

# LAKE OSWEGO JUNIOR HIGH SCHOOL Safe Routes to School Plan

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

CITY OF LAKE OSWEGO LAKE OSWEGO JUNIOR HIGH SCHOOL FINAL REPORT MARCH 2022



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01

# 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: <u>www.oregonsaferoutes.org</u>

### INTRODUCTION

# 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.

25% x 50

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

\*\* 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<sup>1</sup>.

#### HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people<sup>2</sup>. Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity - two-thirds of the recommended amount!

#### IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity<sup>3</sup>.

#### CLEANER AIR, FEWER ASTHMA COMPLICATIONS

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

#### GREATER CONFIDENCE

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

#### STRONGER SOCIAL CONNECTIONS

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

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

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

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

### **Community Benefits of Safe Routes to School**

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

#### **REDUCED TRAFFIC CONGESTION**

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

#### STRONGER SENSE OF COMMUNITY

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

#### SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase<sup>1</sup>. Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more "eyes on the street."



LOWER COSTS

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

#### IMPROVED ACCESSIBILITY

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

#### **ECONOMIC GAINS**

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales<sup>2</sup>.

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 Lake Oswego, Lake Oswego School District, and the school community worked with ODOT's SRTS Technical Assistance Providers- Alta Planning + Design and the Portland Area Regional SRTS Hub- to complete this SRTS Plan.



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

### The Lake Oswego School District 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 <u>www.OregonSafeRoutes.org</u>



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

The goals of the PIP process are:



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

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

### 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 longand 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).



## **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 Lake Oswego community envisions a future that provides a safe, multimodal transportation system for all users, and improves opportunities for people to comfortably and conveniently walk, bike, drive, and take transit.

**VISION AND GOALS FOR SRTS** 

02

# 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 Lake Oswego 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.

Goals and objectives outlined in the Plan also align with the Sustainability pillar of the Lake Oswego School vision. The District is also working on the renovation for the new Elementary School and these objectives correlate to the re-design goals for both campuses.

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: Lake Oswego School District will integrate on-campus infrastructure improvements into their ongoing planning processes, as they design the new school building.
- Action: Lake Oswego School District will integrate educational (non-infrastructure) teachings into their school safety curriculum.
- Action: The City of Lake Oswego will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2022 for infrastructure improvements, outlined in Chapter 4 and prioritize improvements closest to the school for implementation.

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

- Action: The City of Lake Oswego will adopt the long-term infrastructure recommendations as a part of its planning processes, potentially into its Transportation System Plan and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Lake Oswego will begin implementing recommendations as funds for capital improvements become available.

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

 Action: Lake Oswego School District, the City of Lake Oswego, 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.

 Action: Lake Oswego 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 (non-white and Latinx, low-income and low-wealth households, those with limited English proficiency, households without access to a vehicle, people with disabilities, crowded households, elderly, youth).

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

- Action: Lake Oswego School District and Lake Owego Junior High School will provide SRTS information and educational materials in English and Spanish.
- Action: Lake Oswego School District and Lake Owego Junior High School will partner with existing groups and organizations that serve historicallydisadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Lake Oswego 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 noninfrastructure 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 Lake Oswego 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.
- Action: The City of Lake Oswego will work with the Lake Oswego School District, students and parents, during the City transportation planning process to identify student transportation needs that could be met with public transportation services.

### 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: Lake Oswego School District and Lake Oswego Junior High School will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.

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

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

### ENVIRONMENT

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

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

- Action: Lake Oswego School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, local transit, and school buses.
- Action: Lake Oswego Parks and Recreation District will formalize existing cut-through paths to improve off-street travel options for people walking and rolling to school, specifically the sidepath located west of Boones Ferry Road, through Springbrook City Park.

### 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. Communitygroup 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 feedback using the online Public Input Map and survey

Lake Oswego School District and Lake Oswego Junior High staff worked diligently to spread the word about the walk audit and the online Public Input Map. Lake Oswego School District shared information via social media channels and the City website.





The project team hosted a morning walk audit at Lake Oswego Junior High School on November 10th, 2021. In order to comply with CDC guidance on COVID-19 prevention, group size was limited, participants were required to stay 6 ft apart, and masks were required on school campus.

Four people attended the morning walk audit. Following the observation of student arrival, members of the project team met to debrief what they'd observed and provided feedback about specific barriers and challenging locations near the school. The PMT also continued to encourage public participation in Public Input Map and survey.

#### DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents the Public Input Map using a short survey. Of the 195 respondents who filled out the survey, 93% were parents or caregivers of students who attend schools in the study area. Another three percent identified as community members. Three percent of respondents chose "Other", and one percent indicated that they were School or District staff.





Majority of the respondents to the map were white (80%). Eleven survey respondents selected Asian, five selected Hispanic/Latino, two selected American Indian, and 20 respondents chose "prefer not to say."

#### COMMUNITY ENGAGEMENT KEY THEMES

The comment heat maps on these pages illustrate specific locations of concern and interest that emerged through the online Public Input Map. Particular areas of the Public Input Map received particularly high numbers of comments, indicating that parents and caregivers were most concerned with addressing barriers at these locations:

- Boones Ferry Rd and Country Club Rd
- Country Club Rd & Goodall Rd
- Crossings on Country Club Rd in front of school

- Boones Ferry Rd & Kruse Way
- Boones Ferry Rd & Rainbow Dr
- Country Club Rd & Iron Mountain Blvd

Based on the feedback received, it is clear that the Lake Oswego community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and bike. Participants who engaged with the SRTS planning process want to see more protected, continuous SRTS routes, particularly along Country Club Road and Boones Ferry Road. Commenters focused on the need for safer and more accessible connections along Boones Ferry Road, granting safer access to school for students traveling from western neighborhoods. Themes from the online Public Input Map and survey included:

- Creating safer crossings and lowering the vehicle speeds along Boones Ferry Rd
- Creating safer routes, improving sidewalks, and lowering vehicle speeds along Country Club Rd
- Improving the intersection and install a safe crossing at Gooddall Rd and Country Club
- Improving the crossing at "Six Corners Intersection," specifically at Iron Mountain Blvd and Country Club Rd.



- Creating a safe crossing at Rainbow Dr and Boones Ferry Rd.
- Reducing vehicle congestion on roads and near schools
- Install a safe crossing at Goodall Rd and Country Club Rd

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





03



EXISTING CONDITIONS

# INTRODUCTION

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

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

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

SCHOOL CONTEXT:

### Lake Oswego Junior High

2500 COUNTRY CLUB RD

PRINCIPAL: Kevin Mills



**ENROLLMENT:** 



GRADES SERVED: 6-8



**8%** of students eligible for free or reduced lunch



• Asian, 15% • Multiracial. 12%

**DEMOGRAPHICS\*** 

- Hispanic, 8%
- Black/African American, 1%

• White, non-Hispanic, 64%



#### **TOP 5 LANGUAGES SPOKEN BY**

STUDENTS IN DIS	
English	6,133
Chinese	210
Spanish	86
Korean	60

Total Languages Spoken: 63

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

### Lake Oswego Junior High School Safety Assessment

Date: November 10th, 2021

#### SCHOOL LAYOUT

Lake Oswego Junior High is a public school on the north side of Lake Oswego, comprised of 6th-8th grade students. The school is located on Country Club Road directly across the street from Lake Oswego High School, between Boones Ferry Rd Goodall Rd. There is one main school building with an access road that connects to Country Club Rd. The parking lot is located northeast of the main building and the bus access parking lot is located south of the main building. There is a play yard near the front entrance and multiple sports fields south of the building.

Students walking or biking to school primarily use the walking path from the Uplands Elementary parking lot behind the school, or enter via the access road or path from Country Club Rd. Students also access school via the trail system in Springbrook Park that connects to the sports fields, directly behind the main building.

#### SITE CIRCULATION

Vehicles: Majority of parents are entering Lake Oswego Junior High School from Country Club Road, and using the parking lot driveway loop to pick-up/ drop-off students. For student arrival and dismissal, parents navigate a one-way loop, split into two lanes and pull up to the front of the school to drop off students and continue back onto Country Club Rd. Staff noted that in the afternoon, parents also use the nearby church parking lot, River West Church, on Country Club Rd. to pick up students.

School Buses: Buses enter the school parking lot via Country Club Road and travel directly up the hill and pick up/drop off students near the sports fields in the rear of the school. The buses then exit directly back onto Country Club Rd at the light.



# Site Plan

Pedestrians: Students who walk to and from school are encouraged to use sidewalks along the northside of Country Club Road, in additional to other access points to the school campus. It should be noted that on the northside of the road, there are areas where the sidewalk narrows significantly, and also areas where mailboxes and/or trees obstruct the pedestrian's ability to stay on the sidewalk.

Students were observed traveling along Wembley Park Road to access school from the surrounding neighborhoods (incomplete sidewalks). Students use the path from the parking lot of Uplands Elementary to Lake Oswego Junior High. There are stairs from the parking lot leading to a dirt path that brings students in from the rear of the school. Staff noted that there are some students to access the school via the trail system behind the school as well.

Bicyclists/Micromobility: Students arriving by bicycle (or students rolling in general) access the school via Country Club Rd. Students are often seen walking their bikes up the steep hill to the front of the school or riding up the access road, blocking traffic. There is no ADA accessible approach to the school from the surrounding neighborhoods. Bike racks are located in two locations near the front entrance of the school. Nine bicycles were seen locked to the racks during observation.

**Transit:** The transit service in the area is serviced by TriMet. There are stops directly in front of the school campus on Country Club Road, 2500 Block Country Club and Country Club/Wembley Park, heading east, and Country Club/Wembley Park and Country Club/Hazel Road heading west. No students were observed using transit service and staff informed up that very few, if any students travel via transit.

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

Each year, staff informs parents and students about established safe routes to school. Students are encouraged to walk and bike to school. The school district is preparing to conduct studies with the assistance of a traffic engineer with the goal of establishing recommendations for future improvements. Some of the anticipated improvements include painted crosswalks, signage, and pedestrian flashing signals.



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### **Bike and Pedestrian Facilities Inventory**



Drop-off/pick-up loop in front of school entrance.



Steep paved path from the south side of the sidewalk on Country Club Road, leading to the front entrance of Lake Oswego Junior High School.



School driveway entrance for both vehicles and school buses. The driveway heads uphill to the vehicle loop, whereas buses circle around the back of the main school building to pick-up/drop-off students.



*Crosswalk at school entrance at Country Club intersection.* 



Eastbound vehicles often pull into the crosswalk when stopping at the intersection of the school entrance (Hazel Rd) & Country Club Road, before turning into the school entrance driveway



*Eastbound vehicles turning right into the school entrance. A line often forms during school rush hour.* 



- Crossing Boones Ferry Rd poses a consistent safety issue for students traveling to and from Lake Oswego Junior High School.
- The north sidewalk on Country Club Rd is a common route for students and families who walk and roll to school, but the sidewalk is narrow and frequently blocked by shrubs and mail boxes.
- The existing side path on Goodall Rd is not complete and has frequent gaps. Parents have expressed safety concerns for students traveling during commute times.
- Students must bike on narrow sidewalks as the narrow, unprotected bike lanes adjacent to traffic are uncomfortable for students.
- The 6-way intersection east of the school lacks pedestrian and bike facilities, making it unsafe and difficult for students to safely travel through this area.
- Vehicle congestion builds at the Hazel Rd intersection (school access road), causing traffic to spill onto Country Club Rd during arrival and dismissal.
- The intersection of Rainbow Dr and Boones Ferry Rd is lacks infrastructure for safe pedestrian crossing.



Vehicles lining up on Country Club Rd, as they wait to enter the school parking lot. Traffic often builds up during school commute hours, as parents wait to access the school.



*Students crossing Country Club Rd from the north side of the road.* 



The trail system located west of the main school building. The trail system connects the south sidewalk on Country Club Rd to the fields directly behind the school.



Sidewalk on the southside of Country Club Rd, heading towards Lake Oswego Junior High School.



Pedestrian crossing signs heading eastbound on Country Club Road, heading towards Lake Oswego Junior High School.



Paved walking path from Uplands Elementary parking lot to the main entrance of Lake Oswego Junior High School.



Moveable bike racks in front of Lake Oswego Junior High School. The bike racks were full, despite the rainy November weather.



Obstructed sidewalk along the northside of Country Club Rd. Students have to walk into the bike lane on the road to continue travel.



NEEDS AND RECOMMENDATIONS

04

# INTRODUCTION

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

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

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

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

### **Construction Project Recommendations**

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

This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure. All construction projects need to be reviewed and designed by engineers and approved by the local road authority. The recommendations are categorized into implementation timelines based on existing conditions, input from local partners, readiness of the school or community to accomplish the recommendation, resources available and other factors:

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

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





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#### Table 1. Lake Oswego Junior High School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
	School Grounds	
01	Install an ADA-accessible side path on the northeast side of the access road	Medium term
02	Replace existing bike racks with covered, U-style bike racks. Consider adding space for additional bikes, as racks were nearly full during the November walk audit.	Medium term
	Country Club Road	
03	Install ADA-compliant curb extensions at each leg of the Hazel Rd intersection (school access road) . Evaluate and adjust the signal timing during arrival and dismissal to provide longer green phases for vehicles exiting the middle school. Install leading pedestrian intervals for the crossings across Country Club Rd.	Medium term
04	Trim bushes along the sidewalk on the north side of Country Club Rd to create more walking space.	Short term, Long term
	In the long-term consider reallocating a general-purpose travel lane in each direction to install protected bike lanes in both directions and 1.1 miles of sidewalk on the north side of Country Club Rd from Hazel Rd to the C Ave Ave intersection. Install pedestrian scale lighting along the corridor. Stripe crosswalks across Goodall Rd, Shireva Dr, and Knaus Rd. Consider installing sidewalks on the southside of the road.	
05	Stripe bike lanes with a 2 ft buffer (would require lane reduction.) Consider installing physical protection, such as bollards.	Long term
Not on map	At the 6 corners intersection, add physical protection to the striped curb extension between Country Club Rd and Iron Mountain Rd on the south and north legs of the intersection. Stripe bike lane conflict markings through the intersection.	Short term, Long term
	Evaluate the feasibility of implementing an elongated roundabout to simplify traffic operations and mitigate against frequent confusion experienced by users of all modes.	
	Boones Ferry Road	
06	At the intersection of Boones Ferry Rd and Country Club Rd, restripe the northeast leg of the intersection with a continental, high visibility crosswalk. Add leading pedestrian intervals (if not already present.)	Short term, Long term
	Extensive reconfiguration of the intersection to improve the safety and comfort of pedestrians crossing the roadway, through the removal of slip lanes, addition of sidewalks, and introduction of additional crossings to serve the southeast portion of the intersection.	
07	Install 2800 ft of sidewalk along Boones Ferry Road between Country Club Road and Knaus Rd	Long term
08	Install a PHB (pedestrian hybrid beacon) with a marked crosswalk at the north leg of the intersection to align with the existing sidewalk along Rainbow Dr.	Long term

Rec #	Recommendation	Timeline
	Goodall Rd	
09	Install consistent, ADA-accessible sidewalks along the east side of the road from Country Club Rd to Knaus Rd.	Long term
	continued on next page	
	Wembley Park Road	
10	Repave the side path between Country Club Rd and the church pedestrian access path.	Long term
	Install sidewalks or a sidepath between the church pedestrian access path and former Uplands Elementary access road.	
	Install a sidewalk, sidepath, or pedestrian lane along Uplands Dr and repave and widen the side path or install sidewalks along Wembley Park Rd south of the school access road.	

### 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 33 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 Lake Oswego are invited to be a part of the Portland Metro and Region 1 Hub. Register for the meetings and office hours <u>here</u> or fill out the <u>contact form</u> 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. Lake Oswego 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	Lake Oswego 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
Pedestrian and Bike Safety Education	Lake Oswego Junior High School	Work through any existing curriculum or afterschool activities to provide pedestrian and bicycle safety education to students.	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	Lake Oswego 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
Bike Train	Lake Oswego Junior High School	Regular Bike Trains could be piloted at Lake Oswego Junior High School as a way to organize families and students to walk or bike to school together. Additionally, events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/ volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families
Walk + Roll to School Day	Lake Oswego Junior High School	Organize a Walk + Roll to School Day to encourage and celebrate walking and biking at the school.	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	Lake Oswego Junior High School	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

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# 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 <u>National Center for SRTS</u> 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.



#### Look and Listen before

You Cross Look left, right, and left again before crossing a street or driveway. Look over your shoulder for turning cars. Listen for ancoming cars that may be behind a parked car, tree, or other obstacle.

#### Make Eye Contact Don't assume that people driving see you. Make e contact with people driving before leaving the cur edge of the street.

Be Visible Wear bright colored clothing or reflective gear. Bright colors are more visible during the day and light colors are more visible in the evening and night. Carry a

Hashlight to be sure you're seen. Be aware of seasonal time changes. Use Sidewalks when Available

Walk tacing oncoming traffic if there is no sidewalk so you can see what is coming toward you. Follow the Rules

Follow directions from crossing guards and pay attention to traffic signs and signals.



#### Obey all stop signs traffic signals, and guidones for crossing guidon. Never idea equinat traffic: Use hand signals to tell other road users where you're going. Decide as a family or group whether to ride on the street or sidewalk. Be Alert Watch out for people driving turning left or right, or

Be Predictable

tront of you and yield to pedestrians. Don't wear headphones or use a cell phone while biking. Wear Your Helmet Make sure that if fits properly: snug and level on yo

Be Visible Wear bright colored clothing or reflective gear. Brig colors are more visible during the day and light color are more visible in the evening and night. Use a from the light are grant fractions to be curry unifor areas

bike light and rear reflector to be su Make Eye Contact

Lock Your Bicycle

#### When you get to school, lock your bike to a b on school grounds. Lock both your front when bike frame to the rack.

#### 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 <u>banners</u>. <u>brochures</u>, and other materials that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT <u>Storeroom</u> and check the <u>www</u>. <u>oregonsaferoutes.org</u> website for current incentives and outreach materials available.
- The <u>Drive Like It</u> 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 <u>Neighborhood Navigators 2.0</u>
  <u>Curriculum</u> 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 <u>curriculum for activities</u> and lessons that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian <u>education videos</u>.
- The National Highway Traffic Safety Administration offers a <u>child pedestrian safety curriculum</u> and <u>Cycling Skills Clinic Guide</u> 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 <u>resources and tips</u> to get started, including a <u>2021 webinar</u> 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 healthrelated event or to benefit a cause.



Resources include:

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

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# INTRODUCTION

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

One of the goals of the PIP Process is to identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grant and prepare jurisdictions to apply for the funding. This chapter describes the communitydriven 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.

![](_page_22_Picture_4.jpeg)

![](_page_22_Picture_5.jpeg)

IMPLEMENTATION

### Project Prioritization Process

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

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

![](_page_23_Picture_3.jpeg)

How should we prioritize projects in your community?

#### **PROXIMITY TO SCHOOL**

Projects should be prioritized based on their distance from a school.

#### EQUITY

Projects should be prioritized based on their ability to support walking and biking for all students regardless of age, ability, race, or income.

#### COMMUNITY-IDENTIFIED NEED

Projects should be prioritized because they were identified through school or community engagement, parent/caregiver feedback, or during another Planning process.

#### STUDENT DENSITY

Projects should be prioritized based on their proximity to current and future students and families.

#### FEASIBILITY

Projects should be prioritized based on their location on or along a street that is already Planned for improvements, their cost, or other feasibility measures that make them most achievable in the short term.

#### SAFETY

Projects should be prioritized based on how unsafe a road is, looking at factors such as speed, traffic volumes, number of lanes, crossing distance or history of crashes.

Prioritization criteria identified as the most important to the community

### **High Priority Construction Projects**

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The City of Lake Oswego and Lake Oswego 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 (page 44) provides a planning-level cost estimate for each recommendation to the City. Table 4 (page 44) provides additional project-specific information needed for ODOT grant applications.

#### Table 3. City of Lake Oswego Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Boones Ferry Rd and Rainbow Dr	
Install a PHB (pedestrian hybrid beacon) with a marked crosswalk at the north leg of the intersection to align with the existing sidewalk along Rainbow Dr. Additional engineering study is recommended to confirm the placement of the crossing.	\$277,500

#### Table 4. City of Lake Oswego Prioritized Project Cost Estimates

ITEM DESCRIPTION	% or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE				
Boones Ferry Rd and Rainbow Dr								
Construction Items								
Mobilization	10%	\$14,500	1	\$14,500				
Traffic Control	15%	\$21,800	1	\$21,800				
Erosion Control	2%	\$2,900	1	\$2,900				
Install Hawk/PHB - Overhead Mounted	EA	\$125,000	1	\$125,000				
Install ADA Curb Ramp	EA	\$10,000	2	\$20,000				
Subtotal				\$184,200				
Additional Costs								
Construction Engineering	12%	\$22,200	1	\$22,200				
Contingency	20%	\$41,300	1	\$41,300				
Total Construction Costs				\$247,700				
Soft Costs (Design Engineering)	12%	\$29,800	1	\$29,800				
Total Project Cost				\$277,500				

### Next Steps

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

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

#### START SMALL

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

#### FOCUS ON EQUITY

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

#### **BUILD PARTNERSHIPS**

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

## EMPOWER STUDENTS AS LEADERS

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

### TRACK PROGRESS

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

### CELEBRATE SUCCESS

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

![](_page_25_Picture_0.jpeg)

### APPENDICES

Appendix E. Funding and Implementation . . . . 77

# 06

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APPENDICES

# **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 <u>https://www.oregonsaferoutes.org/contact</u>

2. Trainings and resource guides, which can be found on the Oregon SRTS website <u>https://www.oregonsaferoutes.org/resources/</u>

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.

# **APPENDIX C. PLANNING PROCESS**

# Health: Physical Activity and Obesity

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

### Environment: Air Quality, Climate Change and Resource Use

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

### The Lake Oswego School District SRTS Plan Process

![](_page_27_Figure_14.jpeg)

### **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 team gathered to identify key routes and locations for observation.

#### 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, noncompliant 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

# **APPENDIX D. EXISTING CONDITIONS**

- 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.

### **Plan Review**

### LAKE OSWEGO TRANSPORTATION SYSTEM PLAN (2014)

As the primary transportation planning document for the City of Lake Oswego, the Transportation System Plan (TSP) provides an overarching structure for proposed infrastructure changes in the area surrounding the target schools and the surrounding neighborhoods. The central goals of the Lake Oswego TSP include "providing a safe, multimodal transportation system for all users", as well as improving opportunities for people to comfortably and conveniently walk, bike, drive, and take transit. The City's TSP also calls for completing sidewalks, building more bicycle infrastructure, and improving connections between major arterials.

City design standards state that- "sidewalks should be developed on both sides of the street when new roadways are developed. The minimum sidewalk width is five feet on local streets and six feet on collectors and arterials." This document also includes standards for bike and sidewalk lane widths, striping, and signage.

In the area around the target school, the Bicycle and Pedestrian Facility Map shows sidewalk gaps along Country Club Rd., the major road in front of the school. Additionally, the Bicycle and Pedestrian Project Map shows planned projects to improve the pathways in the neighborhoods surrounding Lake Oswego Junior High, but nothing noted directly on Country Club Rd. In line with the TSP's safety goalprojects should align to "support safe movements from residential areas to, through and along schools..."

#### **RECOMMENDED PROJECTS**

The Lake Oswego TSP outlines relevant recommended projects that align with the desired infrastructure improvements around Lake Oswego Junior High School. Project #54, the six-corners enhancement, suggests curb improvements, springing, and realignment. Project #109, intersection improvements along Country Club Road, suggests curb and sidewalk improvements and a possible signal pole relocation. It also calls to remove the eastbound right-turn slip lane. Lake Oswego City design standards states that "to facilitate pedestrian crossings at intersections, the smallest feasible curb radii should be provided. The minimum curb radii may vary from 15 feet for local/local intersections, to 30 feet for arterial/arterial intersections."

#### PEDESTRIAN AND BICYCLE FACILITIES

The TSP states that majority of the system deficiencies in Lake Oswego are related to connectivity rather than capacity; therefore, the TSP outlines projects that prioritized the pedestrian. Priority projects were developed with the following criteria in mind:

a. Develop a system in which all arterial and collector streets have a sidewalk or pathway on at least one side of the street, with sidewalks or pathways on both sides of the street where possible; and (2) connect all major activity centers in Lake Oswego, including: Schools (all public schools, Marylhurst College, Our Lady of the Lake School, PCC-Sylvania);

b. On arterial and major collector streets in Lake Oswego, marked pedestrian crossings are desirable to facilitate pedestrian access and safety. All signalized intersections should have pedestrian signal heads.

In addition to improving pedestrian facilities, new multi-use paths (pedestrian and bicyclists) between streets in neighborhoods are encouraged when possible. In areas where sidewalks are not present, shoulder facilities should be shared by pedestrians and bicyclists. The TSP outlines the need to create a connected network for makes bicycling both safe and convenient, focusing on arterials and major collector roads.

#### SUSTAINABILITY AND CLIMATE ACTION PLAN FOR LAKE OSWEGO – MAY 2020

The Sustainability and Climate Action Plan outlines the City's environmental, social, and economic approach to achieving sustainable outcomes in the City. Transportation and Connectivity was outlined as a key goal in Lake Oswego development. It is noted that Lake Oswego supports electric vehicles, advocates for improved public transit, and advances connected pathways for walking and biking to help eliminate harmful tailpipe emissions. Options to explore:

• Create "Safe Routes to School" and "Complete Streets" (i.e., increased walkability and neighborhoods where local services are within 20 minutes by walking or biking).

• Increase utilitarian biking (riding a bike instead of driving a car). As the City invests in bike and pedestrian pathways, it can expand options for residents and local employees.

• Because the city is responsible for streets, roads, and sidewalks, it has a crucial role in promoting bicycle infrastructure. This could include building bike paths, limiting car traffic on some streets in favor of bikes, and providing safe lanes on city streets.

 $\cdot$  Safe biking routes to school, promote biking to school

• Public forum on bike paths -- educate the public, rally enthusiasm and get input on priorities

 $\cdot$  Create an approach to bike paths that includes separated paths that are safe for older people and kids

#### PARKS PLAN 2025- ADOPTED JULY 2012

The Parks Plan elaborates on the City's vision for a safe, sustainable and interconnected system of parks, recreation facilities, historic sites, recreation programs and natural areas that are integral elements of this livable community.

• Connections for bicyclists and pedestrians. Improved environments for non-motorized users and connections for bicyclists and pedestrians are important physical elements that are needed in future planning and development.

• Link disconnected neighborhoods via trail corridors to improve park access and community connectivity for bicyclists and pedestrians

![](_page_29_Figure_11.jpeg)

### CITY OF LAKE OSWEGO COMPREHENSIVE PLAN – 2013

Lake Oswego's Comprehensive Plan outlined the policy framework that serves as the basis for decisions and actions related to use of land in Lake Oswego.

• Development of a safe and convenient pedestrian and bicycle circulation system.

• Promoting shared street access, parking facilities, and pedestrian connections with other businesses to provide more developable land area and reduce traffic congestion, parking, and safety problems.

• Coordinate with schools and surrounding neighbors to plan for safe and effective transportation for students and surrounding neighbors.

• Coordinate review of new development proposals with the Lake Oswego School District to determine impacts on the local school system.

• Coordinate with schools and surrounding neighbors to plan for safe and effective transportation for students and surrounding neighbors.

Prioritize transportation investments that improve

![](_page_29_Figure_20.jpeg)

Teach & Practic Sustainability Preserve and sustain shared resources wh accelerating our stur ability to combat dir change. Evidence of Suc

54 ODOT SRTS PROJECT IDENTIFICATION PROGRAM

the ability of students to safely walk, bike, drive and bus to all schools.

#### LAKE OSWEGO SCHOOL DISTRICT MISSION/ VISION POLICY

Lake Oswego School District surround their Mission and Vision statement around five pillars: inclusivity, equity, growth, and shared leadership. Falling under these categories is the importance of promoting health and resiliency and "addressing the needs of the whole child in a culture that models and values health and wellbeing; and supporting the social, mental and physical health of students and employees."

> Create a Culture of Belonging Cultivate a diverse learning community where ach and every individual feels supported, connected and valued. Evidence of Success Students, employees and families feel a sense of belonging.

> > Inclusivity

#### Mission

We are a learning community dedicated to creating a culture of belonging and educational excellence

#### Vision

We inspire students to be critical thinkers who are empowered to contribute positively in a complex world.

![](_page_29_Picture_32.jpeg)

Promote Health & Resiliency Address the needs of the whole child in a culture that models and values health and wellbeing.

Evidence of Success Support the social, mental and physical realth of students and employees.

#### Achieve Equitable

Academic Outcomes Each and every student is provided the tools, support, and experiences they need to achieve academic success.

Evidence of Success Students demonstrate grade level proficiency.

### Previous SRTS Efforts or Walking/Biking Encouragement Activities

Each year, staff informs parents and students about established safe routes to school. Students are encouraged to walk and bike to school. The school district is preparing to conduct studies with the assistance of a traffic engineer with the goal of establishing recommendations for future improvements. Some of the anticipated improvements include painted crosswalks, signage, and pedestrian flashing signals.

### **Crash History**

From 2014 to 2018, there have been a few reported crashes involving a pedestrian or bicyclist in the vicinity of the focus school (see map below). Majority of the collisions reported were along Boones Ferry Rd. It is important to note that this data does not account for near-misses and hazards that may result in future collisions.

![](_page_30_Figure_4.jpeg)

The map below shows the locations of the vehicleonly crashes. While these don't involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users. Several collisions have occurred along Boones Ferry Rd, specifically at the Boones Ferry/Country Club intersection, and along Country Club Rd directly in front of the school.

![](_page_30_Figure_6.jpeg)

VEHICLE-ONLY COLLISIONS 2014-18

![](_page_30_Picture_8.jpeg)

![](_page_30_Figure_10.jpeg)

## 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 a graphical flowchart of the ODOT SRTS Competitive Infrastructure Grant eligibility process, to help guide partners in the application process.

Finally, this section includes a detailed construction recommendations table building on Table 1 in Chapter 4, and includes: needs identified at each location and ensuing construction recommendations, the relative priority of the recommendation, a highlevel associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction. The final table includes detailed Planning-level cost estimates for the High Priority Projects identified in Chapter 5.

### Statewide Funding Opportunities

#### ODOT SRTS GRANTS

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

#### COMPETITIVE INFRASTRUCTURE GRANT

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

#### 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 <u>https://www.oregon.gov/</u> 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 <u>https://www.oregon.gov/ODOT/LocalGov/</u> 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 funding 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 <u>www.fhwa.</u> 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, <u>https://www.orinfrastructure.org/</u> <u>Infrastructure-Programs/CDBG/</u>
- Rural Development Grant Assistance Program, https://www.usda.gov/topics/farming/ grants-and-loans

### Local Funding **Opportunities**

#### POTENTIAL SCHOOL BOND **OPPORTUNITIES**

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

#### SRTS PROJECTS AND THE TSP

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

#### QUICK BUILDS

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

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