

A photograph of five children walking on a concrete sidewalk in a grassy area. The children are wearing face masks and casual clothing. In the background, there is a green hedge, trees, and residential houses under a clear blue sky.

ST. PAUL Safe Routes to School Plan

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

CITY OF ST. PAUL
ST. PAUL SCHOOL DISTRICT
FINAL REPORT / JUNE 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

ACKNOWLEDGMENTS

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.

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01

INTRODUCTION

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.*

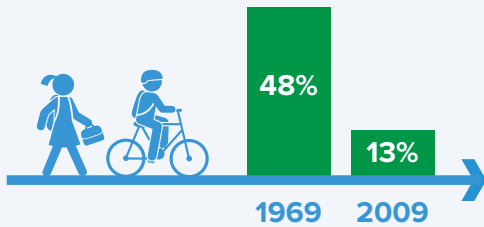
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families, 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%**.



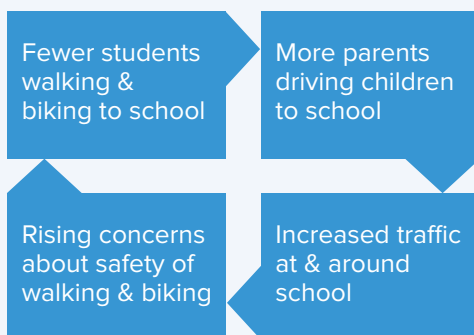
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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



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



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.



* 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

** 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.

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!

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?* *American Journal of Preventative Medicine* 2003; 25 (4)

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.

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

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 Busine\$\$ - The Benefits Of Making Streets More Walking And Cycling Friendly*, Heart Foundation South Australia

ODOT's Project Identification Program



The City of St. Paul, ODOT Region 2 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers– Alta Planning + Design and the Central, Eastern and Southern Regional SRTS Hub– to complete this SRTS Plan.



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.*



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



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 St. Paul SRTS Plan Process



- For more information on the program, visit: 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

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



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

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).



02



VISION AND GOALS FOR SRTS

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 St. Paul 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 St. Paul PIP process selected Safety as the main priority 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: St. Paul School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of St. Paul 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 St. Paul will adopt the long-term infrastructure recommendations as a part of its planning processes.
- Action: The City of St. Paul 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, particularly the Latinx community, to schools and improve access for students walking, biking, and taking transit to school campuses.

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

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

ENVIRONMENT

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

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

- Action: St. Paul School District will consider providing parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.
- Action: The City of St. Paul will formalize the existing cut-through path to improve off-street travel options for people walking and rolling to 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-group representatives and 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
- Participation in a virtual community meeting
- Virtual feedback using the online Public Input Map and survey

St. Paul School District worked to spread the word about the community meetings, and online Public Input Map and survey. The schools promoted the PIP process and opportunities for community input on multiple social media channels, in their weekly newsletter, on their electronic reader board, and through existing meetings, such as the Parent Teacher Association. Bilingual staff connected with Spanish-speaking families.

The project team hosted a walk audit in St. Paul on February 11, 2022. In order to comply with CDC guidance on COVID-19 prevention, masks were worn on school campuses.

Walk Audit attendees from the St. Paul School District and City of St. Paul provided feedback about specific barriers and challenging locations near the school.



COMMUNITY ENGAGEMENT KEY THEMES

Through the Public Input Map and virtual open house, parents and caregivers provided feedback on the barriers to walking and biking, as well as ideas for improvement. These participants were more concerned with addressing the following barriers:

- High-speed vehicle traffic entering St. Paul from the north on Hwy 219 / Main St and from the west on Blanchet Ave
- Lack of sufficiently safe crossings of Hwy 219 / Main St between the neighborhoods to the east and the schools on the west side
- The need for improved crossings of Hwy 219 / Main St at Church Ave and Blanchet Ave

In general, participants who engaged with the SRTS planning process want to see more visible crossings, consistency in pedestrian facilities, and traffic calming.

When asked through the Public Input Map about the most important goal for a Safe Routes to School Plan for St. Paul, survey respondents indicated that Safety was their top priority, followed by Equity, Health, and Environment.





03



EXISTING CONDITIONS

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.

St. Paul Schools Safety Assessment

Site Visit Date: February 11th, 2022

SCHOOL LAYOUT

The three schools located in the city of St. Paul are located in close proximity to one another on the west side of Hwy 219 / Main St, which is also OR 219. This highway is an important connection with Newberg to the north and Woodburn to the southeast.

St. Paul Elementary School and St. Paul High School are situated along Convent Ave. St. Paul Parochial School is south of the other two schools on Christie St. There is considerable movement of students on foot between the schools, since they share some campus facilities. For example, students from the Parochial school utilize the St. Paul Elementary School cafeteria and St. Paul High School gym, requiring them to walk as a group to and from the other schools.

SITE CIRCULATION

Vehicles: St. Paul Elementary School parents drive down Convent Ave to the pick-up / drop-off area on the southeast side of the school building. There are pavement markings indicating where cars should line up and a marked walkway for students on foot.

St. Paul High School's circular driveway and pick-up / drop-off area is located on the southeast side of the building. Parents and caregivers can drop off students by the front entrance. Students driving themselves to school turn onto Convent Ave and enter the high school parking lot located on the southwest side of the building.

St. Paul Parochial School is located on Christie St, which is a quiet street one block west of Hwy 219 / Main St. Parents dropping off their students at the school usually turn off Hwy 219 / Main St onto McDonald Ave and continue southwest onto Christie St, where there is a curb for drop-off in front of the building.

School Buses: The three schools share school buses, so the buses use a route that stops by each of the schools in succession. The school bus first turns onto Convent Ave and stops in front of the play structure (near the parent pick-up / drop-off area) to let students on and off. After stopping at the elementary school, the drivers return to Hwy 219 / Main St, going north to the entrance to the high school's circular driveway. After stopping at the southeast side of the school (where the main entrance is located), the bus returns to Hwy 219 / Main St, drives south to McDonald Ave, and arrives in front of the Parochial school.

Pedestrians/Bicyclists/Micromobility: Students who walk or bike to and from St. Paul Elementary School use Convent Ave to reach the school. High School students could choose to use the sidewalks on Hwy 219 / Main St or enter the campus through the parking lot on Convent Ave. Parochial school students would most likely take McDonald Ave, but school administrators are not aware of any students currently walking or biking to and from the school.

Transit: Students at these three focus schools do not use transit to get to and from school.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

St. Paul School District does not currently offer SRTS education programs at their schools. However, they hope to provide education and encouragement programs once local facilities are made safer for walking and biking.

SCHOOL CONTEXT:

St. Paul Elementary

20449 MAIN ST

PRINCIPAL:

Joseph Wehrli



ENROLLMENT:

143

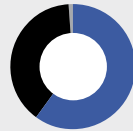


GRADES SERVED:

K-6



52% of students eligible for free or reduced lunch



DEMOGRAPHICS*

● White, non-Hispanic, 60%

● Hispanic, 39%

● Multiracial, 1%



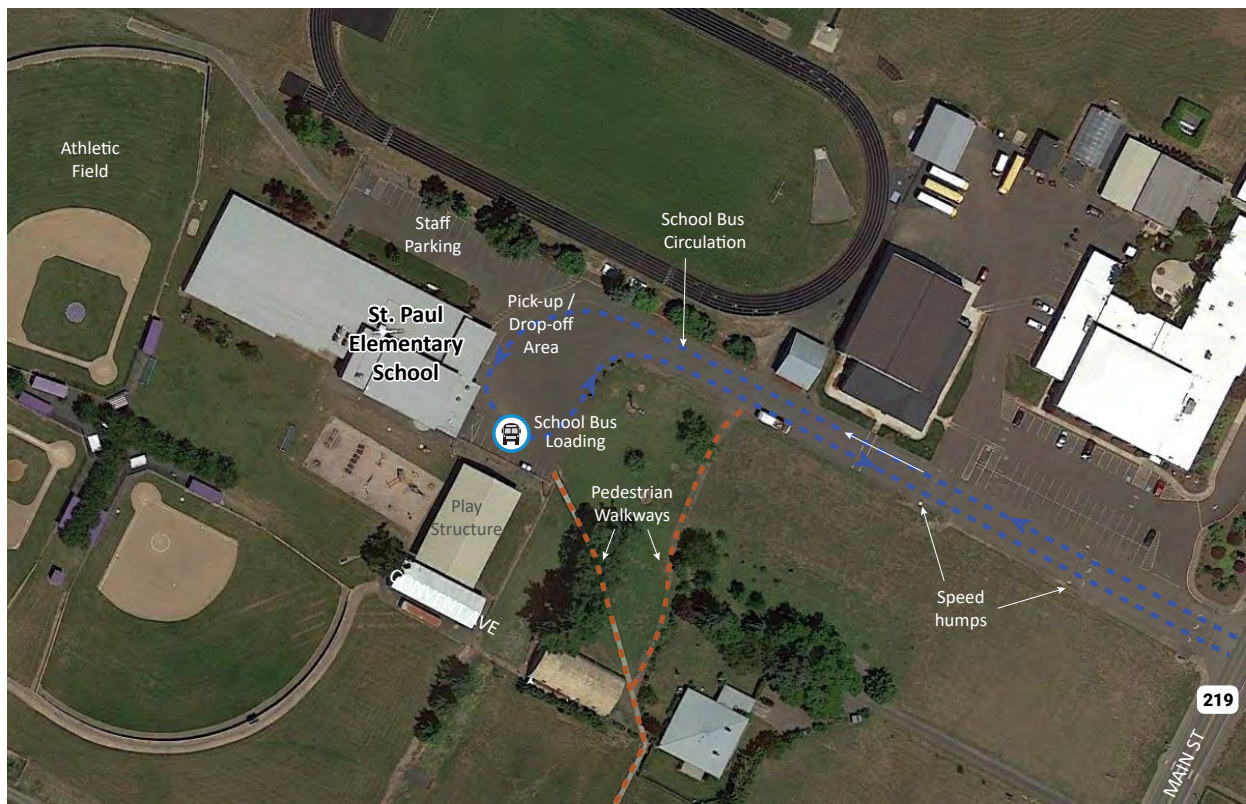
TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English 204

Spanish 74

Total Languages Spoken: 4

*Source: Oregon Department of Education 2019-2020 school year; **Source: Oregon Department of Education 2018-2019 school year



St. Paul Elementary School

Site Plan



SCHOOL CONTEXT:

St. Paul High School

20449 MAIN ST

PRINCIPAL:

Patrick Schrader



ENROLLMENT:

147



GRADES SERVED:

7-12



33% of students eligible for free or reduced lunch



DEMOGRAPHICS*

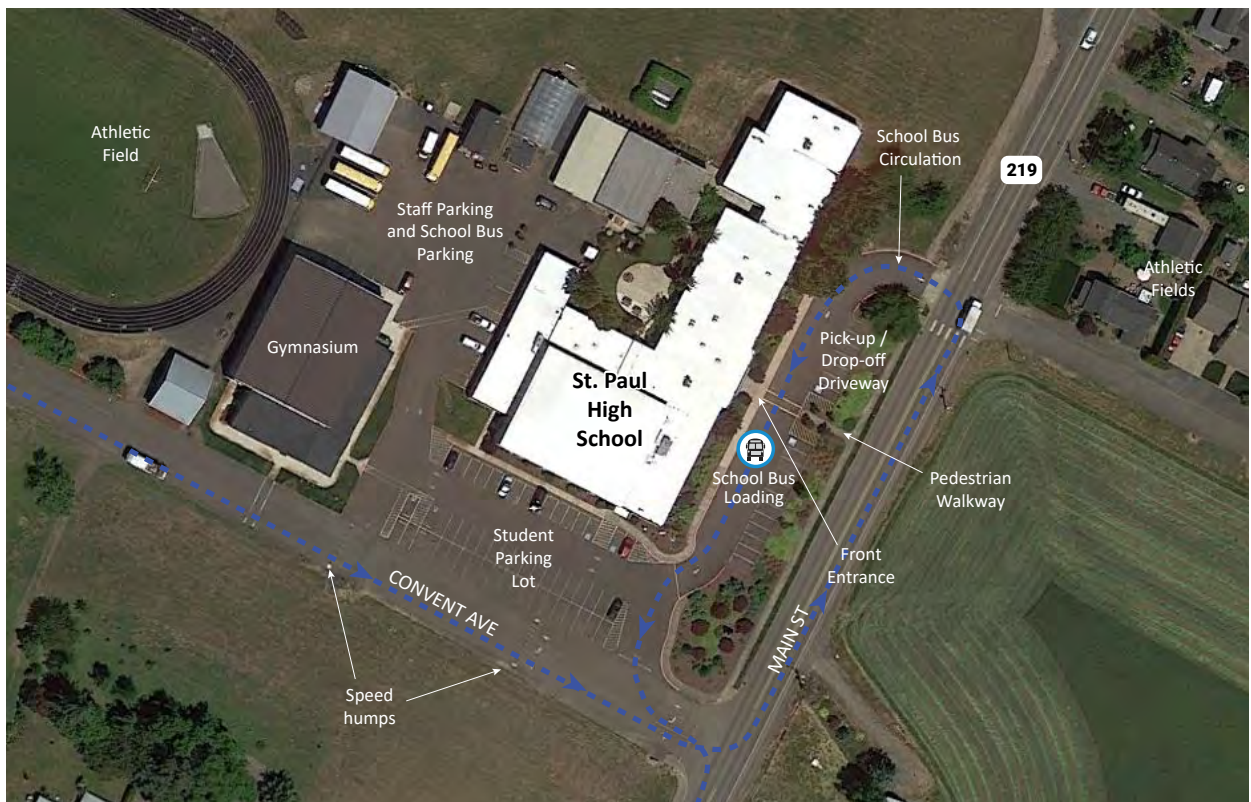
● White, non-Hispanic, 65%
● Hispanic, 35%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	204
Spanish	74

Total Languages Spoken: 4



St. Paul High School

Site Plan



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SCHOOL CONTEXT:

St. Paul Parochial School

20327 CHRISTIE ST

PRINCIPAL:

Amanda Davidson



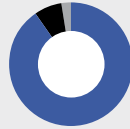
ENROLLMENT:

86



GRADES SERVED:

PK-8



DEMOGRAPHICS*

● White, non-Hispanic, 65%

● Hispanic, 35%

● Asian, 2%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English 204

Spanish 74

Total Languages Spoken: 4



St. Paul Parochial School

Site Plan

0 100 200 FEET N



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Bike and Pedestrian Facilities Inventory



As the highway enters St. Paul from the north, the speed limit drops to 30mph.



The School Zone signage at the north end of the school zone indicates the speed limit is reduced to 20mph during arrival and dismissal times.



There are continuous sidewalks along the west side of Hwy 219 / Main St but not continuously on the east side.



The main entrance to the high school has a paved pedestrian walkway and marked crosswalk.



Key Themes



There is an existing continental crosswalk with signage located just south of the entrance to St. Paul High School's northernmost driveway.



Convent Ave has no designated pedestrian facilities that support St. Paul Elementary School students walking from Hwy 219/Main St to the school grounds. Convent Ave does have two speed humps to slow vehicles, as well as a faded crosswalk indicating the preferred crossing area.

- Drivers enter St. Paul from the north on Hwy 219 / Main St often traveling above the posted speed limit. This creates uncomfortable crossings for students attempting to cross Hwy 219 / Main St to get to or from the schools, which are located on the west side of the highway.
- There are two major intersections along Hwy 219 / Main St located near the schools: Church St and Blanchet St. Both of these intersections lack ADA-compliant curb ramps and continuous sidewalks.
- Church Ave is an important route for students who live in the southeast area of town. However, there are no sidewalks along this route, and the shoulder is partially blocked by overgrown vegetation.
- Convent Ave does not have a designated pedestrian facility to separate pedestrians and bicyclists from vehicle traffic.
- There is an informal path that connects 2nd St and Hwy 219 / Main St, but this path is not paved, limiting its accessibility.



There is a marked crossing for students walking from the elementary school toward the high school. To the right of this crossing is where cars line up during arrival and dismissal.



Paved walkways on the campus allow students from St. Paul Parochial School to travel to buildings shared with the other schools.



At the intersection of Blanchet St and Hwy 219 / Main St, the curb ramps are not ADA accessible.



A utility pole and storm drain are located at the northeast corner of the intersection of Blanchet St and Hwy 219 / Main St.



There are sidewalks along Christie St in front of the Parochial School, but these sidewalks do not connect all the way to Hwy 219 / Main St along McDonald Ave.



At the intersection of Church St and Hwy 219 / Main St, some curb ramps have been updated to comply with ADA standards, but others are not improved. In some cases, storm drains are located near where curb ramp improvements are needed.



On the east side of Hwy 219 / Main St north of Blanchet St, there is no sidewalk and pedestrians use the gravel area at the side of the road. There is also parking along the street.



There are no sidewalks on Blanchet Ave. On this street, the posted speed is 25mph.



On the north side of Church St, there is a sidewalk gap approaching Hwy 219 / Main St.



There are no sidewalks along Church St. Pedestrians and bicyclists use the shoulder.



In some areas along the north side of Church St, vegetation encroaches into the shoulder, making pedestrian and bicycle travel difficult.



An unpaved path connects Hwy 219 / Main St and 2nd St.

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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.



PEDESTRIAN FACILITIES

Pedestrian facilities offer an alternative solution to create safe space for people walking and rolling. In rural contexts, complete sidewalks with curb and gutter can prove cost prohibitive.

Pedestrian facilities can offer temporary or permanent solutions that are appropriate on roads with low to moderate speeds and volumes. A pedestrian lane, for example, is a designated space on the roadway for exclusive use of pedestrians.¹ The lane may be on one or both sides of the roadway and can fill gaps between important destinations in a community.

Other types of pedestrian facilities include curb or bollard-protected shoulders, striped buffers, or curb-protected sidewalks. Importantly, these facilities should still include tactile strips and remain ADA-accessible.

BENEFITS

- Provide a stable surface off of the roadway for pedestrians to use when sidewalks or side paths are deemed impractical or otherwise undesirable.
- Can provide visual indication of prioritized connection to community amenity.
- Require minimal roadside infrastructure and no impacts to stormwater management if existing pavement is used.
- May reduce “walking along roadway” crashes.
- Lack the built curb and gutter infrastructure of a sidewalk or other facility.

See Appendix E for examples.

¹ Small Town and Rural Design Guide. Center for Prevention at Blue Cross and Blue Shield of Minnesota. <https://ruraldesignguide.com/introduction>



IMPROVEMENT RECOMMENDATIONS



- Street Improvement
- Off-Street Improvement (Trail/Path)
- Crossing Improvement
- Signage Improvement
- Street Improvement
- School Property
- Parks
- Water
- City Boundary

Table 1. St. Paul Schools Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
St. Paul Elementary		
01	Upgrade crosswalk through parking lot to high-visibility transverse continental crosswalk markings. Consider having parents drop off on south side of Convent Ave at new pedestrian facility.	Medium term
Hwy 219 / Main Street (Hillsboro-Silverton Hwy)		
02	Install radar feedback signage north of the school on Hwy 219 / Main St to encourage vehicles to approach the school at the designated speed limit of 20 mph.	Short term
03	Consider installing a roundabout at Hwy 219 / Main St and Twin Oaks Ln.	Long term
04	Add pedestrian facility along east side of Hwy 219 / Main St from Faber crosswalk to Wilson Ave.	Short term
05	Add marked crosswalks at Faber Ave.	Short term
06	Pursue illumination and an RRFB at the intersection of Hwy 219 / Main St and Faber Ave.	Short term
07	Install high visibility continental crosswalk across entrance to school parking lot and improve illumination.	Medium term
08	Pursue illumination and an RRFB at the intersection of Hwy 219 / Main St and Convent Ave.	Short term
09	Add marked crosswalk and install ADA compliant ramps at Hwy 219 / Main St and Church Ave.	Medium term
10	Add marked crosswalk and install ADA compliant ramps at Hwy 219 / Main St and Blanchet Ave.	Medium term
11	Infill sidewalk on Hwy 219 / Main St between Church Ave and Faber Ave.	Short term
Convent Avenue		
12	Add pedestrian facility along south side of Convent Ave from Hwy 219 / Main St to St. Paul Elementary School.	Short term
13	Add high-visibility transverse continental crosswalk markings at mid-block crossing on Convent Ave.	Medium term
14	Add 6' wide asphalt path from St. Paul Parochial School across the grass to access the gym at the high school.	Medium term
Informal Cut-through Path		
15	Improve existing path, install 6' asphalt pathway connecting 2nd St and Hwy 219 / Main St.	Medium term
McDonald Avenue		
16	Add a pedestrian facility along the north side of McDonald Ave to connect Hwy 219 / Main St to the sidewalk in front of the school.	Medium term
Mission Avenue		
17	Add a pedestrian facility along the south side of Mission Ave to connect Hwy 219 / Main St to the school entrance.	Medium term

Rec #	Recommendation	Timeline
Church Avenue / Hwy 219 / Main St		
18	Add RRFB. Install marked crosswalk on the east leg of Church Ave at 5th St. with ADA compliant ramps and improve illumination.	Medium term
19	Install driver speed feedback sign on Church Ave to encourage vehicles slow down as they enter St. Paul.	Medium term
20	Add a pedestrian facility along the north and south sides of Church Ave.	Medium term
Blanchet Avenue		
21	Install driver speed feedback sign on Blanchet Ave to encourage vehicles slow down as they enter St. Paul.	Medium term
22	Add a pedestrian facility along the north and/or south sides of Blanchet Ave.	Medium term

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

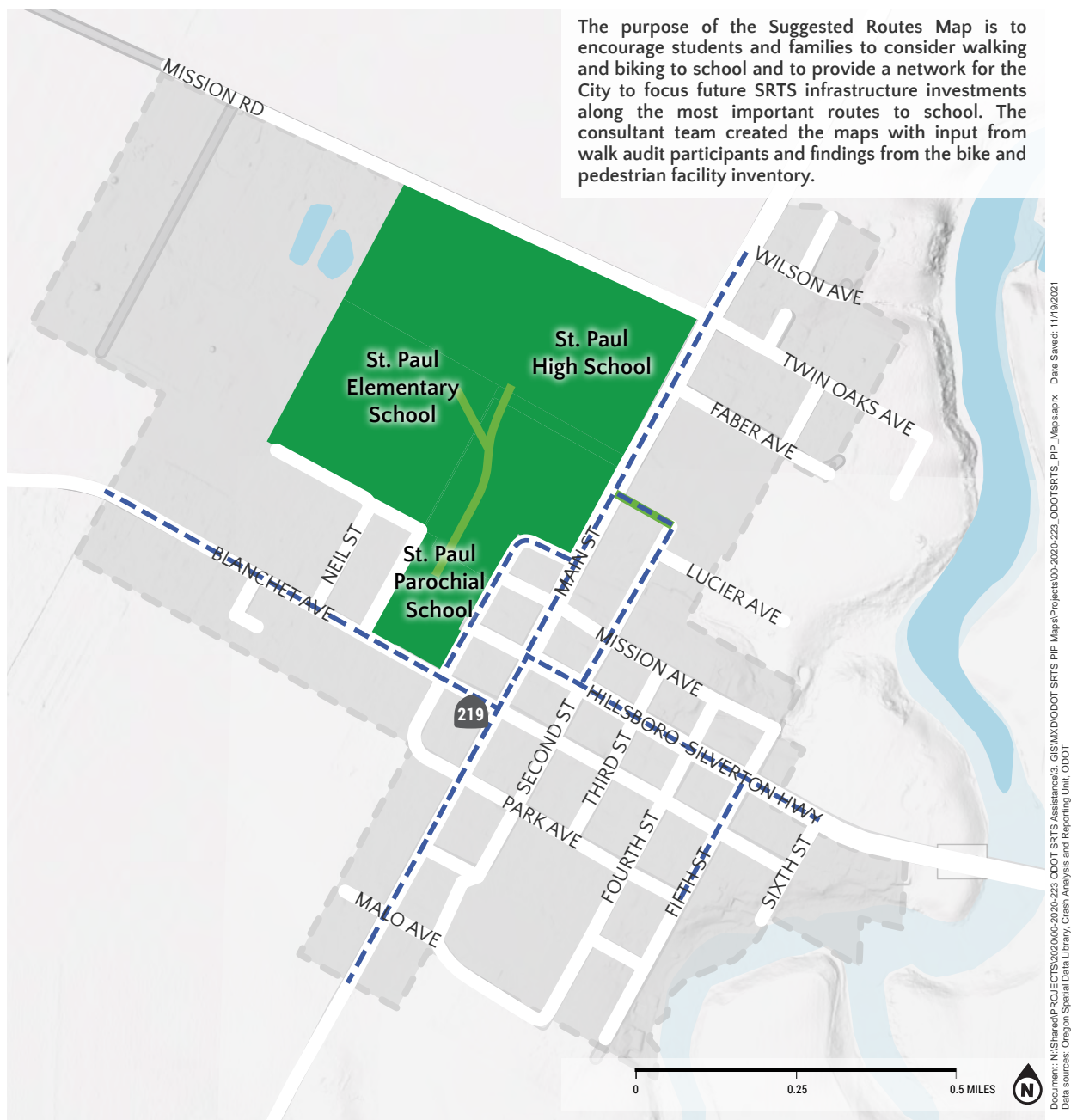
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<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 St. Paul are a part of the Portland Metro and Region 1 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 (with Improvements)
- Railroad
- School Property
- Parks
- Water
- City Boundary

Table 2. St. Paul 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	St. Paul School District, Individual Schools	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 (potentially Health & Human Services Department)	Consider applying for funding for a Safe Routes to School Coordinator for Marion County (outside of the Salem-Keizer area) 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, St. Paul Schools	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	St. Paul Schools	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, Parents/Caregivers	Depending on parent/caregiver interest, a future SRTS coordinator could organize walking school buses and/or bike trains. 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, St. Paul Schools	Organize a 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.

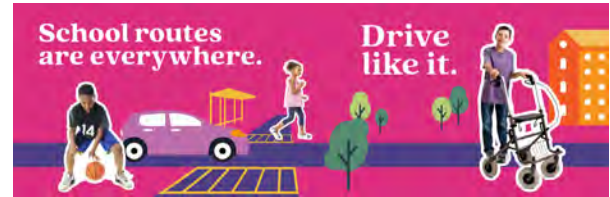
Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments.



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.



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

Walk audit and community meeting participants provided feedback on how actions and recommendations should be prioritized in their community on a sliding scale of “Not Important” to “Very Important”. This exercise requires thinking about trade-offs between different goals and actions. Participants generally felt that most of the prioritization measures were quite important to consider for SRTS projects in the community.

Participants found safety to be the most important factor, while also recognizing that equity, student density, and proximity to school was essential when considering projects. Participants discussed the trade-offs between feasibility and safety, deciding that they would be interested in looking at both short-term highly-feasible improvements but also considering a long-term approach that maximized safety.



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 St. Paul will be the relevant party to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3 (page 41) provides a planning-level cost estimate for each recommendation to the City. Table 4 (page 41) provides additional project-specific information needed for ODOT grant applications. Appendix E includes more detailed project cost estimates.

Table 3. City of St. Paul Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Hwy 219 / Main St (Hillsboro-Silverton Highway)	
Hwy 219 / Main St crossing enhancements (Convent Ave)	\$46,000
Hwy 219 / Main St crossing enhancements (Faber Ave)	\$45,500
School driveway pedestrian crossing improvements	\$22,700
Hwy 219 / Main St east side sidewalk infill (Church Ave to Wilson Ave)	\$1,052,000
Total Estimated Project Cost (inc. construction items, engineering, contingency, and soft costs)	\$2,457,200

Table 4. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF ST. PAUL
Relevant Right of Way ownership	ODOT
Utility implications and opportunities to mitigate	N/A
Environmental resource implications	N/A
Stormwater management implications	N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
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.

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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

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 as 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 St. Paul 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

ODOT INQUIRIES (APRIL-JULY, 2019)

In April and June, City of St. Paul staff reached out to ODOT regarding several concerns including: school speed zones, crosswalks near schools, potential for a Rectangular Rapid-Flashing Beacon (RRFB) near the school, and traffic increase in the community.

ODOT response included the following information:

- The crossing did not seem to qualify for an RRFB because of the low traffic speed, narrow crossing width and excellent sight distance.
- ODOT will conduct a speed zone investigation if requested by the city staff.
- ODOT has resources through the Transportation Safety Division that could help the school develop a crossing guard program at the school crossings.

In July, email correspondence reports that, according to the City Administrator, since the Newberg-Dundee Bypass (an ODOT project) opened, St. Paul's level of vehicle traffic has increased dramatically. Speeding has become more of an issue along this corridor, and the sheriff's department reported that they have seen drivers reach speeds up to 65 MPH in a 25 MPH zone. The City's biggest concern for pedestrian safety along this corridor is the tendency of vehicles passing one another as they travel through town, creating tough conditions for those traveling on foot.

The City requests several improvements in this document:

- Crosswalk markings should be added along the north leg of the intersection of Church St and Hwy 219 / Main St to increase pedestrian visibility for drivers.
- The Faber St crossing (the most popular among students) should be enhanced with new ramps and an RRFB.

ODOT received another inquiry in May 2020 which came from Representative Post's office but was originally from Tracy Fleck at the City. She asked Rep Post to help address the following things:

1. Speeds along the highway through town – especially that of semi-trucks. She specifically mentioned the north end of town near schools where drivers are not heeding the school zone rules. She specifically mentioned connecting with Jenna Berman at ODOT to look for opportunities near the schools.
2. She asked about getting truck weight restrictions within city limits to potentially help.
3. Overall traffic increases through town.

In response to this most recent inquiry, one of ODOT traffic engineers provided a response to these inquiries. Jenna Berman, Active Transportation Liaison at ODOT, also responded with an update that St. Paul had received a SRTS PIP grant and would be working to identify future construction projects to pursue.

- Speed feedback signs – District has just given approval for the installation of a speed feedback sign for westbound traffic on the Church Street portion of OR 219. One cannot be placed within the school zone approaching from the north since the school zone is a "When Flashing" system and the speed feedback sign needs to be placed in relation to a fixed posted speed.
- The increase in trucks through St. Paul could be because of the new Hazelnut facility just north of Donald (and not the Bypass like many people think).
- Weight restrictions – these are placed when there is a need due to physical damage to the facility – this is not the case through town.
- Speed bumps – ODOT does not allow the installation of speed bumps on the state highways.
- Crossing improvements at Church St and Hwy 219 / Main St – to connect students on the east side of the highway to the new section of sidewalk on the west side of the highway. This crosswalk would require ADA improvements to the NE corner of the intersection.

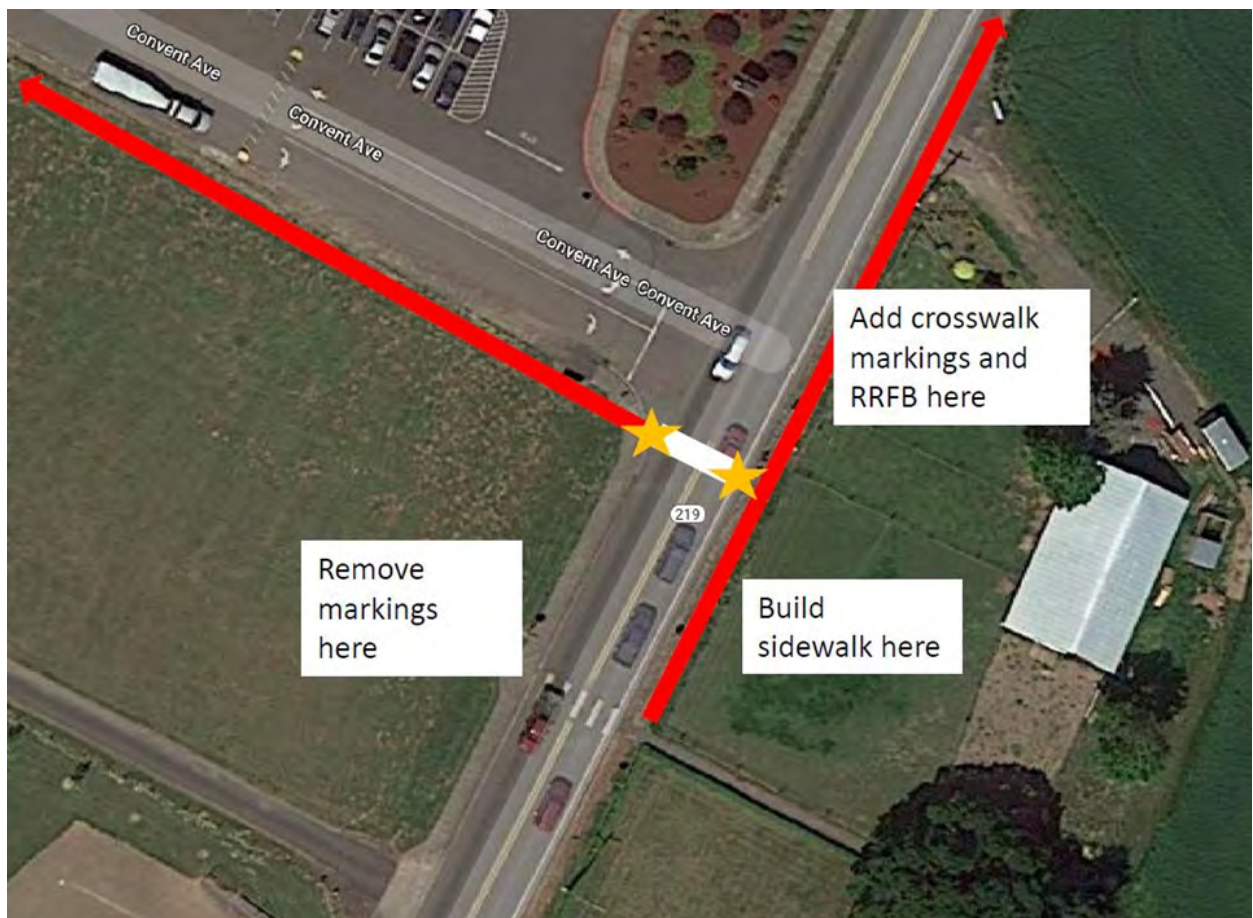
SRTS CONCEPT PLAN - NOV. 4TH MEETING WITH ODOT AND CITY STAFF (2019)

This document details ideas for SRTS improvements that could be included in an ODOT grant application. These recommendations attempt to address safety concerns related to speed and traffic near the schools, especially along Hwy 219 / Main St:

- Install sidewalk on the east side of Hwy 219 / Main St from where Lucier Ave would intersect (location of current path) north to Faber St.
- Remove existing marked crosswalks at Faber Ave and south of Convent Ave (mid-block crossing).

- Install an RRFB/enhanced crossing on the south leg of Convent Ave.
- Mark crosswalk on the north leg of the 4-way stop at Church Ave and Hwy 219 / Main St. This would require ADA improvements on the NE corner.
- Infill sidewalk along Convent Ave from Hwy 219 / Main St to St. Paul Elementary School.

The result of these improvements would be to direct students to use the east side of the highway to travel north and south, and cross only at the designated Church Ave and Convent Ave intersections.



Detail from St. Paul SRTS Concept

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

St. Paul School District does not currently offer SRTS education programs at their schools. However, they hope to provide education and encouragement programs once local facilities are made safer for walking and biking.

CONSTRUCTION ACTIVITIES

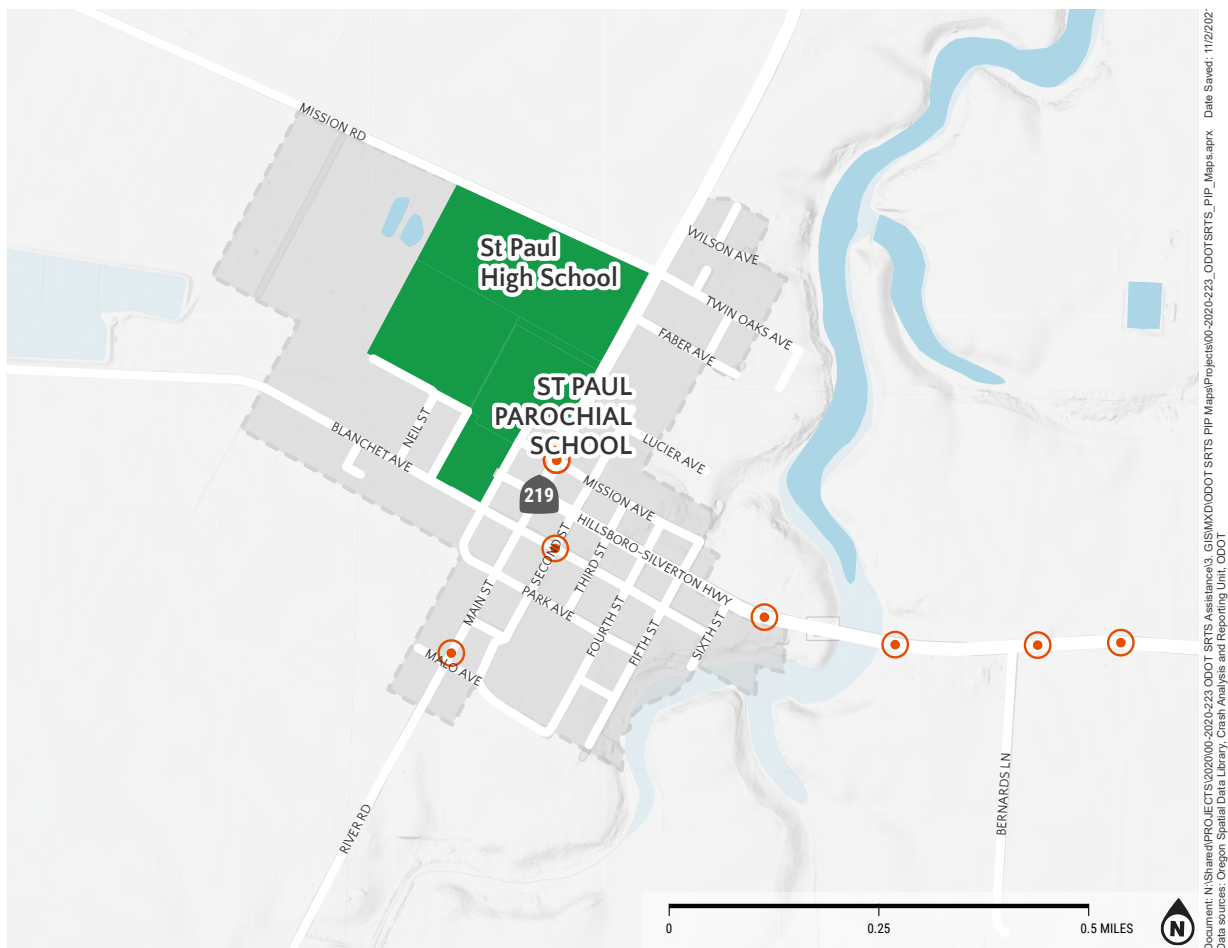
The St. Paul School District has discussed potential ideas for improvement of Hwy 219 / Main St with ODOT. These opportunities for facility upgrades include sidewalk infill, altering the location of marked crosswalks, and adding flashing beacons at a new crossing location.



Crash History

From 2014 to 2018, there have been no reported crashes involving a bike or pedestrian in the vicinity of the two focus schools. However, there were two vehicle crashes on Hwy 219 / Main St, one on Blanchet Ave, and one within the city limits on Church St. There were also three crashes outside the city limits on Church St.

Crashes Near St. Paul Schools



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/

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 programming 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.

PEDESTRIAN FACILITY EXAMPLES

Curb-separated pedestrian facility 1175 Coos Bay-Roseburg Hwy, Winston Oregon. Source: Google Maps



Curb and bollard separated sidewalk (at grade) 211 N Thielson St, Echo Oregon. Source: Google Maps



For more information regarding pedestrian lane design, see the Small Town and Rural Design Guide Facilities for Walking and Biking
<https://ruraldesignguide.com/>



Table 5. St. Paul Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
Mobilization	10%	\$116,700	1	\$116,700
Traffic Control	15%	\$175,100	1	\$175,100
Erosion Control	1%	\$11,700	1	\$11,700
Clearing and Grubbing	2%	\$23,400	1	\$23,400
1) School Zone Speed Feedback Signs on Sturdevant Road				
Remove asphalt pavement	SF	\$5	1200	\$6,000
Remove concrete curb	LF	\$6	180	\$1,080
Remove concrete pavement	SF	\$7	135	\$945
Remove concrete sidewalk	SF	\$7	275	\$1,925
Relocate existing sign & post	EA	\$200	9	\$1,800
Install underground pipe/ inlet drainage system	LF	\$160	1900	\$304,000
Install catch basin	EA	\$10,000	8	\$80,000
Install aggregate base	CY	\$60	470	\$28,200
Install concrete curb & gutter	LF	\$50	1900	\$95,000
Install asphalt sidewalk	TON	\$230	285	\$65,550
Install concrete sidewalk	SF	\$30	11400	\$342,000
Install ADA curb ramp	EA	\$6,000	21	\$126,000
2) School Driveway at Pedestrian Crossing Improvements				
Install marked crosswalk	SF	\$15	180	\$2,700
Install street light	EA	\$10,000	2	\$20,000
3) Highway 2019 Crossing Enhancements (Pathway South of Convent Avenue)				
Install set of RRFB assemblies – post-mounted	EA	\$25,000	1	\$25,000
Install in-street pedestrian crossing sign	EA	\$500	2	\$1,000
Install street light	EA	\$10,000	2	\$20,000

(continued on the following page)

ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
4) Hwy 219 / Main St Crossing Enhancements (Faber Avenue)				
Install set of RRFB assemblies - post-mounted	EA	\$25,000	1	\$25,000
Install in-street pedestrian crossing sign	EA	\$500	1	\$500
Install street light	EA	\$10,000	2	\$20,000
Subtotal				\$1,493,600
Additional Costs				
Construction Engineering	15%	\$224,100	1	\$224,100
Contingency	30%	\$515,400	1	\$515,400
Total Construction Cost				\$2,233,100
Soft Costs	15%	\$224,100	1	\$224,100
ROW	-	-	-	-
Total Project Cost				\$2,457,200