



SWEET HOME Safe Routes to School Plan

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

CITY OF SWEET HOME
SWEET HOME JUNIOR HIGH SCHOOL

FINAL REPORT / JUNE 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

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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.*

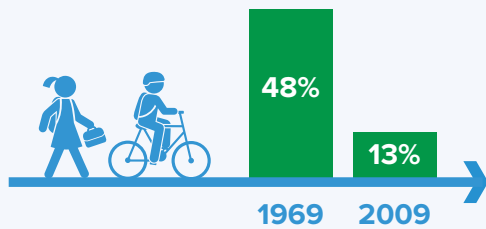
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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



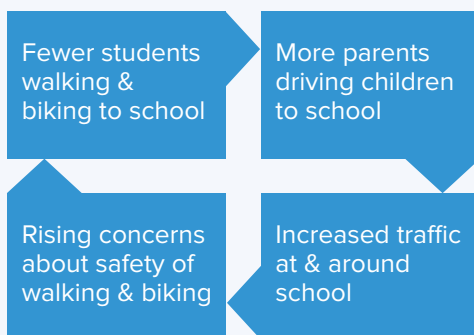
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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 learn.¹

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.² Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended daily 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?* *Amer 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 activity.³

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 increase.¹ 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 sales.²

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 Sweet Home, ODOT Region 2 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers, Alta Planning + Design, to complete this SRTS Plan.



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 identify needs and opportunities near



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 Sweet Home 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 the planning 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 Sweet Home 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 Sweet Home 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: Sweet Home School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Sweet Home 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 Sweet Home will adopt the long-term infrastructure recommendations as a part of its planning processes, including potentially into its Transportation System Plan, and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Sweet Home 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.
- Action: The City of Sweet Home and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: The Sweet Home School District and the City of Sweet Home will coordinate with school leadership to consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize safety, education and encouragement activities,

prioritizing options for activities that take place outside of instructional hours, such as Bike Train and bike club.

- Action: Sweet Home Junior High School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

Goal: Increase access and opportunity to walk and bike to school for all residents, with a particular focus on transportation-disadvantaged populations.

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

- Action: Sweet Home School District, Sweet Home Junior High School, and City of Sweet Home will provide SRTS information and educational materials in English and Spanish.
- Action: Sweet Home School District, Sweet Home Junior High School, and City of Sweet Home will partner with existing groups and organizations that serve low-income households and other historically-disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Sweet Home Junior High School will consider how to overcome barriers such as parent work schedules and transportation limitations to enable all parents to participate in SRTS programs and activities.

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

- Action: The City of Sweet Home will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: Whichever agency implements a SRTS Education and Outreach Program will work to include lower income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups.

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: Sweet Home Junior High School will look for areas of overlap between SRTS efforts, other health initiatives, and P.E. classes.
- Action: Sweet Home Junior High School will support the formation of Bike Train and other similar initiatives to encourage students to walk and bike to school.

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

- Action: Sweet Home School District will consider adopting SRTS-supportive language in its school wellness policy.
- Action: Sweet Home Junior High School will share relevant health statistics and messages in school newsletters, during 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: Sweet Home School District will provide parents with education and encouragement materials, including information on carpooling, walking, biking, and school buses.

A Community-Driven Planning Process

The vision, goals, objectives and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by community input. Community 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, virtual community meeting, or school board presentation
- Virtual feedback using the online Public Input Map and survey

The City of Sweet Home and school leadership from

Sweet Home Junior High School worked to spread the word about community meetings and the online Public Input Map and survey. Staff from Alta Planning + Design presented an overview of the Project Identification Program at the November 8th school board meeting.

Members of the project team conducted a walk audit in Sweet Home on Tuesday October 26th, 2021. To comply with CDC guidance on COVID-19 prevention, the community walk audit was limited to members of the Project Management Team. On January 14th, staff planners from Alta Planning + Design and members from the PMT completed a facility inventory of the surrounding area to document existing infrastructure and identify gaps. Community members were invited to share feedback via the Public Input Map and survey.





The walk audit, facility inventory, and Public Input Map helped the Project Management Team understand the walking and biking conditions near Sweet Home Junior High School. The PMT noted unsafe travel patterns, documented key locations and identified dangerous intersections.

COMMUNITY ENGAGEMENT KEY THEMES

After each walk audit and facility inventory, the Project Management Team discussed observations and identified opportunities for improvement. Several key themes emerged from these conversations.

First, Mountain View Rd was quickly identified as a major barrier for students walking and biking safely to school. The lack of sidewalks, combined with vehicle speeds and narrow roadway width, are challenges for students and families traveling on Mountain View Rd.

Second, key gaps remain in the sidewalk network, particularly on 22nd Ave and 18th Ave, which serve as major connections for students traveling north and south. While some gaps are relatively straightforward to complete, other sections may require alternative pedestrian facility types if they are to be constructed quickly and within a limited budget. Additionally, many sections of existing sidewalk were found to be too narrow, improperly sloped, or blocked by utilities – and thus not ADA (Americans with Disabilities Act) compliant.

Finally, there are limited options that support bicycle travel to school, although opportunities exist to improve available routes. 22nd Ave, Mountain View Rd, Juniper St, and Elm St were identified as corridors that could serve as critical connections for a bikeway network that could feature a mix of facility types from shared-roadway neighborhood greenways to separated multi-use paths.



The feedback from the online Public Input Map identifies many of the same challenges as the Project Management Team. The comments on the online map call attention to multiple locations along Mountain View Rd in multiple locations. Community members also note the need for an improved crossing of 18th Ave in between the high school and the Junior high. This need is addressed by recommendations in Chapter 4.



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 Sweet Home Junior High School, as well as key themes documented during the walk audits and through community and partner input. A detailed summary of the planning process and activities that took place to support this Plan is included in Appendix C.

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

SCHOOL CONTEXT:

Sweet Home Junior High School

880 22ND AVE

PRINCIPAL:

Mark Looney



ENROLLMENT:

353

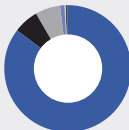


GRADES SERVED:

7-8



57% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 86%
- Multiracial, 6.5%
- Hispanic, 6.2%
- American Indian/Alaska Native, 1.1%
- Asian, <1%
- Black or African American, <1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2143
Spanish	24
Chinese	<10
German	<10
Tagalog	<10

Total Languages Spoken: 5

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

**Source: Oregon Department of Education 2021-2022 school year

Sweet Home Junior High School Safety Assessment

Date: January 14th, 2022

SCHOOL LAYOUT

Sweet Home Junior High School is a public school located near Sankey Park and Sweet Home High School in south-central Sweet Home. The campus is bounded by Mountain View Rd to the south, 22nd Ave to the east, and 18th Ave to the west. 18th Ave separates the junior high campus from the high school campus. Students frequently travel between the two campuses, including during the day for certain classes.

The junior high school was recently reconstructed in 2020 and features all new amenities immediately adjacent to the school building, including a parking lot with separated entrances and exits for parent vehicles and buses, sidewalks, and bike parking.

There is an unpaved path that connects the school to 18th Ave to the northwest, and a staircase that connects the school to 22nd Ave to the northeast. Directly north of the school building are athletic fields used by both the junior high school and high school.

SITE CIRCULATION

Students traveling to school by bus are picked up and dropped off on the south side of the building. On the day of the walk audit, 27% of students were observed arriving to school via the school bus. There are no transit connections near the school.

Students traveling to school by family vehicle or by carpool comprise the largest portion of the school's mode share. The team observed approximately 55% of students arriving by family vehicles during the walk audit. While most students are dropped off in the parking lot, some parents continue to drop off students on neighboring streets, such as the west and east sides of 22nd Ave or the south side of Mountain View Rd (while heading northbound).

Students who walk to and from school come from many directions. The majority of students arrive from



Sweet Home Junior High School

Site Plan



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the south on Mountain View Rd. Others come from the north on Mountain View Rd, 22nd Ave, and the path that connects to 18th Ave to the west.

The majority of students who bike to school arrive via 22nd Ave. However, some students were observed biking to school on Mountain View Rd.

Bike and Pedestrian Facilities Inventory



New bike parking at the new Sweet Home Junior High school offers dry, well-lit and secure parking for bicycles and skateboards. This is a great step towards encouraging more students to walk and roll to school.



The intersection of 22nd Ave and Mountain View Rd currently features three crosswalks with transverse markings. The only ADA-compliant curb ramp is on the southwest corner.



Looking north on 22nd Ave from Mountain View Rd, one can see the gap in the sidewalk network on the east side.



At the intersection of Long St and 22nd Ave, each crosswalk and curb ramp could be upgraded to meet ADA standards. Long St features bike lanes on both sides, while there are no bike facilities on 22nd Ave.



Key Themes



At the intersection of 22nd Ave and Hwy 20, there is a crosswalk that crosses five lanes of traffic on the eastern approach. ODOT will replace this crosswalk with an improved crossing on the western approach.



The sidewalks on Hwy 20 are narrow and often obstructed by utility poles, garbage bins, or retail signage between 22nd Ave and 18th Ave.

- Conditions on Mountain View Road create a significant barrier for students and families walking and rolling to school. The intersection at Ames Creek Road is also critically important.
- While sidewalks are generally present north of the junior high school, many are not sufficiently wide, slope at driveways, and lack ADA compliant curb ramps at intersections. Significant gaps exist in the sidewalk network along 22nd Avenue, 18th Avenue, and Mountain View Road.
- Right-of-Way constraints along multiple roadways near the junior high school may require the City and County to implement alternative pedestrian facility designs to accommodate people walking and rolling in these locations.
- Minimal to no bicycle infrastructure exists in the neighborhood surrounding the junior high school, although the school building itself has state-of-the-art bicycle parking amenities.
- Highway 20 is a challenging barrier for students traveling from north of the school. Although ODOT is currently upgrading many of the crosswalks along Highway 20 in Sweet Home, additional measures can be taken to improve pedestrian safety, such as ensuring sidewalk clearance and increasing illumination at key crossings.



The intersection of Hwy 20 and 18th Ave is signalized, but long crossing distances and high traffic volumes make the intersection uncomfortable for pedestrians and bicyclists.



18th Ave has sidewalks on both sides south of Hwy 20 for much of its extent. However, in many places the sidewalk is narrow, sloped, and blocked by utilities or shows cracked or degrading panels.



The existing crosswalk at 18th Ave is used by students traveling between the junior high school and the high school, sometimes during the day for certain classes. 18th Ave is also route that carries heavy freight traffic.



While sidewalks exist on the northern extent of 18th Ave, gaps remain to the south. South of the Boys and Girls club, there is a significant gap on the west side of the roadway. There are right of way constraints that prevent the continuation of the sidewalk.



There are sidewalk gaps adjacent to Sweet Home School District property along 18th Ave (looking north).



Mountain View Road is steep and winding, which reduces visibility along the corridor. There are currently no sidewalks or bicycle facilities. The intersection has minimal lighting, poor sight lines, and high volumes of vehicle traffic.



The shoulder on Mountain View Rd is paved in some locations, but in others, remains unpaved or is nonexistent.



Students walking along Ames Creek Road walk on the gravel shoulder or in the road if it is too wet, as there are no pedestrian facilities on Ames Creek Rd east of Mountain View Road.



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 Improvement Recommendations Map is a guide to the project recommendations described in detail in Table 1. A more detailed table is included in Appendix F that includes construction recommendations, the high-level associated costs, and potential funding sources 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 signage 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.

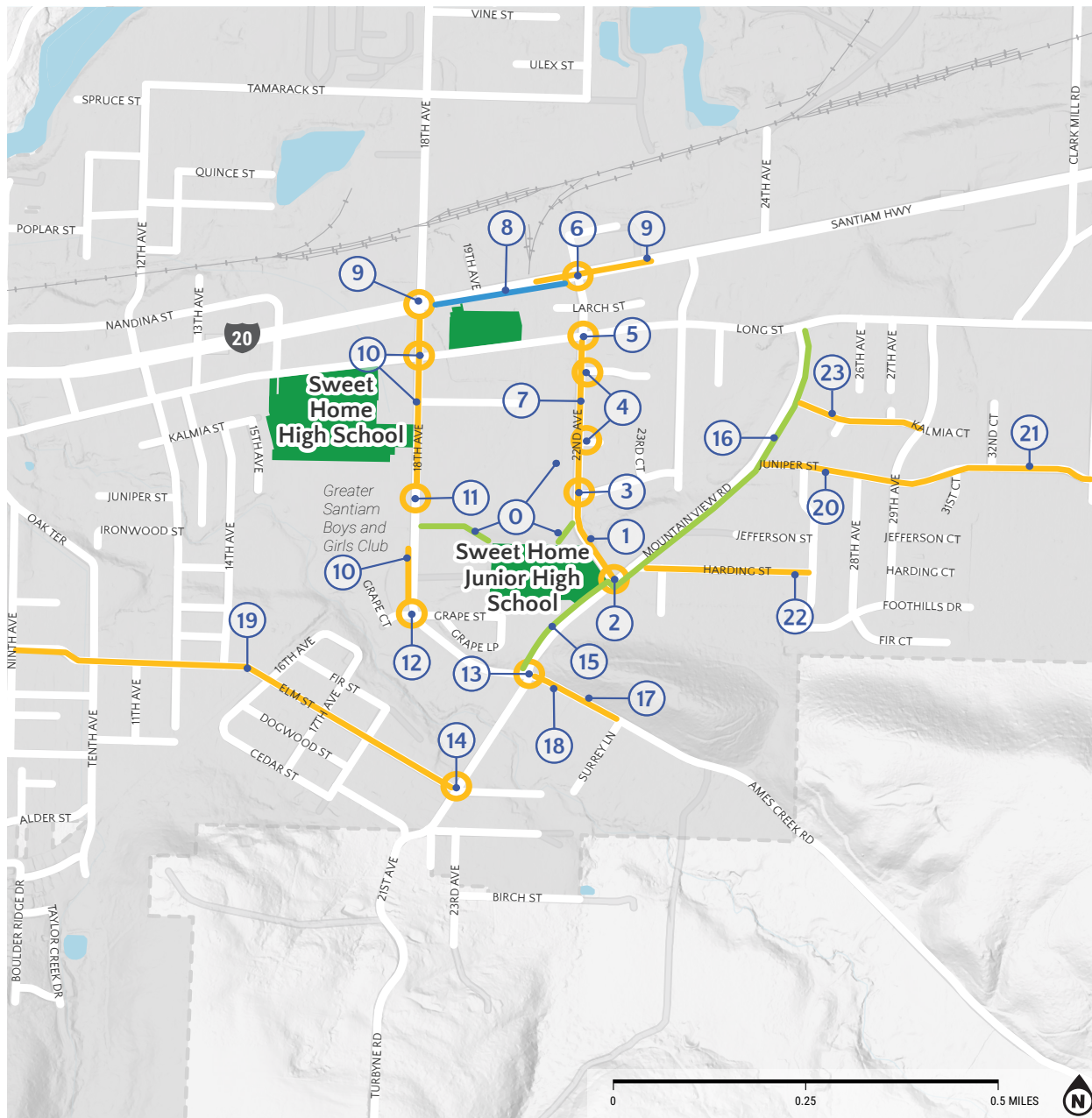
Other types of pedestrian facilities include curb or bollard-protected shoulders, striped buffers, or curb-protected sidewalks. Importantly, these facilities should still include tactile strips and remain ADA-accessible.

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

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- Street Improvement
- Crossing Improvement
- Off-Street Improvement (Trail/Path)
- Policy Related

- Railroad
- School Property
- Parks
- Water
- City Boundary

Table 1. Sweet Home Junior High School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
0	Construct an 8 ft wide asphalt path to connect the west side of the Sweet Home Junior High School building to 18th Ave sidewalk north of the tennis courts. Add bollards as needed to prevent vehicles other than maintenance from driving on the path.	Medium term
	Add pedestrian-scale lighting to the stairs that connect the northeast corner of the school building to 22nd Ave.	Long term
	Add bicycle parking near the football field. If possible, replicate the parking found at the junior high, which is secure, well-lit and covered.	Long term
22nd Avenue		
1	Construct approximately 600 ft of sidewalk on the east side of 22nd Ave (north of Mountain View Rd) to fill in sidewalk gaps.	Short term
	Fix cracked and uneven sidewalk panels that are not ADA-compliant on the west side of 22nd Ave, and consider widening sidewalks to a minimum of 6 ft between Ironwood St and Highway 20, where feasible. Replace the existing tactile strips at the Junior High School driveway entrance with an ADA-compliant curb ramp.	Medium term
	Fix cracked and uneven sidewalk panels that are not ADA-compliant on the east side of 22nd Ave, and consider widening sidewalks to a minimum of 6 ft between Ironwood St and Highway 20, where feasible.	Long term
2	At the intersection of 22nd Ave and Mountain View Rd, remove the existing marked crosswalk across the northeast leg of Mountain View Rd. Add RRFB with bulb outs on south leg. Add high-visibility continental crosswalk markings across 22nd Ave and at the southwest leg of the intersection across Mountain View Rd. Install an ADA-compliant curb ramp with curb extension (see bulb outs above) at southwest corner leading to proposed shared use path along east side of Mountain View Rd. Include pedestrian-oriented lighting in advance of the crosswalk approach on the northwest side of Mountain View Rd. Add stop line in advance of crosswalk on 22nd Ave approach.	Short term
3	At the intersection of 22nd Ave and Ironwood St, construct ADA curb ramps on the northwest, northeast, and southwest corners of the intersection. Install a high-visibility continental crosswalk with stop bar across the south and east legs of the intersection, and install a School Crossing sign assembly for both the north and south approaches (S1-1, W16-7P). Include a School Advance Crossing sign assembly for both the north and south approaches (S1-1, W16-9P). Include appropriate illumination at the location of the crosswalks.	Medium term
4	At the intersections of 22nd Ave at Juniper Ct and Kalmia St, install ADA-compliant curb ramps that facilitate both north/south crossings as well as east/west crossings. Install high visibility continental crosswalk markings across Juniper Ct and Kalmia St at these locations.	Long term
5	At the intersection of 22nd Ave and Long St, install perpendicular (where feasible) ADA curb ramps on the southwest, northwest, and northeast corners of the intersection. Add high-visibility continental crosswalk markings with stop bars on all four legs of the intersection. Include appropriate illumination at the location of the crosswalks.	Long term

Rec #	Recommendation	Timeline
6	Add a high visibility crosswalk with RRFB at the west leg of this intersection to improve pedestrian safety along 22nd Ave across Highway 20. Include appropriate illumination at the location of the crosswalk. Note that ODOT is already planning to construct this project using a different funding source.	Short term
7	On 22nd Ave between Mountain View Rd and Long St, remove parking on the west side and construct a paved multimodal path that connects to the path on Mountain View Rd. (see recommendations 15 and 16). This should also connect to the bike lanes on Long St east of 22nd Ave.	Medium term
Highway 20/Main St		
8	Work with the City of Sweet Home to better enforce sidewalk clearance codes to prevent residents and businesses from blocking the sidewalks on Highway 20 with garbage bins, signage, and other miscellaneous items.	Short term
9	Repaint the faded 'School Xing' roadway markings on Highway 20 between 18th Ave and 23rd Ave. At the intersection of Highway 20 and 18th Ave, construct ADA-compliant curb ramps on all four corners of the intersection. Include appropriate illumination at the location of the crosswalk.	Short term
18th Avenue		
10	On 18th Avenue between Highway 20 and Ames Creek Rd, improve sidewalks by: <ul style="list-style-type: none"> • Replacing cracked sidewalk panels that are tripping hazards. • Widening sidewalks on both sides to at least 6 ft between Highway 20 and the 18th Ave crosswalk at the baseball field and constructing ADA-compliant curb ramps on all corners at Long St. • Widening the sidewalk on the west side of 18th Ave to at least 6ft and filling in approximately 225 ft of sidewalk gaps. • Reconstructing driveway access points to provide an ADA-compliant cross slope that is a more level walking surface. • Constructing a pedestrian facility to fill in the sidewalk gap on the west side of 18th Ave between the Boys and Girls Club and Grape Ct. 	Medium term
11	At the intersection of 18th Ave and the south access driveway for the high school, replace the painted crosswalk markings with high-visibility (thermoplastic) continental crosswalk markings. Install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions, with School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Include appropriate illumination at the location of the crosswalk.	Short term
12	At the intersection of 18th Ave and Grape Ct, add high-visibility continental crosswalk markings to the west leg of the intersection where the current crosswalk is, and add ADA-compliant curb ramps.	Short term

Rec #	Recommendation	Timeline
Mountain View Road		
13	Restripe all stop bars at the intersection of Mountain View Rd and Ames Creek Rd to improve visibility. Install high-visibility continental crosswalk markings on the west and south legs of the intersection and construct ADA curb ramps on the northwest corner of the intersection. Include appropriate illumination at the location of the crosswalks.	Short term
14	At the intersection of Mountain View Rd and Elm St, add high-visibility continental crosswalk markings on the west leg of the intersection, and add an advanced stop bar to the west approach. Include appropriate illumination at the location of the crosswalk.	Short term
15	Construct a 10 ft wide (8' min.) shared-use path along the west side of Mountain View Rd between Ames Creek Rd and the school property. Install uphill (northbound) shared roadway bicycle markings in the general traffic lane over the same extent.	Short term
16	Construct a 10 ft wide (8' min.) shared-use path along the east side of Mountain View Rd between 22nd Ave and Long St, including ADA-compliant curb ramps at intersections as necessary.	Short term
Ames Creek Road		
17	Restripe road by narrowing travel lanes and shifting the centerline as far north as possible. Add fog stripe to create more walking space between Mountain View Rd and Surrey Ln. Explore a reduced speed limit of 25 mph on Ames Creek Rd.	Short term
18	Install 6 ft sidewalk (approximately 650 ft) on the south side of Ames Creek Rd between Mountain View Rd and Surrey Ln. Alternatively, consider installing a pedestrian lane or other pedestrian facility on the south side over this extent.	Long term
Elm Street		
19	Designate Elm St from 5th Ave to Mountain View Rd as a neighborhood greenway. Add speed humps, shared roadway markings and wayfinding signage.	Medium term
Juniper Street		
20	Construct approximately 620 ft of sidewalk at least 6 ft wide on the north side of Juniper St between Mountain View Rd and Ashbrook Park.	Long term
21	Designate Juniper St from Mountain View Rd to 35th Ave a neighborhood greenway, add speed humps, shared roadway markings, wayfinding, and rotate stop signs.	Medium term
Harding Street		
22	Construct approximately 1,200 ft of sidewalk on the south side of Harding St between Mountain View Rd and 27th Ave.	Long term
Kalmia Street		
23	Construct approximately 250 ft of sidewalk on the south side of Kalmia St between Mountain View Rd and 29th Ave.	Long term

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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 34 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

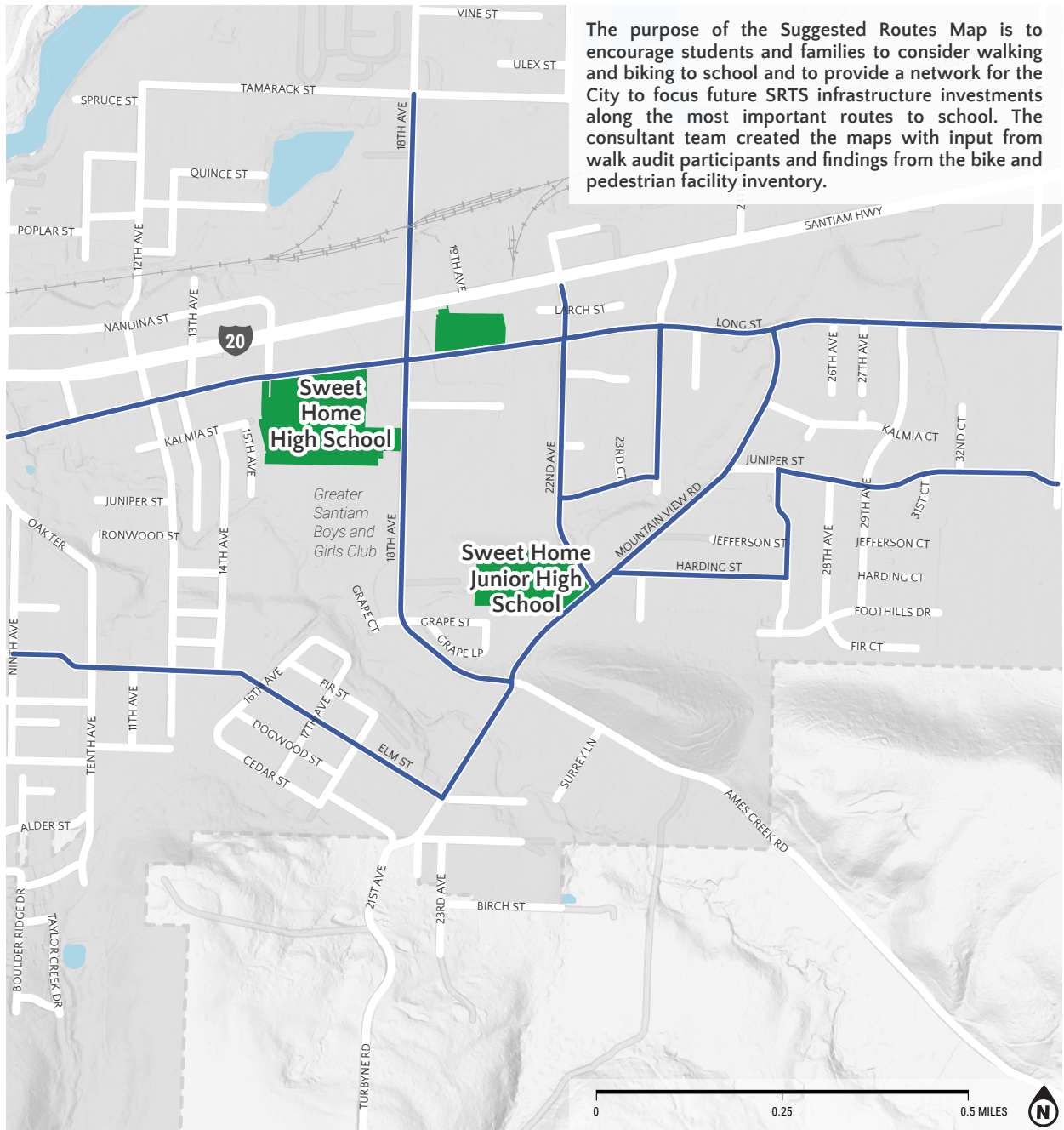
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<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 Sweet Home are a part of the Willamette Valley and Coast Regional 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



Table 2. Sweet Home Junior High 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	Sweet Home Junior High School	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	City of Sweet Home, Sweet Home School District	Apply for funding for a Safe Routes to School Coordinator for Sweet Home through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City and School District.	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
Basic Bicycle Skills Education	SRTS Coordinator, Sweet Home Junior High School	Coordinate with Sweet Home Junior High School P.E. teacher to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Short term	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Sweet Home Junior High School	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Sweet Home Junior High School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Walking School Bus and Bike Train	SRTS Coordinator	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

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll to School Day	SRTS Coordinator, Sweet Home Junior High School	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 Bike Train.	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
SRTS Demonstration Projects	SRTS Coordinator, City of Sweet Home	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Medium term	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

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:

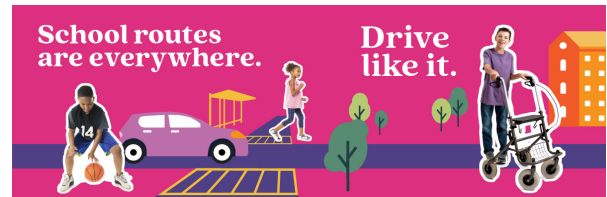
- The ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter 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

The project management team took into account the prioritization criteria to the right when selecting priority projects among all the recommendations. The resulting projects are seen as the most critical to implementing Safe Routes to School in Sweet Home. Additionally, the project management team considered the existing priorities of the 2014 Safe Routes to School Action plan (see plan review section in appendix) in order to select projects that should be built as soon as possible.



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.

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 Sweet Home and Sweet Home School District will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3. City of Sweet Home Implementation Priority Projects

Rec. #	PROJECT DESCRIPTION
22nd Avenue	
2	<p>At the intersection of 22nd Ave and Mountain View Rd, remove the existing marked crosswalk across the northeast leg of Mountain View Rd.</p> <p>Add RRFB with bulb outs on south leg.</p> <p>Add high-visibility continental crosswalk markings across 22nd Ave and at the southwest leg of the intersection across Mountain View Rd.</p> <p>Install an ADA compliant curb ramp with curb extension (see bulb outs above) at southwest corner leading to proposed shared use path along east side of Mountain View Rd. Include pedestrian-oriented lighting in advance of the crosswalk approach on the northwest side of Mountain View Rd.</p> <p>Add stop line in advance of crosswalk on 22nd Ave approach.</p>
Mountain View Road	
13	Restripe all stop bars at the intersection of Mountain View Rd and Ames Creek Rd to improve visibility. Install high-visibility continental crosswalk markings on the west and south legs of the intersection and construct ADA curb ramps on the northwest corner of the intersection. Include appropriate illumination at the location of the crosswalks.
14	At the intersection of Mountain View Rd and Elm St, add high-visibility continental crosswalk markings on the west leg of the intersection, add an advanced stop bar to the west approach. Include appropriate illumination at the location of the crosswalk.
15	Construct a 10' wide (8' min.) shared use path along the west side of Mountain View Rd between Ames Creek Rd and the school property. Install uphill (northbound) shared roadway bicycle markings in the general traffic lane over the same extent.
16	Construct a 10' wide (8' min.) shared use path along the east side of Mountain View Rd between 22nd Ave and Long St, including ADA-compliant curb ramps at intersections as necessary.

Rec. #	PROJECT DESCRIPTION
	18th Avenue
10	<p>On 18th Avenue between Highway 20 and Ames Creek Rd, improve sidewalks by:</p> <ul style="list-style-type: none"> On the west side of 18th Ave between the Boys and Girls Club and Grape Ct, construct a pedestrian facility to fill in the sidewalk gap in this location.
11	<p>At the intersection of 18th Ave and the south access driveway for the High School, replace the painted crosswalk markings with high-visibility (thermoplastic) continental crosswalk markings. Install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions, with School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Include appropriate illumination at the location of the crosswalk.</p>

Next Steps

With a SRTS Plan in place, it's time to shift attention to implementation.

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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



APPENDICES

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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 Sweet Home 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 each walk audit, the group gathered to identify key routes and locations for observation.

COMMUNITY MEETING

The School Safety Assessment and online school board presentation were opportunities for school staff and the PMT to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. Due to COVID-19 restrictions, the meeting was held virtually with the school board. 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 Assessment, 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

SWEET HOME SAFE ROUTES TO SCHOOL ACTION PLAN (2014)

In 2014 community members from Sweet Home created a Safe Routes to School Action Plan. Local stakeholders used an Oregon Safe Routes to School template to detail walking conditions around Sweet Home Junior High School and to also describe engineering, encouragement, education, and enforcement SRTS efforts. Topics covered in this document may be useful to inform the current SRTS planning efforts, including:

- A list of partners and stakeholders
- A description of physical barriers and hazards
- Possible future needed safety enforcement/ educational/encouragement programs and strategies for improvement
- Prioritization of the strategies, containing a list of short-term strategies to implemented during the 2014–2015 and 2015–2016 school years as well as long-term strategies

Physical environmental barriers and hazards include the following:

- There is a lack of sidewalk connectivity west and south of the school.
- Traffic volume and visibility is a concern on winding roads
- Community members have concerns about right-of-way clearance (shrubs overhanging the road, for example).
- Students use an unofficial path to access the Boys and Girls Club, 0.5 miles away, in order to avoid roads that lack sidewalks.
- There are no bike lanes on roads near the school. 18th Ave and Mountain View Rd are too narrow to install a bike lane.

Safety enforcement, educational and encouragement strategies include:

Enforcement: Student-drop-off education and driver education is needed, and can be achieved through parent meetings, newsletter articles, school website, and other channels. Consider partnership with the police department for intersection enforcements and no-idling campaigns.

Encouragement: Continue participation in events like the Walk and Bike Challenge. Pursue funds for snacks and incentives for events. Promote police department's annual summer safety fair. Conduct a survey of students and parents to find out how many students are in need of a bike or bike helmet, then pursue funding for bikes and helmets.

Education: Include bike/pedestrian safety/education classes during PE. Purchase a bike fleet with future funding. Train teachers in bike/pedestrian safety curricula. Incorporate bike information into Outdoor Club, which is currently active at the school. The school hosted a bike club in previous years, which disbanded around 2009. The currently-popular Outdoor Club could help re-invigorate bike interest.

- Partner with all local elementary schools for outreach: For example, host bike/pedestrian meetup locations or a community bike rodeo.
- Use wellness as one focus of messaging: active transportation trend has been increasing in recent years (for example, more recreational runners in town).

Long-term strategies include:

Pursue upgrades to sidewalks, lighting, and school drop-off infrastructure. The Parent Survey conducted in March 2014 identified speed and volume of traffic as two key concerns among parents who do not currently permit their students to walk/bike to school. These improvements could provide tangible safety benefits for the school and community, resulting in increased walking and biking among students.

- Pursue funding for sidewalks along 18th Avenue and Mountain View Road.

- Evaluate the feasibility of and funding for a multiuse paved path from the northwest of the school to 18th Ave to facilitate students accessing sports fields, residential neighborhoods, and the Boys and Girls Club.
- Evaluate the feasibility of and funding for possible changes to the no-parking zone which is used for loading/unloading. Consider options such as a roundabout or pavement painting to indicate no-parking areas. Consider a 1-year pilot project to paint the pavement in the no-parking zone, detailing traffic flow.

CITY OF SWEET HOME TRANSPORTATION SYSTEM PLAN (2003)

The purpose of the Sweet Home Transportation System Plan (TSP) is to guide the development of a well-planned comprehensive transportation system that balances the needs of future land development with a system that serves all users. The document characterizes the transportation features of Sweet Home. The Plan notes that pedestrian travel is centered primarily around the commercial areas and the schools and that beyond the downtown area and residential neighborhoods, sidewalks are not interconnected or are not provided, rendering pedestrian activity very low. The Plan also identifies several transportation goals and needs for the growing community, many of which align with the Safe Routes to School planning process; including:

- Need for sidewalks or expanded shoulders on some collector streets.
- Need to provide sidewalks along Mountain View Road in the vicinity of Sweet Home Junior High School to improve safety for students walking to school and to reduce impacts to adjacent residential properties.
- Create a paved pedestrian/bicycle path that connects the west end of Sweet Home with Foster Lake.

- The TSP also mentions the Oregon Bicycle and Pedestrian Plan (1996), which outlines ODOT's commitment to provide wide, paved shoulders in rural areas and the State's priority to complete bicycle and pedestrian networks within urban areas.

LINN COUNTY COMPREHENSIVE PLAN (2001)

The Linn County Comprehensive Plan provided county-wide planning guidance for Linn County for 20 years between 2001 and 2021. The Plan outlined a path for growth and development in Linn County, through a set of maps, goals, and policies to be used in conjunction with the comprehensive plans of the various cities in Linn County. The Plan catalogs land use codes required by cities and counties in Oregon and by state law. Several of the goals and policies contained within the plan are relevant to the Sweet Home Safe Routes to School planning process, some of which include:

- 907.805 (B) A basic viewpoint of the Bicycling Plan is that the road network must accommodate all types of traffic – motorized, bicycle and pedestrian; over time the compatibility of the road network needs to be increased.
- 907.850 (F) It is the policy of Linn County to facilitate bicycling as transportation. The Bicycling Plan seeks to increase the modal share of bicycle trips while reducing the modal share of motor vehicle trips within the county transportation system.

LINN COUNTY TRANSPORTATION SYSTEM PLAN (2018)

The Linn County Transportation System Plan is the county's framework for addressing future and ongoing transportation needs. The vision statement summarizes the purpose of the Plan, which aims to ensure that:

- All transportation modes flow smoothly and safely to and throughout the county, meeting the needs of residents, businesses, visitors, and people of all physical and financial conditions.

Existing transportation assets are protected and complemented with multi-modal improvements.

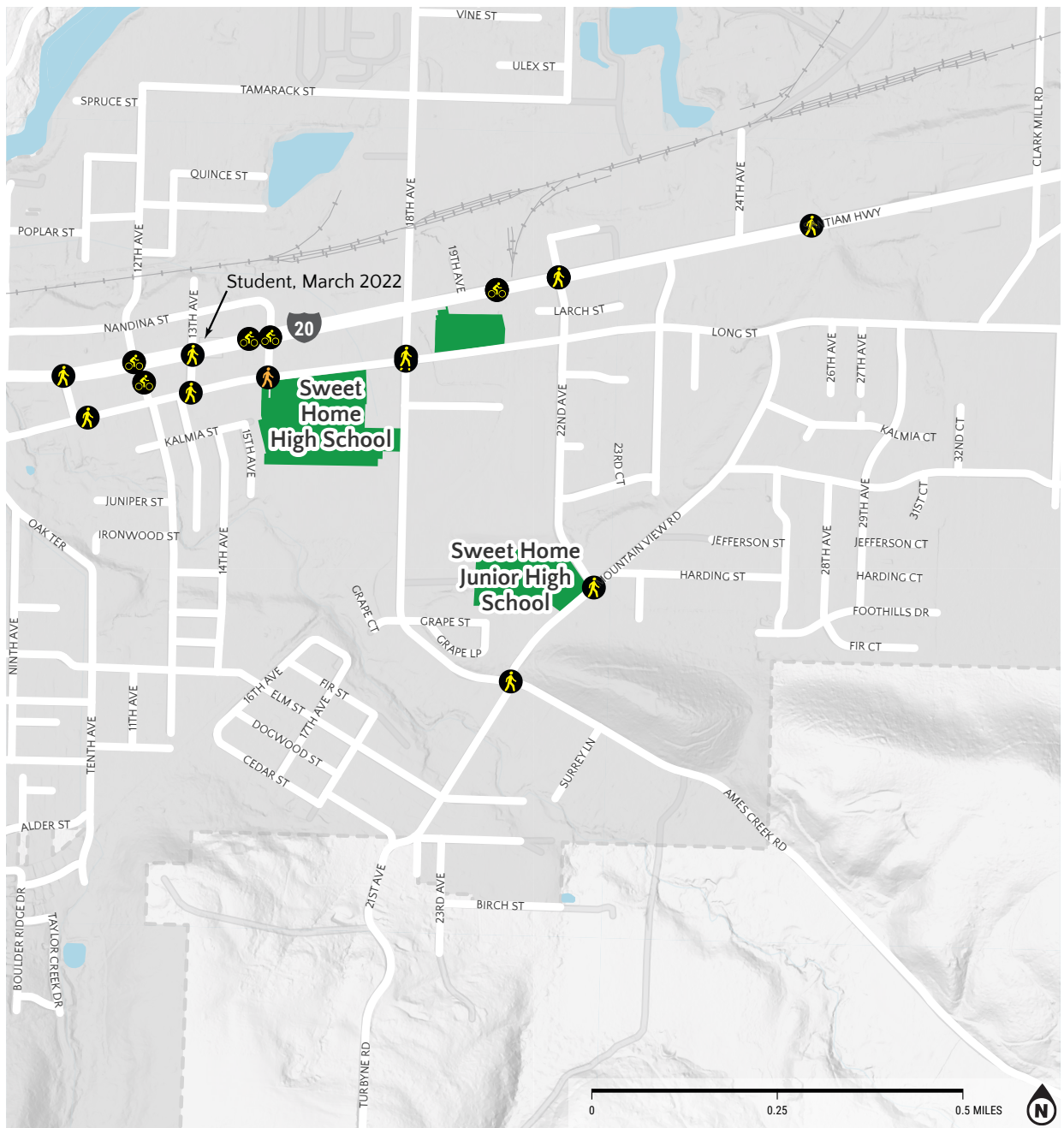
- Additionally, the Plan outlines various goals and objectives, many of which align directly with the goals and objectives of the Sweet Home Safe Routes to School planning process:
- Goal 2: Active Transportation – Increase the convenience and availability of pedestrian and bicycle modes.
- Objective 2a: Identify improvements (e.g., street lighting, bike parking) that complement pedestrian and bicycle facilities such as sidewalks and bike lanes and that encourage more use of these facilities.
- Objective 2b: Improve walking and biking connections to county amenities.
- Objective 2c: Enhance way finding signage for those walking and biking, directing them to bus stops, and key routes and destinations.
- Objective 2d: Promote walking, bicycling, and sharing the road through public information and programming.
- Objective 2e: Identify necessary changes to the land development code to ensure connectivity between compatible land uses for pedestrian and bicycle trips.
- Objective 2f: Support rails-to-trails program when opportunities arise.
- Goal 4: Access for All – Provide an equitable, balanced and connected multi-modal transportation system.
- Objective 4a: Ensure that the transportation system provides equitable access to underserved and vulnerable populations (e.g. those who cannot obtain their own transportation due to a disability, age, or income)
- Objective 4c: Ensure that existing and planned pedestrian thoroughways are clear of obstacles and obstructions (e.g., utility poles).

- Objective 4d: Provide connections for all modes that meet applicable county and Americans with Disabilities Act (ADA) standards.
- Goal 5: Safety – Enhance the safety of residents.
- Objective 5a: Identify improvements to address high collision locations and improve safety for walking, biking and driving trips in the county.
- Objective 5c: Identify deficient locations in the county where enhanced street crossings for walking and biking users are needed.
- Objective 5g: Identify programs that encourage walking and bicycling, and educate regarding good traffic behavior and consideration for all users.

Crash History

Based on Oregon Department of Transportation crash data, from 2014 to 2018, there have been multiple reported collisions with people walking or riding bikes within one mile of Sweet Home Junior High School. Two people were hit by a vehicle while walking near the school. One was a student walking after school near the intersection of Mountain View Road and Ames Creek Road in January 2018. The other occurred at the intersection of Mountain View Road and 22nd Avenue in October 2018 between 7 and 8am. Finally, the other two roads with a significant history of collisions with people walking and biking is Highway 20 and Long Street north of the school.

In March 2022, a student was hit by a vehicle while walking across Highway 20 (Main St) at the intersection of 13th St.



COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18

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Pedestrian Collisions

- Pedestrian Injury
- 2 or more Pedestrian Injuries
- Pedestrian Fatality

Bicyclist Collisions

- Bicyclist Injury
- 2 or more Bicyclist Injuries
- Bicyclist Fatality

- Railroad
- School Property
- Parks
- Water
- City Boundary

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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 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 4. City of Sweet Home Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$188,100	1	\$188,100
TRAFFIC CONTROL	15%	\$282,200	1	\$282,200
CLEARING AND GRUBBING	1%	\$18,900	1	\$18,900
EROSION CONTROL	2%	\$37,700	1	\$37,700
1) PEDESTRIAN CROSSING IMPROVEMENTS (MOUNTAIN VIEW ROAD AT 22ND AVENUE)				
REMOVE ASPHALT PAVEMENT	SF	\$5	232	\$1,160
REMOVE CONCRETE CURB & GUTTER	LF	\$7	30	\$210
REMOVE PAVEMENT MARKING	SF	\$5	70	\$350
REMOVE SIGN	EA	\$100	2	\$200
INSTALL CATCH BASIN	EA	\$10,000	1	\$10,000
INSTALL AGGREGATE BASE	CY	\$60	192	\$11,520
INSTALL CONCRETE CURB & GUTTER	LF	\$50	51	\$2,550
INSTALL ASPHALT PAVEMENT	TON	\$230	102	\$23,460
INSTALL CONCRETE SIDEWALK	SF	\$20	370	\$7,400
INSTALL ADA CURB RAMP	EA	\$6,000	2	\$12,000
INSTALL 1' WIDE STOP LINE	LF	\$15	18	\$270
INSTALL MARKED CROSSWALK	SF	\$15	280	\$4,200
INSTALL SET OF RRFB ASSEMBLIES - POST-MOUNTED	EA	\$25,000	1	\$25,000
INSTALL STREET LIGHT	EA	\$10,000	1	\$10,000
2) PEDESTRIAN CROSSING IMPROVEMENTS (MOUNTAIN VIEW ROAD AT AMES CREEK ROAD)				
REMOVE ASPHALT PAVEMENT	SF	\$5	150	\$750
REMOVE PAVEMENT MARKING	SF	\$5	90	\$450

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL AGGREGATE BASE	CY	\$60	3	\$180
INSTALL CONCRETE CURB & GUTTER	LF	\$50	30	\$1,500
INSTALL ASPHALT PAVEMENT	TON	\$230	3	\$690
INSTALL CONCRETE SIDEWALK	SF	\$20	150	\$3,000
INSTALL ADA CURB RAMP	EA	\$6,000	2	\$12,000
INSTALL 1' WIDE STOP LINE	LF	\$15	52	\$780
INSTALL MARKED CROSSWALK	SF	\$15	360	\$5,400
INSTALL STREET LIGHT	EA	\$10,000	1	\$10,000
3) PEDESTRIAN CROSSING IMPROVEMENTS (MOUNTAIN VIEW ROAD AT ELM STREET)				
REMOVE PAVEMENT MARKING	SF	\$5	68	\$340
INSTALL MARKED CROSSWALK	SF	\$15	140	\$2,100
INSTALL 1' WIDE STOP LINE	LF	\$15	15	\$225
4) SHARED USE PATH (MOUNTAIN VIEW ROAD BETWEEN AMES CREEK ROAD AND SCHOOL PROPERTY)				
REMOVE ASPHALT PAVEMENT	SF	\$5	1092	\$5,460
RELOCATE EXISTING SIGN & POST	EA	\$200	2	\$400
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$160	600	\$96,000
INSTALL CATCH BASIN	EA	\$10,000	3	\$30,000
INSTALL AGGREGATE BASE	CY	\$60	178	\$10,680
INSTALL CONCRETE CURB & GUTTER	LF	\$50	600	\$30,000
INSTALL ASPHALT PAVEMENT	TON	\$230	633	\$145,590
INSTALL CONCRETE SIDEWALK	SF	\$20	6000	\$120,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	\$350	5	\$1,750
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$400	5	\$2,000
INSTALL SHARED LANE MARKING	EA	\$350	4	\$1,400
5) SHARED USE PATH (MOUNTAIN VIEW ROAD BETWEEN SCHOOL PROPERTY AND LONG STREET)				
REMOVE ASPHALT PAVEMENT	SF	\$5	1890	\$9,450
RELOCATE EXISTING SIGN & POST	EA	\$200	6	\$1,200
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$160	2350	\$376,000
INSTALL CATCH BASIN	EA	\$10,000	11	\$110,000
EMBANKMENT FILL	CY	\$15	394	\$5,910
INSTALL RETAINING WALL, 0-4 FT HEIGHT	SF	\$80	400	\$32,000
INSTALL AGGREGATE BASE	CY	\$60	564	\$33,840
INSTALL CONCRETE CURB & GUTTER	LF	\$50	1790	\$89,500
INSTALL ADA CURB RAMP	EA	\$6,000	20	\$120,000
INSTALL ASPHALT PAVEMENT	TON	\$230	27	\$6,210
INSTALL CONCRETE SIDEWALK	SF	\$20	21700	\$434,000
INSTALL MARKED CROSSWALK	SF	\$15	600	\$9,000
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	\$350	11	\$3,850
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$400	11	\$4,400

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
6) PEDESTRIAN FACILITY CONNECTION (18TH AVENUE)				
REMOVE ASPHALT PAVEMENT	SF	\$5	520	\$2,600
REMOVE CONCRETE SIDEWALK	SF	\$7	180	\$1,260
REMOVE CONCRETE CURB & GUTTER	LF	\$7	36	\$252
INSTALL CONCRETE CURB & GUTTER	LF	\$50	36	\$1,800
INSTALL CONCRETE CURB	LF	\$40	185	\$7,400
INSTALL ADA CURB RAMP	EA	\$6,000	2	\$12,000
INSTALL FLEXIBLE DELINEATOR	EA	\$50	7	\$350
INSTALL RAISED PAVEMENT MARKER - WHITE (REFLECTIVE)	HUND	\$700	1	\$700
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$400	5	\$2,000
7) PEDESTRIAN CROSSING IMPROVEMENTS (18TH AVENUE AT SOUTH ACCESS TO HIGH SCHOOL)				
INSTALL MARKED CROSSWALK	SF	\$15	140	\$2,100
INSTALL SET OF RRFB ASSEMBLIES - POST-MOUNTED	EA	\$25,000	1	\$25,000
INSTALL CROSSWALK WARNING SIGN	EA	\$500	2	\$1,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
SUBTOTAL				\$2,407,737
ADDITIONAL COSTS				
CONSTRUCTION ENGINEERING	15% of SUBTOTAL	\$361,200	1	\$361,200
CONTINGENCY	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	\$830,700	1	\$830,700
TOTAL CONSTRUCTION COST				\$3,599,637
SOFT COSTS (DESIGN ENGINEERING)	15% of SUBTOTAL	\$361,200	1	\$361,200
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$3,960,837

Note that for many of the prioritized projects in Sweet Home, stormwater management systems are included in the cost estimates which can be expensive relative to other components of the recommended infrastructure. The benefits of stormwater management are not explicitly listed in this Safe Routes to School plan but their positive impact may help to justify the costs associated with the recommended improvements.

Additionally, for projects greater than \$2.5M, design fee estimates could be modified to 12% of the total due to efficiencies on large projects (However, the table above uses a conservative estimate of 15% of the total).