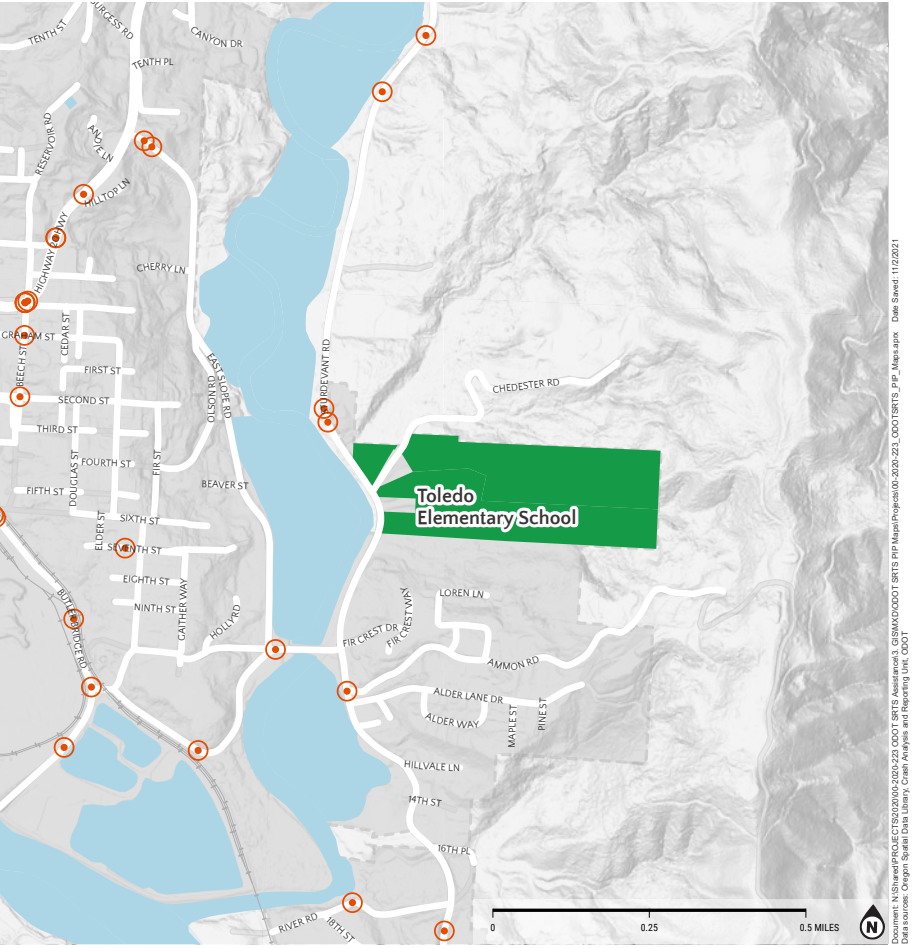
# Crash History

From 2014 to 2018, there has been only one reported crash involving a bicyclist in the greater vicinity of the focus school. However, this crash occurred on South Bay Rd, which is located far southwest of the school, outside the area where students would likely be walking or bicycling to school. While there was only one pedestrian- or bicyclist-involved crash reported, it’s important to note that this does not account for

near-misses and hazards that may result in future collisions.

The map below illustrates the locations of vehicle-only crashes. While these don’t involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users. Several vehicle-only collisions have occurred on Sturdevant Rd, including one near the intersection with Ammon Rd (south of the school) and another north of the school. A collision was also reported near 10th and East Slope Rd. Butler Bridge Rd and Beech St are other locations where a number of crashes have occurred.

Vehicle Crashes Near Toledo Elementary



VEHICLE-ONLY COLLISIONS 2014-18



- Vehicle-Only Collision
- Railroad
- School Property
- 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/](http://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 Toledo. These projects are also candidates for ODOT SRTS Competitive Infrastructure Grant funding.

Table 6. Toledo Elementary Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
Mobilization	10%	\$74,200	1	\$74,200
Traffic Control	15%	\$111,300	1	\$111,300
Erosion Control	2%	\$14,900	1	\$14,900
Clearing and Grubbing	1%	\$7,500	1	\$7,500
1) School Zone Speed Feedback Signs on Sturdevant Road				
Remove sign	EA	\$100	2	\$200
Install school speed feedback sign with flashing beacons and speed feedback	EA	\$20,000	2	\$40,000
2) Sturdevant Road East Side Sidewalk Improvements (Chedester Road to 10th Street)				
Remove concrete sidewalk	SF	\$7	3550	\$24,850
Remove concrete curb	LF	\$6	765	\$4,590
Remove asphalt	SF	\$5	4590	\$22,950
Remove pavement marking	SF	\$5	10	\$50
Install underground pipe / inlet drainage system	LF	\$145	1145	\$166,025
Install catch basin	EA	\$10,000	7	\$70,000
Embankment fill	CY	\$15	42	\$630
Install aggregate base	CY	\$60	49	\$2,940
Install concrete curb & gutter	LF	\$50	1255	\$62,750
Install asphalt pavement	TON	\$230	125	\$28,750
Install concrete sidewalk	SF	\$30	7530	\$225,900
Install ADA curb ramp	EA	\$10,000	9	\$90,000
Install 1’ wide stop line	LF	\$15	12	\$180
Install marked crosswalk	SF	\$15	140	\$2,100
Subtotal				\$949,815

(continued on the following page)



ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
<b>Additional Costs</b>				
Construction Engineering	15%	\$142,500	1	\$142,500
Contingency	30%	\$327,700	1	\$327,700
<b>Total Construction Cost</b>				\$1,420,015
Soft Costs	15%	\$213,100	1	\$213,100
ROW	-	-	-	-
<b>Total Project Cost</b>				<b>\$1,633,115</b>