LAKE OSWEGO JUNIOR HIGH SCHOOL
Safe Routes to School Plan

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

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

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WHAT IS SAFE ROUTES TO SCHOOL?

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

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

Learn more at: www.oregonsaferoutes.org
**Why Safe Routes to School?**

### THE PROBLEM

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

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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.

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**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.

**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.

Walking even one mile to school and one mile home increases physical activity for young people by 25%.

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.

**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.

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


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**安全管理解决方案**

在一代人中，儿童步行或骑自行车上学的百分比减少了73%。

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儿童和青少年应该每天有60分钟（1小时）或更多的体力活动。

学校附近的道路因交通堵塞而拥堵，减少安全和空气质量。

这种远离主动交通的运动是一个自我强化的循环。

安全路线和学校项目的活动有助于克服步行、骑自行车和滑板的障碍，通过提高安全性和使它对每个人来说都变得有趣且方便。

SRTS教育和鼓励项目可以在5年内将步行和骑自行车的比例提高25%。

教育和鼓励项目与基础设施改善相结合，如人行道和安全交叉口，SRTS可以将步行和骑自行车的比例提高45%。

每走1英里，往返学校等于每天推荐的60分钟中的2/3的体力活动。

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**学生安全路线的好处**

许多研究已经证明，安全路线和学校项目和计划可以导致步行和骑自行车活动的增加。但是，为什么对社区来说，让它们更安全和更方便让学生活动到学校呢？

**增加的安全性**

即使一些看护者选择送学生到和从学校，许多家庭没有这个选项。一些家庭没有车辆，其他家庭有工作日程，不允许他们把学生送到或在学生上学时取他们。

在我们的社区中，当提供安全路线和学校的支持时，我们让所有学生都能安全地上学。

**减少缺勤和迟到**

特别是在经济落后地区，缺乏交通是上学的一个重要障碍。项目如步行上学巴士和自行车火车提供替代方案，让学生上学时按时，并且准备好。

**更健康的学生**

因为安全路线的项目使步行、骑自行车、滑板、滑板和机车更容易上学，他们直接支持了年轻人的体力活动。

步行一英里到学校和回家一英里可以增加40分钟的体力活动，即三分之二的推荐量！

**改进的学术表现**

保持健康和定期锻炼已被证明可以提高学生的学术表现。在一项研究中，研究人员发现，步行20分钟后，学生对测试问题的准确性更高，比坐着的学生有更多的大脑活动。他们也学习任务更快，更准确地在完成此物理活动之前。

**更干净的空气，更少的哮喘并发症**

增加学生步行和骑自行车到学校意味着减少依赖私家车的人数。这改善了学校附近的空气质量，减少了学生的暴露于由静止车辆和重型交通产生的污染。

**更大的自信**

当年轻人能够自己上学时，他们会建立自信心和独立性。他们也可能学会阅读标志，监控时间，跟踪他们的物品，和其他有价值的能力。

**更强的社会联系**

通过步行上学巴士、自行车火车，甚至只是和朋友或兄弟姐妹一起上学，可以建立社区并建立社会联系。特别是当这么多学生面临像欺凌和孤立这样的挑战时，这种联系的机会可以建立连接，这可以是非常有益的。

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2 Cooper等人，通勤到学校：孩子走路更活跃吗？预防医学杂志 2003；25 (4)

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

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

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

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

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

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

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

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**The Lake Oswego School District SRTS Plan Process**

- **Project Initiation**: Background data collection and existing conditions
- **School Safety Assessment**: Community outreach, walk audit, facility inventory
- **Review Process**: PMT approval of recommendations; Public Review Draft Plan circulated
- **Final SRTS Plan**: SUMMER/FALL 2021, FALL 2021, WINTER 2021-22, SPRING 2022

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*For more information on the program, visit: [www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx](http://www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx)*

**The COVID-19 pandemic impacted the timeline and approach to the planning process. A detailed summary of the planning process is included in Appendix C.**

***Final SRTS Plans can be found at [www.OregonSafeRoutes.org](http://www.OregonSafeRoutes.org)***
Using this Plan

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

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

WHO ARE YOU?
Each partner has a key role to play in contributing to this Plan’s success.

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

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

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

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

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

I WORK FOR THE CITY OR COUNTY
- Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4
- Pursue funding for improvements, using sources listed in Appendix E

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

I WORK IN PUBLIC HEALTH
- Identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors (see Chapter 4).
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.
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 historically-disadvantaged groups to hear and learn about their barriers to students walking or biking to school.

- Action: Lake Oswego School District and Lake Oswego Junior High School will provide SRTS information and educational materials in English and Spanish.
- Action: Lake Oswego School District and Lake Oswego Junior High School will partner with existing groups and organizations that serve historically-disadvantaged 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 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: Lake Oswego School District and Lake Oswego Junior High School will partner with existing groups and organizations that serve historically-disadvantaged groups to help dispense 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.
- 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.

**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 Bonnies Ferry Road, through Springbrook City Park.

**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.

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.
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 Kruse Way
- Boones Ferry Rd & Rainbow Dr
- Country Club Rd & Iron Mountain Blvd
- Boones Ferry Rd & Country Club Rd
- Crossing on Country Club Rd in front of school

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 Goodall Rd and Country Club Rd
- 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.
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.
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 and 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.

Pedestrians: Students who walk to and from school are encouraged to use sidewalks along the northside of Country Club Road, in addition 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 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.
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.

Key Themes

- 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.

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

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

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

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.

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

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

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

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

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

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

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

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

Implementation takes place continuously over time, with cooperation amongst partners and often, new sources of funding. Appendix F lists a variety of funding sources that can be used to implement the recommendations outlined in this section.
<table>
<thead>
<tr>
<th>Rec #</th>
<th>Recommendation</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Install an ADA-accessible side path on the northeast side of the access road</td>
<td>Medium term</td>
</tr>
<tr>
<td>02</td>
<td>Replace existing bike racks with covered, U-style bike racks. Consider adding</td>
<td>Medium term</td>
</tr>
<tr>
<td></td>
<td>space for additional bikes, as racks were nearly full during the November walk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>audit.</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Install ADA-compliant curb extensions at each leg of the Hazel Rd intersection</td>
<td>Medium term</td>
</tr>
<tr>
<td></td>
<td>(school access road). Evaluate and adjust the signal timing during arrival</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and dismissal to provide longer green phases for vehicles exiting the middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>school. Install leading pedestrian intervals for the crossings across Country</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Club Rd.</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Trim bushes along the sidewalk on the north side of Country Club Rd to create</td>
<td>Short term</td>
</tr>
<tr>
<td></td>
<td>more walking space.</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>In the long-term consider reallocating a general-purpose travel lane in each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>direction to install protected bike lanes in both directions and 1.1 miles of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sidewalk on the north side of Country Club Rd from Hazel Rd to the C Ave Ave</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intersection. Install pedestrian scale lighting along the corridor. Stripe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>crosswalks across Goodall Rd, Shireva Dr, and Knaus Rd. Consider installing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sidewalks on the southside of the road.</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Stripe bike lanes with a 2 ft buffer (would require lane reduction.) Consider</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>installing physical protection, such as bollards.</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>At the 6 corners intersection, add physical protection to the striped curb</td>
<td>Short term</td>
</tr>
<tr>
<td></td>
<td>extension between Country Club Rd and Iron Mountain Rd on the south and north</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>legs of the intersection. Stripe bike lane conflict markings through the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intersection. Evaluate the feasibility of implementing an elongated roundabout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to simplify traffic operations and mitigate against frequent confusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>experienced by users of all modes.</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Install 2800 ft of sidewalk along Boones Ferry Road between Country Club Rd</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>and Knaus Rd.</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Install a PHB (pedestrian hybrid beacon) with a marked crosswalk at the north</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>leg of the intersection to align with the existing sidewalk along Rainbow Dr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>continued on next page</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Rec #</th>
<th>Recommendation</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Install consistent, ADA-accessible sidewalks along the east side of the road</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>from Country Club Rd to Knaus Rd.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Repave the side path between Country Club Rd and the church pedestrian access</td>
<td>Long term</td>
</tr>
<tr>
<td></td>
<td>path. Install sidewalks or a sidepath between the church pedestrian access path</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and former Uplands Elementary access road.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Install a sidewalk, sidepath, or pedestrian lane along Uplands Dr and repave</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and widen the side path or install sidewalks along Wembley Park Rd south of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>school access road.</td>
<td></td>
</tr>
</tbody>
</table>
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 [here] or fill out the contact form to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Description (Additional details provided on following page)</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Inclusion Considerations</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education and Outreach</td>
<td>Lake Oswego Junior High School</td>
<td>Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.</td>
<td>Short term</td>
<td>Handouts (handouts for school communications, flyer)</td>
<td>Provide materials in Spanish, or other languages as needed.</td>
<td>Feedback from families; observations from school leadership.</td>
</tr>
<tr>
<td>Pedestrian and Bike Safety Education</td>
<td>Lake Oswego Junior High School</td>
<td>Work through any existing curriculum or after-school activities to provide pedestrian and bicycle safety education to students.</td>
<td>Medium term</td>
<td>Handout, messaging, curriculum</td>
<td>Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.</td>
<td>Number of students participating; feedback from families.</td>
</tr>
<tr>
<td>Community School Safety Campaign</td>
<td>Lake Oswego Junior High School</td>
<td>A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.</td>
<td>Medium term</td>
<td>Outreach materials</td>
<td>Provide materials in Spanish, or other languages as needed.</td>
<td>Feedback from families; observations from school leadership.</td>
</tr>
<tr>
<td>Bike Train</td>
<td>Lake Oswego Junior High School</td>
<td>Regular Bike Trains could be piloted at Lake Oswego Junior High School as a way to engage 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.</td>
<td>Short term</td>
<td>Communications to parents, routes and meet-up points, signage, staff/volunteer time</td>
<td>Provide materials in Spanish, or other languages as needed.</td>
<td>Number of students participating; feedback from families.</td>
</tr>
<tr>
<td>Walk + Roll to School Day</td>
<td>Lake Oswego Junior High School</td>
<td>Organize a Walk + Roll to School Day to encourage and celebrate walking and biking at the school.</td>
<td>Short term</td>
<td>Food, music, decorations, incentives or prizes for students</td>
<td>Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to build a remote drop-off site.</td>
<td>Number of students and community members participating.</td>
</tr>
<tr>
<td>SRTS Demonstration Projects</td>
<td>Lake Oswego Junior High School</td>
<td>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.</td>
<td>Medium term</td>
<td>Cones, barricades, paint, signage</td>
<td>Provide parent engagement materials in Spanish, or other languages as needed.</td>
<td>Feedback from families.</td>
</tr>
</tbody>
</table>
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 Storefront 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.

Φ

36 ODOT SRTS PROJECT IDENTIFICATION PROGRAM 37 NEEDS AND RECOMMENDATIONS
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.
INTRODUCTION

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

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

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

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

Prioritization Criteria

How should we prioritize projects in your community?

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

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

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

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

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

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

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.
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.

Table 4. City of Lake Oswego Prioritized Project Cost Estimates

<table>
<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>% or MEASUREMENT</th>
<th>COST/UNIT</th>
<th>UNITS</th>
<th>ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boones Ferry Rd and Rainbow Dr</td>
<td>Construction Items</td>
<td>10%</td>
<td>$14,500</td>
<td>1</td>
</tr>
<tr>
<td>Mobilization</td>
<td></td>
<td>$14,500</td>
<td>1</td>
<td>$14,500</td>
</tr>
<tr>
<td>Traffic Control</td>
<td></td>
<td>$21,800</td>
<td>4</td>
<td>$87,200</td>
</tr>
<tr>
<td>Erosion Control</td>
<td></td>
<td>$2,900</td>
<td>1</td>
<td>$2,900</td>
</tr>
<tr>
<td>Install Hawk/PHB - Overhead Mounted</td>
<td>EA</td>
<td>$125,000</td>
<td>1</td>
<td>$125,000</td>
</tr>
<tr>
<td>Install ADA Curb Ramp</td>
<td></td>
<td>$10,000</td>
<td>2</td>
<td>$20,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td>$184,200</td>
</tr>
<tr>
<td>Additional Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Engineering</td>
<td>12%</td>
<td>$22,200</td>
<td>1</td>
<td>$22,200</td>
</tr>
<tr>
<td>Contingency</td>
<td>20%</td>
<td>$41,300</td>
<td>1</td>
<td>$41,300</td>
</tr>
<tr>
<td>Total Construction Costs</td>
<td></td>
<td></td>
<td></td>
<td>$247,700</td>
</tr>
<tr>
<td>Soft Costs (Design Engineering)</td>
<td>12%</td>
<td>$29,800</td>
<td>1</td>
<td>$29,800</td>
</tr>
<tr>
<td>Total Project Cost</td>
<td></td>
<td></td>
<td></td>
<td>$277,500</td>
</tr>
</tbody>
</table>
APPENDICES

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Appendix B. SRTS Talking Points .................... 67
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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.saferroutesinfo.org/
Safe Routes to School Policy Guide
School District Policy Workbook Tool
https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook
Safe Routes to School National Partnership State Network Project
http://www.saferoutespartnership.org/state/network
Bike Train Planning Guide
http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm
10 Tips for SRTS Programs and Liability
http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf
Tactical Urbanism and Safe Routes to School
http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school

STATE RESOURCES
The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:
1. Coordination between practitioners through Regional Hubs that meet monthly
   https://www.oregonsaferoutes.org/contact
2. Trainings and resource guides, which can be found on the Oregon SRTS website
   https://www.oregonsaferoutes.org/resources/
3. Incentives, activities, and messaging for monthly Walk+Roll events
   https://www.oregonsaferoutes.org/walkroll/
4. Bicycle and pedestrian safety trainings and a loaner bike fleet - coming in 2022

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

APPENDIX B. SRTS TALKING POINTS

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

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

Traffic: Costs, Congestion, and Safety

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

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

Environment: Air Quality, Climate Change and Resource Use

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

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.

Appendix C. Planning Process

<table>
<thead>
<tr>
<th>SUMMER/FALL 2021</th>
<th>FALL 2021</th>
<th>WINTER 2021-22</th>
<th>SPRING 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Initiation</td>
<td>School Safety Assessment</td>
<td>Review Process PMT approval of recommendations; Public Review Draft Plan circulated</td>
<td>Final SRTS Plan***</td>
</tr>
</tbody>
</table>

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

The Lake Oswego School District SRTS Plan Process

AppENDICES
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

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 goals, projects 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/focal 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); 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

- 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, signage, 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.
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.
- Safe biking routes to school, promote biking to school

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

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.
- Prioritize transportation investments that improve 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.”
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.

The map below shows the locations of the vehicle-only 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.
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 high-level 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 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 OCP, 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/OCPP.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/tgm.
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.