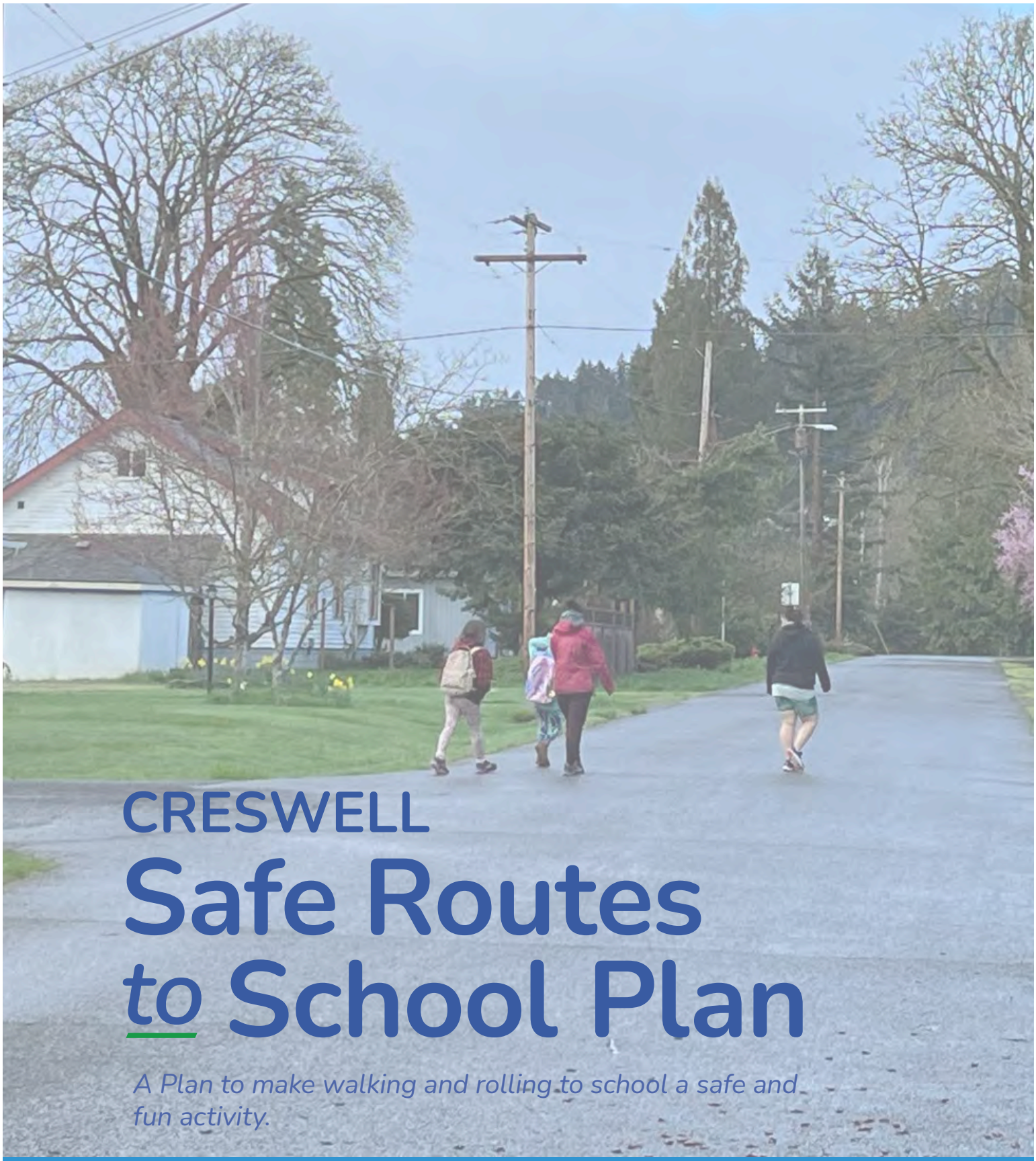

CRESWELL
Safe Routes *to* School Plan

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

CITY OF CRESWELL
CRESLANE ELEMENTARY SCHOOL
CRESWELL MIDDLE SCHOOL
CRESWELL HIGH SCHOOL

DRAFT REPORT / FALL 2023

Oregon Department of Transportation
Safe Routes to School

ALTA · COMMUTE OPTIONS · THE STREET TRUST

ACKNOWLEDGMENTS

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

SHELLY CLARK
Creswell City Council

AMY HALLEY
Creswell School District

SARAH HANSON
Creswell School District

JOEL HIGDON
Creswell School District

CASSIDY MILLS
Lane County Public Works

MEGAN SHULL
Lane Council of Governments

CURTIS THOMAS
City of Creswell

SUPPORTING ORGANIZATIONS

City of Creswell

Creswell School District

Oregon Department of Education

Oregon Department of Transportation

Lane Council of Governments

Lane County Public Works

ALTA PLANNING + DESIGN STAFF

Amelia Adams

Trevor Luu

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01 INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll[1] 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 benefits adjacent neighborhoods, as well as students and their families, by reducing traffic conflicts and enabling walking and rolling trips for all purposes.

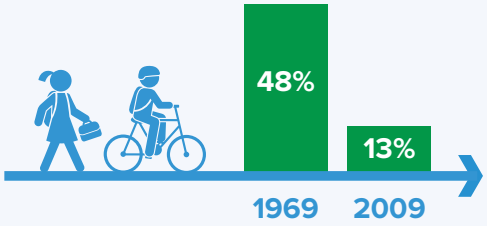
Learn more at [www.oregonsaferoutes.org.](www.oregonsaferoutes.org)

1 The term roll is used in this Plan as an inclusive term that includes biking and using mobility devices, such as wheelchairs and scooters

Why Safe Routes to School?

THE PROBLEM

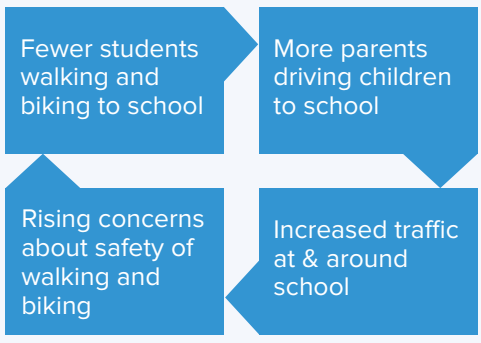
Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



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**.

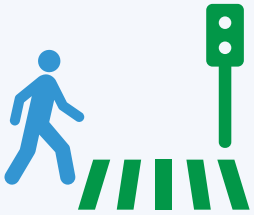


THE SOLUTION

SRTS programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making these activities **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.



One mile of walking each way to school equals **2/3 of the daily recommended 60 minutes** of physical activity.

Sources: McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedroso. 2011. "U.S. School Travel 2009: An Assessment of Trends." American Journal of Preventive Medicine. + Centers for Disease Control. www.cdc.gov/physicalactivity/basics/children/index.htm; McDonald, N., Steiner, R., Lee, C., Rhoulac Smith, T., Zhu, X., and Y. Yang. (2014). Impact of the Safe Routes to School Program on Walking and Bicycling. Journal of the American Planning Association.

Student Benefits of Safe Routes to School

Numerous studies have documented that Safe Routes to School projects and programs can lead to increased walking and bicycling activity among students. But why is it important for communities to make it safer and more convenient for students to walk and bike to school?

INCREASED SAFETY FOR STUDENTS

Even if some caregivers choose to drive their students to and from school, many families don't have this option. Some families have no access to a vehicle, and others have work schedules that don't allow them to drop their students off or pick them up at school. When we provide critical SRTS improvements and education to our communities, we make it safer for these (and all) students to get to school.

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, which offer supervision and structure for walk or ride to school, provide alternative options for students to arrive on time and ready to learn.[1]

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people.[2] Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended 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.[3]

CLEANER AIR, FEWER EMISSIONS

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 gain 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.

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

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

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

Community Benefits of Safe Routes to School

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

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 a priority, leading to additional shifts from driving to active modes.

STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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

LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales.[2] Facilities like bicycle lanes, bike parking, and pedestrian amenities can encourage residents to visit and patronize local businesses.

2 Rodney Tolley (2011), Good For Busine$$ - The Benefits Of Making Streets More Walking And Cycling Friendly, Heart Foundation South Australia

City of Creswell SRTS Project Identification Program

The Creswell School District, the Lane Council of Governments (LCOG), Safe Routes to School program coordinator, and the school community worked with ODOT's SRTS Technical Assistance Providers— Alta Planning + Design and the Coast and Willamette Valley Hub—to complete this SRTS Plan.

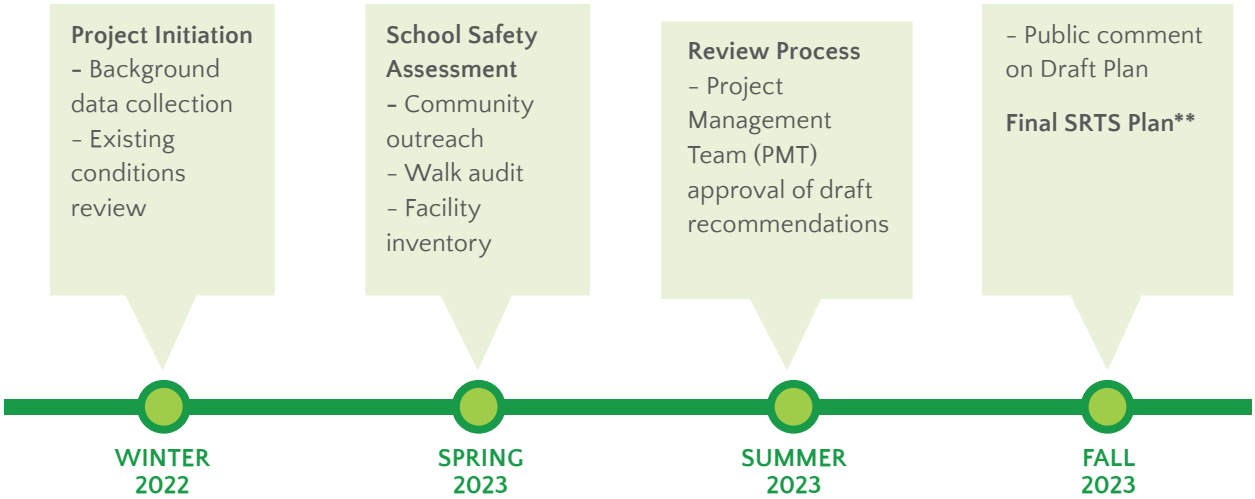
This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) process is an ODOT technical assistance program that helps communities identify needs and opportunities near one or more schools, focusing on streets within a quarter mile of the school, as well as critical issues within a mile of the school.*

This process did not include schools outside City boundaries.

The goals of the PIP process are:

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

The Creswell SRTS Plan Process



*For more information on the PIP program, visit www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx.
**Final SRTS Plans can be found at www.OregonSafeRoutes.org.
A detailed summary of the planning process is included in Appendix B.

Plan Audience

This Plan lays the foundation for local public agency staff, schools, the community, and ODOT to work together on reducing barriers for students walking and biking to school. Because of the many people involved in this planning process, this Plan is written in a way that attempts to speak to several different audiences at once:

- **School district staff:** The PIP process is usually initiated by a combination of these groups, which generally make up the PMT and have both a technical and experiential understanding of issues and needed improvements. At the same time, these stakeholders may or may not have an engineering background. The majority of this Plan is written to be read and understood by these important contributors.
- **Interested community members:** Because the success of any SRTS effort depends on engagement with the people who will ultimately use these routes, facilities, and programs, key sections of this Plan are intended to be understandable to the general public, including the school community and residents in general. In particular, the Existing Conditions chapter (which takes inventory of barriers and issues) is important for interested community members to review and add to. Recommendations are written in more technical language.
- **Planners, engineers and public works staff:** Ultimately, many of the recommendations in this plan involve highly specialized and technical processes, as well as competitive funding applications, which is why the Recommendations chapter is written with this audience in mind.
- **Local decision makers:** Elected officials, such as council members, commissioners, and tribal governance bodies, are also a critical component of shaping active transportation. The Goals, Objectives, and Actions listed in the Vision and Goals Chapter will be particularly relevant for this group, as well as the Recommendations chapter. However, the majority of this Plan is written to be accessible to this group.

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

How to Use This Plan

Each partner has a key role to play in contributing to this Plan's success. This section provides some ideas for how different groups can take part in advancing SRTS goals in their community.

WHO ARE YOU?

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 (see **Chapter 2**) to plan a walking/rolling route or advocate for improvements.
- Help implement the educational and encouragement programs suggested in **Chapter 4**.
- Support fundraising for projects and programs (see **Appendix D**).

I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely and SRTS talking points 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.
- Incorporate bike and pedestrian safety lessons into PE class and offer trainings for PE teachers to learn about available curricula.

I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson plans and school curriculum.
- 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 city- or countywide issues and opportunities related to walking and bicycling, prioritizing construction improvements provided in **Chapter 4**.
- Pursue funding for improvements, using sources listed in **Appendix D**.

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

- Identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors (see **Chapter 4**).

02 VISION AND GOALS FOR SRTS

VISION AND GOALS

This chapter includes an overall vision as well as goals, objectives and 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.

Community Vision for SRTS

The Creswell community envisions a future where students and their families safely, comfortably, and conveniently walk and bicycle as part of the daily school commute and a healthy lifestyle.

Goals, Objectives, and Actions

The ODOT SRTS PIP team developed goals to support SRTS in the areas of health, Safety, equity and environment. Participants in the PIP process identified all of these to be main priority for their community. A summary of community engagement activities is included in the following section.

Above: Signage indicating a school zone;

Below: Signage indicating a school crossing location

SAFETY

Goal: Increase safety for students and families traveling to school, particularly those who walk and bike out of necessity.

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: Creswell School District will integrate on-campus infrastructure improvements into their ongoing planning and maintenance processes, in particular at the Creslane Elementary parking lot and street frontage.
- Action: The City of Creswell will consider applying to the ODOT SRTS Competitive Infrastructure Grant in 2024 for infrastructure improvements, as outlined in Chapter 4.

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

- Action: The City of Creswell will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Creswell will begin implementing recommendations as funds for capital improvements become available, focusing particularly on lower cost improvements within a quarter mile of each school.

Objective 3: Pedestrian and bicycle safety education is available to students in Creswell School District.

- Action: The Creswell School District, and City of Creswell will continue to coordinate with the LCOG SRTS program coordinator. This coordinator will organize safety, education, and encouragement activities at Creswell schools according to their needs and interests in active and shared transportation.
- Action: Creslane Elementary, Creswell Middle School, and Creswell High School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

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

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

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

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

- Action: The City of Creswell will implement infrastructure recommendations with a consideration for improvements that serve underserved and low-income communities.
- Action: The LGOG SRTS program coordinator will work to include lower-income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups in programming.

HEALTH

Goal: Increase student access to physical activity, recreation, and mental wellness while reducing emissions near schools.

Objective 1: Students have increased physical activity before, after, and during the school day.

- Action: Creslane Elementary, Creswell Middle School, and Creswell High School will look for areas of overlap between SRTS efforts and other health initiatives and PE class.
- Action: Creslane Elementary will support a Walking School Bus, Bike Train, and other similar initiatives to encourage students to walk and bike to school.
- Creswell Middle will partner with the SRTS program coordinator to facilitate a Walking School Bus and/or Bike Train.

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

- Action: Creswell School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Creslane Elementary, Creswell Middle School, and Creswell High School will share relevant health statistics and messages in school newsletters, back-to-school night, or through other communication channels.
- Action: The City of Creswell will coordinate with local public health agencies to share information about SRTS and coordinate around shared wellness goals.

ENVIRONMENT

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

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

- Action: Creswell School District, with support from the LCOG SRTS program coordinator, will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.

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03

EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter summarizes the key challenges and opportunities that families walking or bicycling to school face and that this Plan seeks to address.

The following pages provide contextual information for each of the schools, as well as key themes documented during the walk audits and through community and partner input. A detailed summary of the planning process and activities that took place to support this Plan is included in Appendix B.

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

SCHOOL CONTEXT:

Creslane Elementary

996 W A ST

PRINCIPAL:
Amy Halley

ENROLLMENT:
510

GRADES SERVED:
K-5

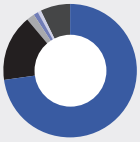
EQUITY FACTORS:
55% of students are below the poverty line.

5% of students are Ever English Learners

19% of students have a disability.

17% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.45



DEMOGRAPHICS*

- White, non-Hispanic, 73%
- Hispanic, 16%
- American Indian/Alaska Native, 2%
- Black / African American, <1%
- Asian, <1%
- Multiracial, 7%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,101
Spanish	53

Total Languages Spoken: 3

**Source: Oregon Department of Education 2020-2021 school year*

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

Creslane Elementary School Safety Assessment

Date: April 12, 2023

SCHOOL LAYOUT

Creslane Elementary School is a K-5 school centrally located in Creswell. The school is situated between W A Street and the grounds of Creswell High School. The building also houses the Creswell School District offices. The parking lot is located between the school building and W A St. There is a play yard, as well as a sports field, north of the school building.

SITE CIRCULATION

Vehicles: Vehicle traffic to the school is funneled through the school parking lot via two different routes depending on the grade level. Students in grades K-2 are directed to be dropped off and picked up at the east parking lot and grades 3-5 are directed to be dropped off and picked up at the west parking lot. After either picking up or dropping off their student, drivers exit the parking lot south via adjacent separated driveways located between the east and west entrances. There is signage in the parking lot directing exiting vehicles to exit westbound (turn right) if they are in the west parking lot and eastbound (turn left) if they are in the east parking lot. The project team also observed caregivers dropping off their students in the neighborhood between W A St and W Oregon Ave directly south of the school and then having their student walk the rest of the way.

School Buses: School buses pick up and drop off students on a loop at the end of gravel road located to the east of Creslane Elementary School. This gravel road leads north to the school grounds of Creswell High School where it connects to Niblock Ln. This area is gated to the south and may be difficult to access for pedestrians when used for bus loading and unloading. However, school bus pickup and drop-off are scheduled not to coincide with student arrival by walking.

Pedestrians: Students arriving on foot primarily arrive at the school from the south across, following the

CRESLANE ELEMENTARY SCHOOL

SITE PLAN

Oregon Department of Transportation
Safe Routes to School

LEGEND

- School Property
- School Bus Loading
- Bicycle Parking
- Crossing Guard
- School Bus Circulation
- Vehicle Circulation

sidewalk around the parking lot. Students who live south of W A St can cross W A St from the south via two marked crossings at N 9th St and N 7th St. There are also marked crossings at the intersection of N 10th St and W A St. Students arriving from neighborhoods to the east and west can walk on sidewalks on the north side of W A St. There is a gravel road between Creslane and the High School that is currently used by buses for pick up and dropoff. There is a multi-use path from this gravel road to the east connecting to Cherry Ln and neighborhoods to the east and north. This route is used by high school students, but is not used frequently by elementary students.

Bicyclists/Micromobility: There are bicycle lanes along W A St and both the bike lane and the sidewalks are used by students arriving by bike depending, on their level of comfort. Students arriving by bicycle are instructed to walk their bicycles once they arrive in the school parking lot. There are bicycle racks adjacent to the front entrance of the school.

Transit: Transit does not serve the immediate school area.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

Creslane Elementary held its first successful Walking School Bus event in 2019 attended by Mayor Knudsen, Commissioner Heather Buch, and Lane County Transportation Planning staff with Creslane Students.

In addition to that event, Creslane held a "Bike to School Week" in 2019, where students received ODOT incentives for walking and biking, and two Walking School Buses in May of 2023.

The front entrance of Creslane Elementary School, where students who arrive by walking, biking, or family vehicle enter the school.

*So
**S

SCHOOL CONTEXT:

Creswell Middle School

655 W OREGON AVE

PRINCIPAL:
Julie Johansen

ENROLLMENT:
278

GRADES SERVED:
6-8

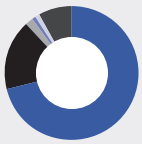
EQUITY FACTORS:
54% of students are below the poverty line.

6% of students are Ever English Learners

13% of students have a disability.

10% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.5



DEMOGRAPHICS*

- White, non-Hispanic, 72%
- Hispanic, 17%
- American Indian/Alaska Native, 2%
- Black / African American, 1%
- Asian, 1%
- Multiracial, 8%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,101
Spanish	53

Total Languages Spoken: 3

ource: Oregon Department of Education 2020-2021 school year

Source: Oregon Department of Education 2021-2022 school year

Creswell Middle School Safety Assessment

Date: April 12, 2023

SCHOOL LAYOUT

Creswell Middle School is a grade 6-8 school centrally located in Creswell. The school is situated on W Oregon Ave Just south of the intersection with 7th St. The parking lot is located between the school building and W Oregon Ave. There is also parking located on the east side of the school building. There is a play yard, as well as a sports field west of the school building.

SITE CIRCULATION

Vehicles: The majority of parents and caregivers picking up and dropping off their students do so at the driveway directly north of the school campus.

School Buses: School buses arrive at the school via the west entryway into the school parking lot on W Oregon Ave and then turn slightly left into an accessway north of the vehicle dropoff area. Buses then exit the accessway, turning left and exiting the school parking lot onto W Oregon Ave.

Pedestrians: Students arriving at Creswell Middle School on foot have several ways of getting to the school. Students can cross W Oregon Ave using one of two crosswalks near the intersection of 7th St and W Oregon Ave. There are also access points for students traveling from the south and east on S 7th St and D St respectively. Students can use walkways on the north and east sides of the school to access the school entrance.

Bicyclists/Micromobility: Students arriving by bicycle can use the walkways on the north and east sides of the school to access the school. There is bike parking located adjacent to the north entrance of the school.

Transit: Transit does not serve the immediate school area.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

Recent SRTS efforts at Creswell Middle School include October, December, and May Walk to School Days, as well as Bicycle Safety Education for all students.

CRESWELL MIDDLE SCHOOL

SITE PLAN

Oregon Department of Transportation
Safe Routes to School

LEGEND

School Property

School Bus Loading

Bicycle Parking

School Bus Circulation

Vehicle Circulation

SCHOOL CONTEXT:

Creswell High School

33390 NIBLOCK LN

PRINCIPAL:
Jenny Collins

ENROLLMENT:
357

GRADES SERVED:
9-12

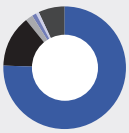
EQUITY FACTORS:

7% of students are Ever English Learners

19% of students have a disability.
12% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.45

DEMOGRAPHICS*



- White, non-Hispanic, 78%
- Hispanic, 14%
- American Indian/Alaska Native, 2%
- Black / African American, <1%
- Asian, 1%
- Multiracial, 4%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,101
Spanish	53

Total Languages Spoken: 3

*Source: Oregon Department of Education 2020-2021 school year

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

Creswell High School School Safety Assessment

Date: April 12, 2023

SCHOOL LAYOUT

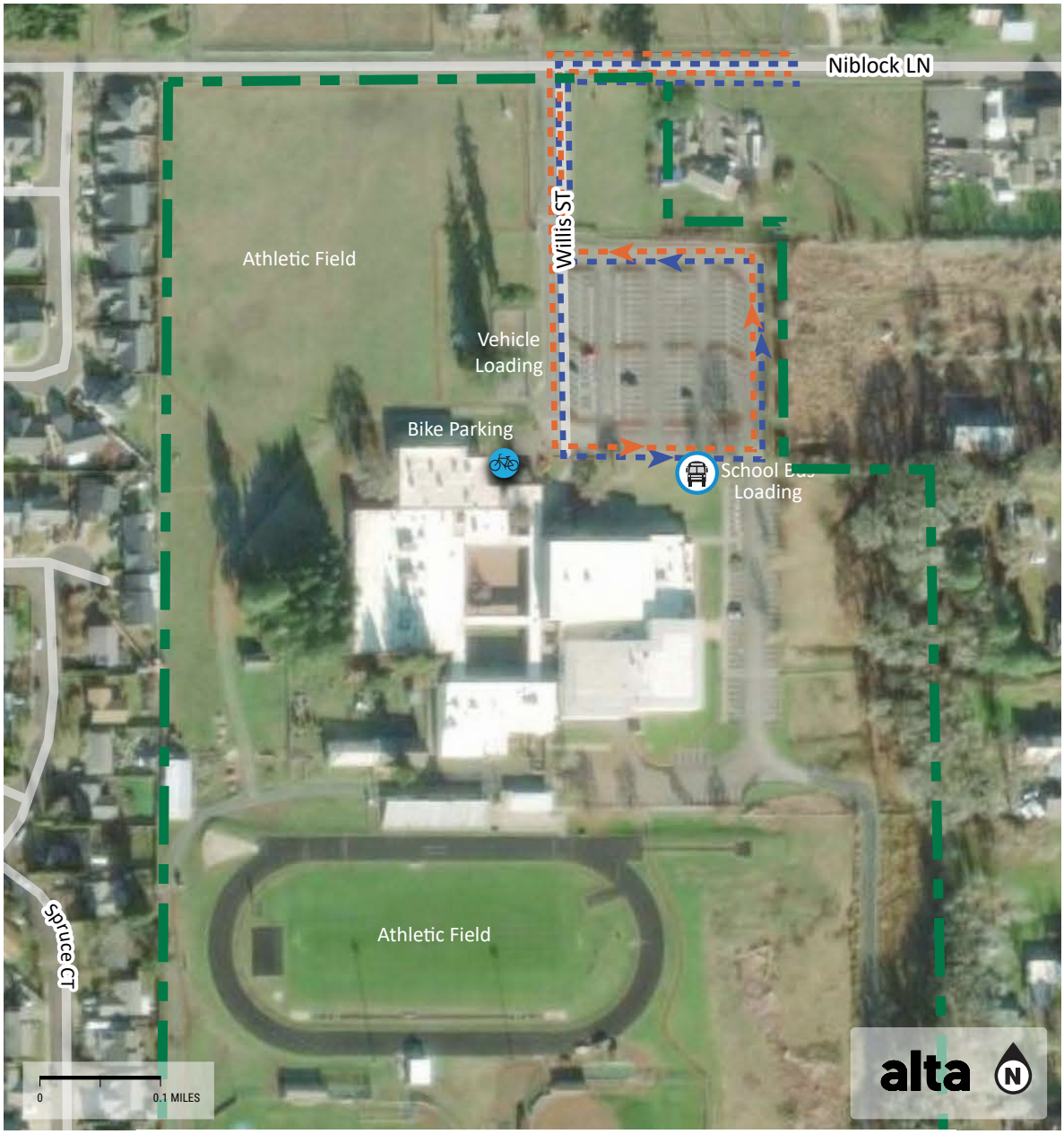
Creswell High School is a grade 9-12 school located in north Creswell. The school is situated between Niblock Ln and the grounds of Creslane Elementary School. Willis St connects Niblock Ln to the School parking lot. The parking lot is located between the school building and Niblock Ln to the north of the school. There are several sports fields surrounding the building, including a field to the northwest of the school building.

SITE CIRCULATION

Vehicles: Student drivers and parents dropping off students use Niblock Ln and Willis St to access a school driveway that loops on the north side of the high school and contains a parking lot. People driving vehicles are encouraged to pull forward and not idle in the driveway as they wait to pick up students.

School Buses: School buses arrive at the high school via Niblock Ln and turn south into the school ground using Willis St. School buses pick up students at a section of curb located on the north side of the school. There has been driver education in the past aimed at discouraging other drivers from interfering with movement of the buses.

Pedestrians: Students arriving on foot have several ways of getting to and from the school. Students traveling to the neighborhoods northeast of the high school can travel north along a sidewalk next to Willis St. Students arriving on foot can also use the multi-use path to walk east from the school. Students walking to neighborhoods to the northwest can use a bark path in the field that is northeast of the high school. There is a gate in the fence at the northeast corner of the school property that provides outside access to the school. This route may be less comfortable during poor weather conditions, meaning students may prefer to walk along Niblock Ln.



CRESWELL HIGH SCHOOL

SITE PLAN

LEGEND

School Property

School Bus Loading

School Bus Circulation

Bicycle Parking

Vehicle Circulation

Bicyclists/Micromobility: Students arriving by bicycle can use the pedestrian lane on Niblock Ln. However, they must share this space with pedestrians and other active modes. People on bicycles can also use the multi-use path that connects to Cherry Ln, where they can ride along less stressful residential roadways.

Transit: Transit does not serve the immediate school area.

The front entrance of Creswell High School has a covered patio, which partially covers the school's bicycle parking.

04

RECOMMENDATIONS

RECOMMENDATIONS

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 roll to school, as well as benefiting 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 toward building out the physical improvements to walking and rolling infrastructure. Also, relative to many construction projects, most education and encouragement programs cost less to implement.

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. They are tailored to meet the needs and interests of the school community.

Construction Project Recommendations

This section describes recommended construction projects within one mile of the focus schools. The map on the following page is a guide to the location of these recommendations, which are described in detail in Table 1.

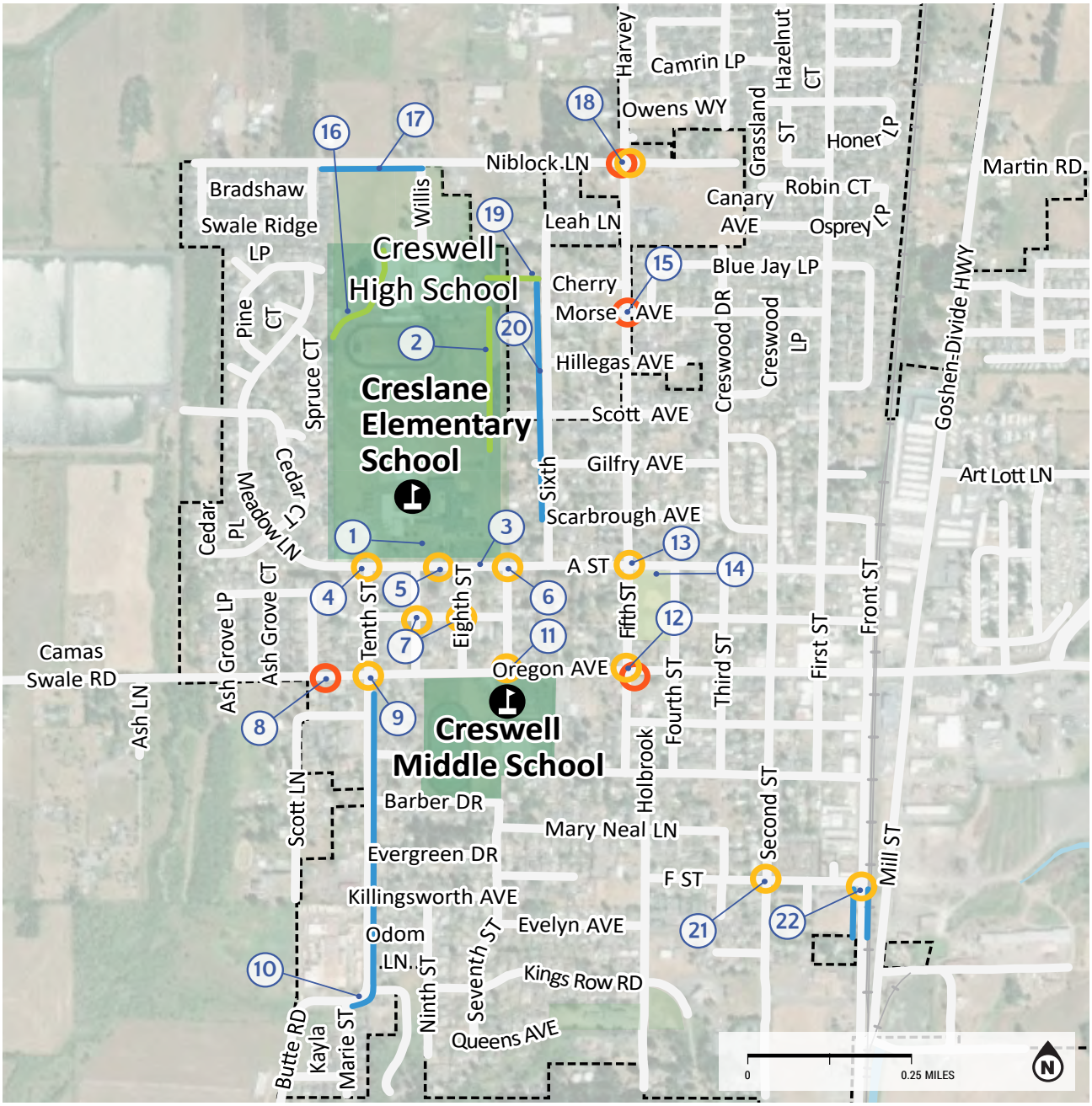
This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the community. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to 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.

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.

Each recommendation is flagged with implementation next steps to provide guidance about how to move them forward:

- **Requires additional traffic analysis**
- **Requires more detailed design**
- ODOT Community Paths **Grant eligible**
- **Quick build project compatible**
- **Demonstration project compatible**
- **ODOT SRTS Construction Grant priority**

Implementation takes place continuously over time, with cooperation among partners and, often, new sources of funding. Appendix D also lists a variety of funding sources that can be used to implement the recommendations outlined in this section. as well as a table outlining more detailed cost estimates for the priority improvements.



CRESWELL COMMUNITY IMPROVEMENTS MAP

IMPROVEMENTS

- On-Street Facilities
- Off-Street Trail
- Crossing
- Signage

LEGEND

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

alta

Oregon Department of Transportation Safe Routes to School

Table 1. Creswell Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	Elementary School Grounds		
1	**Issue**: The school parking lot circulation has been recently reconfigured so that families dropping off students enter from either the east or west end of the lot according to the grade level of their student. These vehicles then exit through the two-lane center driveway, traveling westbound if they entered on the west and eastbound if they entered on the east. This has had the unintended effect that drivers need to switch travel directions after exiting the parking lot and use the numbered residential streets to make U-turns or cut through to W Oregon Ave. School staff and neighbors have observed erratic and potentially hazardous driving behavior in the neighborhood. **Recommendation**: The future design of this parking lot should consider safe access points for students arriving and departing Creslane Elementary as pedestrians and those on bicycle in order to complement other SRTS improvements.	School District, City of Creswell	The District has recently secured a bond that will be used to expand parking space on the Creslane campus, creating an additional parking lot. The final configuration of the pickup and drop off area will be solidified once design of this lot is complete.
2	**Issue**: There is a gravel access road that connects the school grounds of Creswell High School and Creslane Elementary School along the eastern edge of the school district property. This facility is currently being used for bus pickup and drop-off at the elementary school. This road is typically gated and during pick up and drop off, and school bus drivers are directed to stop completely for pedestrians when they encounter them on the road. Middle school students have expressed that this is a preferred travel route for many of them and did not report any issues with buses. However, some N 6th St residents have expressed concerns about the noise of the buses and the potential for conflict between the buses and students traveling along this route. **Recommendation**: No change needed based on observation of conditions and discussion with students and parents. If issues develop, the District could consider: a) Installing a shared-use path through this area that routes people walking and biking away from the gravel road. b) Highlighting and/or improving other options for student travel between the high school and A St.	School District, City of Creswell	It is not typically necessary to adjust the bus circulation unless there are severe issues. The project team have not observed issues necessitating the closure of this gravel road.

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	A St		
3	**Issue**: The bike lanes on A St are not generally considered safe for young children. Families tend to prefer to use the sidewalk, meaning that the bike lanes are not widely utilized in the community, especially among younger students. The A St corridor includes Holt Park, as well as the elementary school and popular travel routes for students at the other two schools, and there is a desire in the community to see this route developed with a more "park-like" character and slower traffic speeds. Residents and school staff also report that the speed of travel on A St during pickup and drop-off is faster than necessary, due in part to the wide street section with little striping to delineate paths of travel for different modes. **Recommendation**: Install a series of alternating offset curb extensions (chicanes) along the A St corridor that require vehicles to follow a curving, S-shaped path, discouraging speeding. The chicanes can be built as islands that allow for drainage by separating these structures from the existing curb. Where possible, use street trees and other landscaping to contribute to a park-like atmosphere along the corridor, underscoring the traffic calming. Optional: Consider reallocating parking space to widen bike lanes[1] and/or install buffered bike lanes Note: At this time, removing parking from A St would not be feasible considering the pickup and drop-off situation. The school bond implementation will involve a reconfiguration of the Creslane Elementary parking lot, including the addition of a new staff parking lot on the west end of the property. This could include additional off-street school parking, as well as reconfiguration of the entrances/exits, which could enable the closure of street parking. This project will most likely happen around 2024.	City of Creswell	ODOT SRTS Construction Grant priority

1 This corridor is not ideal for bi-directional bike lanes or two-way cycletracks because of the frequency of driveways and cross streets.

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
4	**A Street and N 10th St:** **Issue**: This is one of the main crossings for either middle school students traveling south or elementary students traveling north on their way to school. The intersection has three conventional marked crosswalks that are fading on the west, south, and east legs. Community members noted that there are limited sightlines for drivers coming from the west and turning right onto N 10th St when cars are parked near the intersection. **Recommendation**: Restripe existing transverse crosswalk with high-visibility continental-style crosswalk markings. Construct accessible curb ramps at all corners of this intersection. Daylight the southwest corner of this intersection with curb paint and/or "no parking" signage. Optional: Install a curb extension on the southwest corner of the intersection to increase pedestrian visibility and reduce the crossing distance on A St.	City of Creswell	ODOT SRTS Construction Grant priority The optional curb extension could be installed using quick build techniques.
5	**A St and N 9th St:** **Issue**: This is one of the main crossings for either middle school students traveling south or elementary students traveling north on their way to school. This crossing is located very close to the N 10th St crossing and is not aligned with the main pedestrian access to the school grounds. The intersection has transverse crosswalk markings that are fading. **Recommendation**: Consider relocating crosswalk to the former location west of A St and 8th St and stripe with. If this is not feasible, these recommendations could be installed at the less-ideal location of A St and N 9th St. Replace existing traverse bar crosswalk with high-visibility continental-style pavement markings. Install standard school crosswalk signage and consider "gating" the crosswalk by placing crosswalk signs on both sides of the street in both directions for higher visibility. Construct accessible curb ramps and consider installing curb extensions on either side of the crossing to improve visibility of students crossing. Optional: Construct a raised crosswalk with high-visibility continental crosswalk markings in place of the existing crosswalk (in order to slow vehicles as they enter the school area, increase yielding behavior, and make small children more visible to people driving).	City of Creswell	ODOT SRTS Construction Grant priority Relocation of the crosswalk to its former location would require City Council action.

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
6	**A St and N 7th St:** **Issue**: This is one of the main crossings for either middle school students traveling south or elementary students traveling north on their way to school. The intersection has a conventional marked crosswalk that is fading. Note: Students may be using the bike lane to travel to and from the school. **Recommendation**: Restripe existing transverse crosswalk with high-visibility continental-style pavement markings Optional: Construct a raised crosswalk with high-visibility continental crosswalk markings in place of the existing crosswalk (in order to slow vehicles as they enter the school area, increase yielding behavior, and make small children more visible to people driving.) Optional: Construct curb extension on southwest corner to shorten the crossing distance.	City of Creswell	ODOT SRTS Construction Grant priority
	Neighborhood between A St and W Oregon Ave		
7	**Issue**: (Also see #1) This neighborhood experiences the impacts of arrival and dismissal at Creslane Elementary due to its proximity. During the walk audit, the PMT observed several vehicles cutting through the neighborhood either to go a different direction on A St or to access W Oregon Ave. There are no sidewalks on these streets, and the school team also reported that children walk and play in the street here, meaning that speeding vehicles may pose a danger to them. In addition, while drivers use these streets to access A St or W Oregon Ave, turning onto these east-west roads is difficult due to higher speeds on either street - particularly during periods of high congestion. **Recommendation**: Consider installing residential traffic circles at the following locations in order to calm traffic through these neighborhood streets: ·B St and N 9th St ·B St and 8th St These traffic circles could be constructed from paint and/or thermoplastic applied to the roadway surface, along with bollards and vertical delineators. Similar to roundabouts and concrete traffic circles, the painted traffic circles interrupt continuous travel along the route and force drivers and people riding bicycles to traverse the center island. (Continued on next page)	City of Creswell	ODOT SRTS Construction Grant priority Traffic calming would benefit the neighborhood in combination with recommendations X and Y, as closing roads to through traffic is likely to cause other circulation concerns. These traffic circles and painted curb extensions could be implemented on a trial basis using quick build techniques.

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	Consider options for public art or placemaking in the design of the roundabouts (ensuring that the outer perimeter remains a yellow line). Install crosswalks at all side streets along the south side of A St, as well as the north side of W Oregon Ave. Consider using painted curb extensions and vertical delineators to create a "gateway" effect and narrow the crossing distance for pedestrians.		
	Oregon Ave		
8	**W Oregon Ave west of 10th St:** **Issue**: Traffic coming from the west approaches coming up a slope and community members and the project team have reported that speeds are often excessive as drivers are not always cognizant that they are entering a city where people are walking and rolling. **Recommendation**: Evaluate the feasibility of installing a speed feedback sign for eastbound driver.	City of Creswell, Lane County	The installation of speed feedback signage requires additional traffic analysis.
9	**W Oregon Ave and 10th St:** **Issue**: There is a ditch along the east side of the S 10th St south of W Oregon Ave that makes it uncomfortable for people walking alongside traffic. There is a conventional crosswalk on the north and east legs of the intersection. **Recommendation**: Restripe both conventional crosswalks with continental crosswalk configuration. Construct ADA curb ramps at NW, NE, and SE corners of this intersection.	City of Creswell	Priority for future improvement
10	**S 10th St between W Oregon Ave and Creswell City Limits:** **Issue**: There are no sidewalks on S 10th St south of W Oregon Ave, which means that students and others traveling north and south must use alternative routes such as S 5th St, traveling out of their way, which discourages walking. **Recommendation**: Evaluate feasibility of installing a pedestrian lane along S 10th St between W Oregon Ave and Kayla Marie St on east side of roadway. Optional: Construct sidewalks on S 10th St between W Oregon Ave south to city limits.	City of Creswell	Requires additional traffic analysis to determine whether cross slope is accessible (<2%) and of a sufficient width for a ped lane.

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
11	**W Oregon Ave and 7th St:** **Issue**: This is one of the main crossings for either middle school students traveling south or elementary students traveling north on their way to school. The intersection has two conventional marked crosswalks that are fading. **Recommendation**: Stripe a new high-visibility continental crosswalk across the north leg of this intersection. Restripe existing transverse crosswalks with standard high-visibility continental-style pavement markings. Optional: Install flashing crosswalk (RRFB) across the west leg of the intersection.	City of Creswell	Note: Both existing crosswalks are currently ladder-style and have different spacings. It is not urgent to replace these, and this project can wait until they are due for restriping.
12	**W Oregon Ave and 5th St:** **Issue**: This is a major road crossing which may either serve students traveling from the middle school or elementary school to points east such as downtown Creswell. There are faded conventional crosswalks located on all four legs of the intersection, and work has been done recently on all corners except the southwest corner to bring the corner ramp to ADA compliance. This intersection is not signalized, and is stop-controlled along 5th St, which may make the crossing feel less comfortable for those crossing W Oregon Ave. Community members noted that traffic is fast along W Oregon Ave and visibility for drivers on that corridor is limited due to the presence of parked vehicles along the road. **Recommendation**: Restripe existing transverse crosswalk with high-visibility continental-style pavement markings. Reconstruct ramps on southwest corner to comply with ADA standards. At minimum, daylight the intersection by installing "no parking" signs along W Oregon Ave at the SE corner of this intersection. Consider installing a curb extension on the northeast corner. (This curb extension could be installed as paint and vertical delineators.) Evaluate traffic conditions to determine if an all-way stop is warranted at this intersection, potentially adding stop signs for those traveling east and west along W Oregon Ave. As noted in #8, evaluate potential to install speed feedback signs for westbound and eastbound vehicles along W Oregon Ave.	City of Creswell	The curb extension recommended here could be installed using quick build techniques. Additional traffic analysis required to determine if an all-way stop is warranted at this location. Priority for future improvement

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	N 5th St		
13	**N 5th St and A St:** **Issue**: This is one of the main crossings for students traveling to and from the elementary school. The intersection has four conventional crosswalks across all legs of the intersection. Both W A St and Harvey Rd have bike lanes. Holt Park is located at the southeast corner of this intersection and has a considerable amount of foot traffic. **Recommendation**: Restripe existing transverse crosswalk with high-visibility continental-style pavement markings Install green skip striping through the crosswalk in both directions to alert people driving to the presence of bicyclists in the intersection. Optional: Install a painted curb extension on the southwest corner of the intersection to improve visibility of pedestrians crossing A St.	City of Creswell	Green skip striping could be installed using quick build techniques to pilot its effectiveness. The SW corner already has an ADA-compliant curb ramp, and there is a stormwater inlet on A street which could be expensive to relocate. Curb extensions would prevent the bike lane from being located alongside the curb.
14	**Parking along the north side of Holt Park (A St):** **Issue**: The angled parking at the north side of Holt Park creates a potential conflict zone between bicycles and drivers backing out of these spaces. The narrow bike lane travels directly behind the parked cars. People traveling in the bike lane, especially small children, would not be easily visible to drivers pulling out onto A St. **Recommendation**: Consider restriping the head-in angle parking stalls along A St to be back-in angle parking to increase visibility between drivers and the westbound bicycle lane.	City of Creswell	
15	**N 5th St and Morse Ave:** **Issue**: This intersection has a continental crosswalk on the north leg of the intersection and can serve students traveling east to west to and from school as well as others in the neighborhood. In addition, students who walk to school can go from here to the Cherry Ln multi-use path to travel to school property. **Recommendation**: Install flashing crosswalk (RRFB) and associated striping improvements. Replace existing crosswalk and move crossing location closer to the intersection.	City of Creswell, Lane County	Requires additional traffic analysis to determine easibility of adding advanced yield bars to RRFB.

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	Niblock Ln		
16	**Sports field on northwest side of high school property:** **Issue**: As an alternative to walking along Niblock Ln, there is currently an unpaved walking path that follows the east and north sides of the field and connects to an opening in the fence at the northwest corner of the school property. During poor weather conditions, this pathway becomes difficult to traverse for students walking between the school and the neighborhoods to the northwest, so they may instead choose to walk along Niblock Ln. **Recommendation**: Construct a paved multi-use path where there is currenting an unpaved bark path (to provide ADA access along this portion of Niblock Ln). Plant street trees along this path. Consider updating the fence and gates to invite community use.	School District	Note that this recommendation may become infeasible due to fencing requirements that may prevent the path from being used to enter and/or exit the school. In this case, the south side of Niblock Ln (outside the fence) should have a pedestrian facility installed.
17	**Niblock Ln and Willis St:** **Issue**: This intersection is located near the high school and is along one of the main routes for high school students walking to and from school. There is a pedestrian lane west of the intersection on the south side of Niblock Ln and sidewalk south of the intersection on the east side of Willis St, however there is a piece of missing sidewalk in between the two segments which may result in a conflict point between vehicles turning right on Wills St to Niblock ln leaving the high school and people walking. **Recommendation**: Fill the existing pedestrian facility gap by installing sidewalk or pedestrian lane on the south side of Niblock Ln between Wills St and Swale Ridge Loop. Install additional buffer between pedestrians and vehicles at the southwest corner of Willis St and Niblock St.	Lane County	

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
18	**Niblock Ln and N 5th St:** **Issue**: This intersection is one of the main crossings for students walking to and from Creswell High School. There is currently one continental crosswalk at the south leg of the intersection. There are bike lanes north and south along N Harvey Rd. Students continuing to the high school from this location can travel in a shoulder / pedestrian lane along the south side of Niblock Ln. **Recommendation**: Install continental crosswalk on the east leg of the intersection. Install flashing crosswalk (RRFB). Consider pilot area to install green skip striping across the intersection (north-south) in both directions.	City of Creswell, Lane County	
	N 6th St		
19	**Issue**: A multi-use pathway connects school property with Cherry Ln and the neighborhoods to the east. This is used by many students, but there is not adequate lighting along this route. **Recommendation**: Install lighting along pathway to improve visibility, especially during the winter months.	Lane County	
20	**Issue**: N 6th St is a route used by families and students traveling to and from the three schools. However, there are only sidewalks on the west side of the street south of Scarbrough Ave. **Recommendation**: Install sidewalks (or a pedestrian lane) on the west side of the street from Cherry Ln to Scarbrough Ave.	Lane County, City of Creswell	
	F St		
21	**F St and 2nd St:** **Issue**: This is one of the main intersections for students and families who live in two nearby affordable housing units. The intersection is a four-way stop and has an ADA compliant curb corner on the northeast corner **Recommendation**: Add crosswalk with high-visibility continental-style pavement markings. Add stop bars to all legs of intersection. Reconstruct ramps on southeast, southwest, and northwest corners to comply with ADA standards. If needed, consider installing a speed cushion east of the crosswalk to slow westbound vehicles before they arrive at the crosswalk.	City of Creswell	

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
22	**F St:** **Issue**: Drivers turning west from S Front St tend to be traveling faster than neighborhood speeds. Because of the presence of children and families in this area, it is important to reduce vehicle speeds. **Recommendation**: Install sidewalks on S Front St south of this intersection Install a crosswalk with high-visibility continental-style pavement markings across F St on the west leg of S Front St and F St. Consider installing small (painted or concrete) curb extensions on either end of this crosswalk to slow traffic headed into the neighborhood.	City of Creswell, ODOT	The curb extension recommended here could be installed using quick build techniques.

05

IMPLEMENTATION

IMPLEMENTATION

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 Competitive Construction Grant and prepare jurisdictions to apply for the funding. This chapter describes the community-driven process to prioritize recommendations for the ODOT SRTS Competitive Construction 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, ranking various criteria (see sidebar on this page) 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 were 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?

SAFETY ★

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

EQUITY

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

PROXIMITY TO SCHOOL

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

★ *Prioritization criteria identified as the most important to the community*

High Priority Construction Projects

Table 3 lists the top-priority improvements recommended for the ODOT SRTS Competitive Construction 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 table also provides a planning-level cost estimate for each project. Table 4 (page 42) provides additional project-specific information needed for ODOT grant applications.

The City of Creswell and Lane County will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3. City of Creswell SRTS Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	$29,500
Traffic Control	$44,200
Erosion Control	$5,900
A St from 10th St to Front St: Install a series of alternating offset curb extensions (chicanes) along the A St corridor that require vehicles to follow a curiving, S-shaped path, discouraging speeding.	$37,800
A St and 10th St: Restripe existing transverse crosswalk with high-visibility continental-style crosswalk markings. Daylight the southwest corner of the intersection with curb paint. Construct accessible curb ramps at all corners of this intersection. Install curb extensions on the southwest and southeajst corners of the intersection to reduce crossing distances.	$97,174
A St and 9th St: Relocate crosswalk to the former location west of A St and N 8th St and construct raised crosswalk with high-visibility continental-style crosswalk markings.	$66,069
A St and 7th St: Construct raised crosswalk with high-visibility continental crosswalk markings in existing crosswalk location at intersection.	$55,069

Continued on next page

Continued from previous page

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
A St and 5th St: Restripe existing transverse crosswalk with high-visibility continental-style pavement markings. Install green skip striping through the crosswalk in both directions to alert people driving to the presence of bicyclists in the intersection. Install a painted curb extension on the southwest corner of the intersection to improve visibility of pedestrians crossing A St.	$38,190
Additional Costs	$241,300
Total Project Cost	**$615,202**

Table 4. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF CRESWELL
Relevant Right of Way ownership	The City of Creswell owns all relevant right of way.
Utility implications	N/A
Environmental resource implications	No
Stormwater management implications	Additional engineering study required, as the improvements on A St would require modifications to existing stormwater drainage.
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	Unknown
Priority Safety Corridor	No

Additional locations that are also considered PMT priorities for improvement include:

- W Oregon Ave and 10th St
- W Oregon Ave and 5th St

Next Steps

With this SRTS Plan in place, the City of Creswell and Lane County should shift attention to implementation of the recommended improvements.

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 roll 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. 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.

06

APPENDICES

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

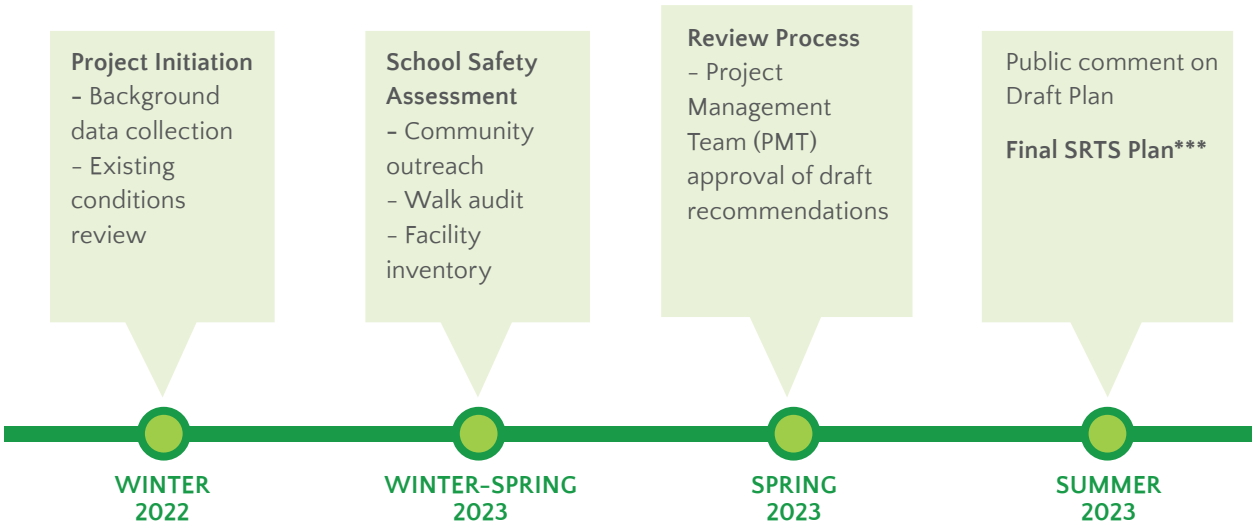
The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs that meet monthly 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 https://www.oregonsaferoutes.org/train-the-trainer/

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

APPENDIX B. PLANNING PROCESS

The Creswell 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 PMT to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix C.

School Safety Assessment

The School Safety Assessment included the walk audit observations, community meetings, and a bike and pedestrian facility inventory.

WALK AUDIT

During each walk audit, the PMT and community participants observed traffic conditions, travel patterns, and behaviors for all modes of travel during arrival or dismissal at each school. Before each walk audit, the team gathered to identify key routes and locations for observation.

COMMUNITY MEETING

The School Safety Assessment community meeting was an opportunity for school leadership, roadway jurisdiction staff, teachers, and parents to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. The meetings were held directly after each walk audit. Meeting participants discussed the typical routes that students who walk and bike take to and from school, points of conflict between people driving and walking/biking, ongoing SRTS programming and some additional ideas for education and engagement events at the school.

BIKE AND PEDESTRIAN FACILITY INVENTORY

The bike and pedestrian facility inventory documented existing infrastructure, focusing on all streets within a quarter mile of all schools. The inventory collected the following information about general infrastructure deficiencies and needs:

- **Sidewalk deficiencies** – lack of continuity, insufficient width, poor surface condition, non-compliant cross-slopes and driveways, lack of separation from the travel lane, and obstacles (utility/light poles, signs, and vegetation)
- **School area signs and pavement markings** – presence, placement, and condition
- **Paths** – formal or informal, surface material
- **Bike lanes** – lack of continuity, insufficient width or markings, presence of on-street parking, speed and volume of traffic, poor pavement condition
- **Bicycle, scooter, and/or skateboard parking** – presence, location, visibility, degree of security, and utilization
- **Drop-off/pick-up areas** – designated areas, curb paint, and signs
- **Visibility** – insufficient pedestrian lighting, line of sight obstacles (parked cars, vegetation, signs, and poles)

The bike and pedestrian facility inventory collected the following information about street crossings:

- **Traffic signals** – pedestrian signals, push-button location and reach distance, signing, countdown feature, accessible pedestrian signal feature, and sufficient crossing time
- **Marked crosswalks** – condition, type, signs, visibility, and whether ramp is contained within crosswalk markings
- **Curb ramps** – presence at corners, ADA-compliant design (tactile domes, ramp and flare slope, level landing)
- **Connections with neighborhood trails or paths** – signage, bike parking, ease of connection to transit hubs, parks, or schools

Deficiencies and needs identified in the bike and pedestrian facility inventory inform the infrastructure recommendations described in Chapter 4.

Review Process

Following the School Safety Assessments, initial recommendations were prepared and shared with the PMT for review. The PMT met to discuss the recommendations, and to identify priority projects for the Competitive ODOT SRTS Infrastructure Grant. Once this was complete, a Draft SRTS Plan was prepared and underwent both PMT review as well as Public Review in the form of an online interactive PDF document.

APPENDIX C. PUBLIC INPUT

A Community-Driven Planning Process

The vision, goals, objectives and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by community input. Community members had the opportunity to participate in the SRTS planning process and provide feedback in the following ways:

- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey
- Attending an in-person presentation at the Creswell School Board meeting

The City of Creswell, Creswell School District, and school leadership from Creslane Elementary School worked to spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The three schools promoted the PIP process and opportunities for community input on social media channels and through e-mail listservs. The City of Creswell shared information via social media channels and the City website.

The project team hosted a two walk audits in Creswell over the course of a day (April 12, 2023).

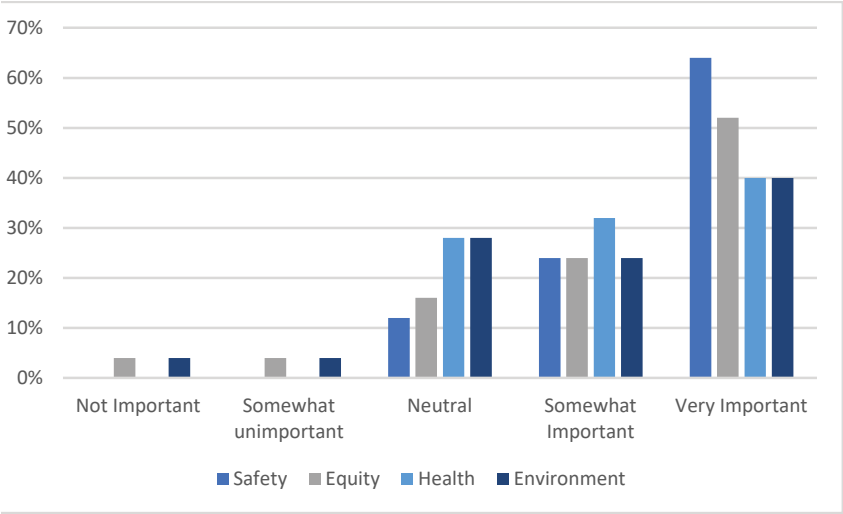
Approximately six people attended the morning walk audit at Creslane Elementary School, including PMT members, school staff, a City Council member, and a member of the Planning Commission. The post-audit meeting provided an opportunity for each group to share their insights.

Most members of the PMT attended the afternoon walk audit at Creswell High School. Following the observation of dismissal, members of the project team met to debrief what they had observed.

Several people attended the evening Creswell School Board Meeting, where the project team presented information on Safe Routes to School. Community members provided feedback about specific barriers and challenging locations near the school.

The project management team documented walking and biking conditions near the focus schools.

SURVEY RESULTS: MOST IMPORTANT GOALS FOR SAFE ROUTES TO SCHOOL (N=25)



DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents through the Public Input Map using a short survey. Of the 25 respondents who filled out the survey, 28% were parents or caregivers of students who attend schools in the study area. Another 10% identified as community members. Four percent of respondents indicated that they were school or district staff, and another eight percent chose "Other". Respondents to the map were overwhelmingly white (92%), and only one survey respondent selected Hispanic/Latino, while another selected American Indian / Alaska Native.

COMMUNITY ENGAGEMENT KEY THEMES

The comment heat maps on the following pages illustrate specific locations of concern and interest that emerged through the online Public Input Map. The map on page 15 indicates areas where participants recorded comments at specific points, while the map on page 16 shows the locations of comments about routes. Particular areas of the Public Input Map received exceptionally high numbers of comments, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- W Oregon Ave and N 8th St
- W Oregon Ave and 10th St
- W Oregon Ave/Camas Swale Rd between Ash Grove Lp and N 1st St
- Niblock Ln between Swale Ridge Lp and Willis St

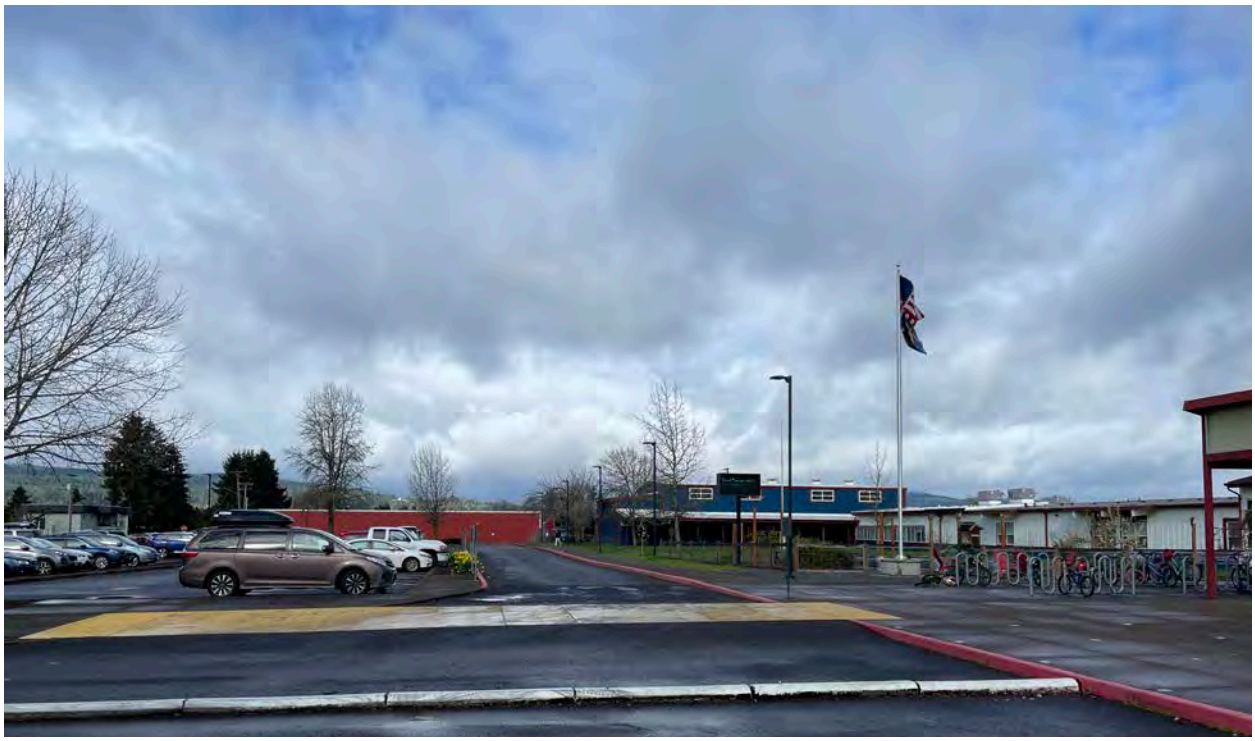
Based on the feedback received through all engagement methods, it is clear that the Creswell community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and bike. Participants who engaged with the SRTS planning process want to see more protected, continuous SRTS routes, particularly along W Oregon Ave, S 10th St, and N 5th St. Commenters also focused on the need for safer crossings of roads such as W A St and W Oregon Ave where there are existing facilities such as crosswalks or other designated crossings.

Themes from the online Public Input Map and survey, as well as the Draft City of Creswell SRTS Plan Public Comment Period, included:

- Improving efficiency for parents by enabling students to safely walk or bike to school, rather than being dropped off or waiting for a bus
- Improving community wide safety

- Reducing vehicle congestion on roads and near schools
- Preventing bus conflicts with students
- Expanding the City's sidewalk network
- Improving safety on roadways that are part of the urban-rural transition

When asked through the Public Input Map about the most important goal for a Safe Routes to School Plan for Creswell, survey respondents indicated that safety was their top priority, followed by health, equity, and environment, as illustrated in the chart on the following page.



The project team shared information about the Project identification Program and Safe Routes to School with the Creswell School board and the wider community during a School Board Meeting at Creslane Elementary School.

CRESWELL SRTS

PUBLIC INPUT MAP

POINT COMMENTS

High Density of Comments

Low Density of Comments

CRESWELL CONTEXT

Railroad

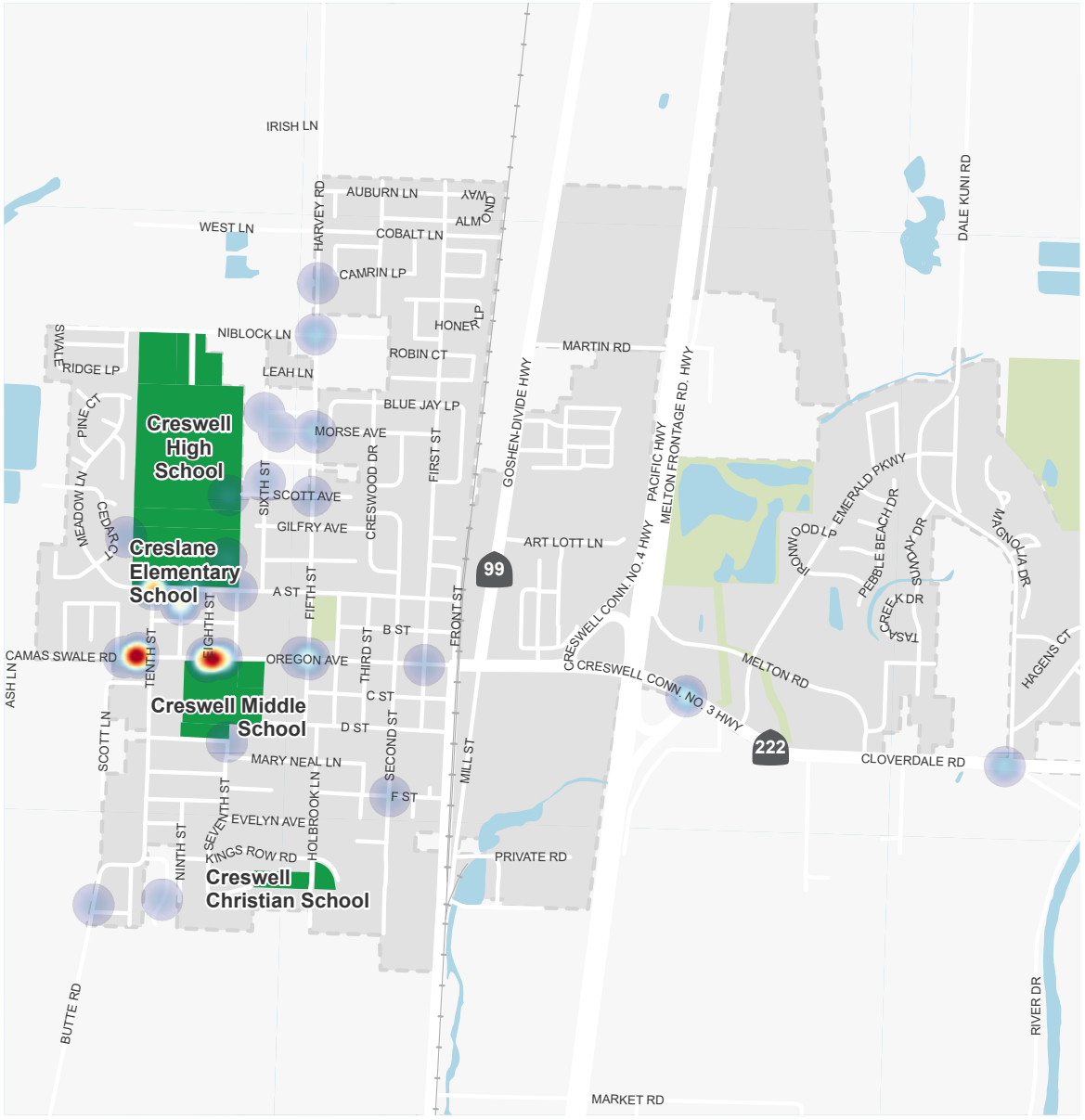
City Boundary

Parks

Water

School Property

34 POINT COMMENTS
30 ENGAGEMENTS (LIKES, DISLIKES)



CRESWELL SRTS

PUBLIC INPUT MAP

LINE COMMENTS

High Density of Comments

Low Density of Comments

CRESWELL CONTEXT

Railroad

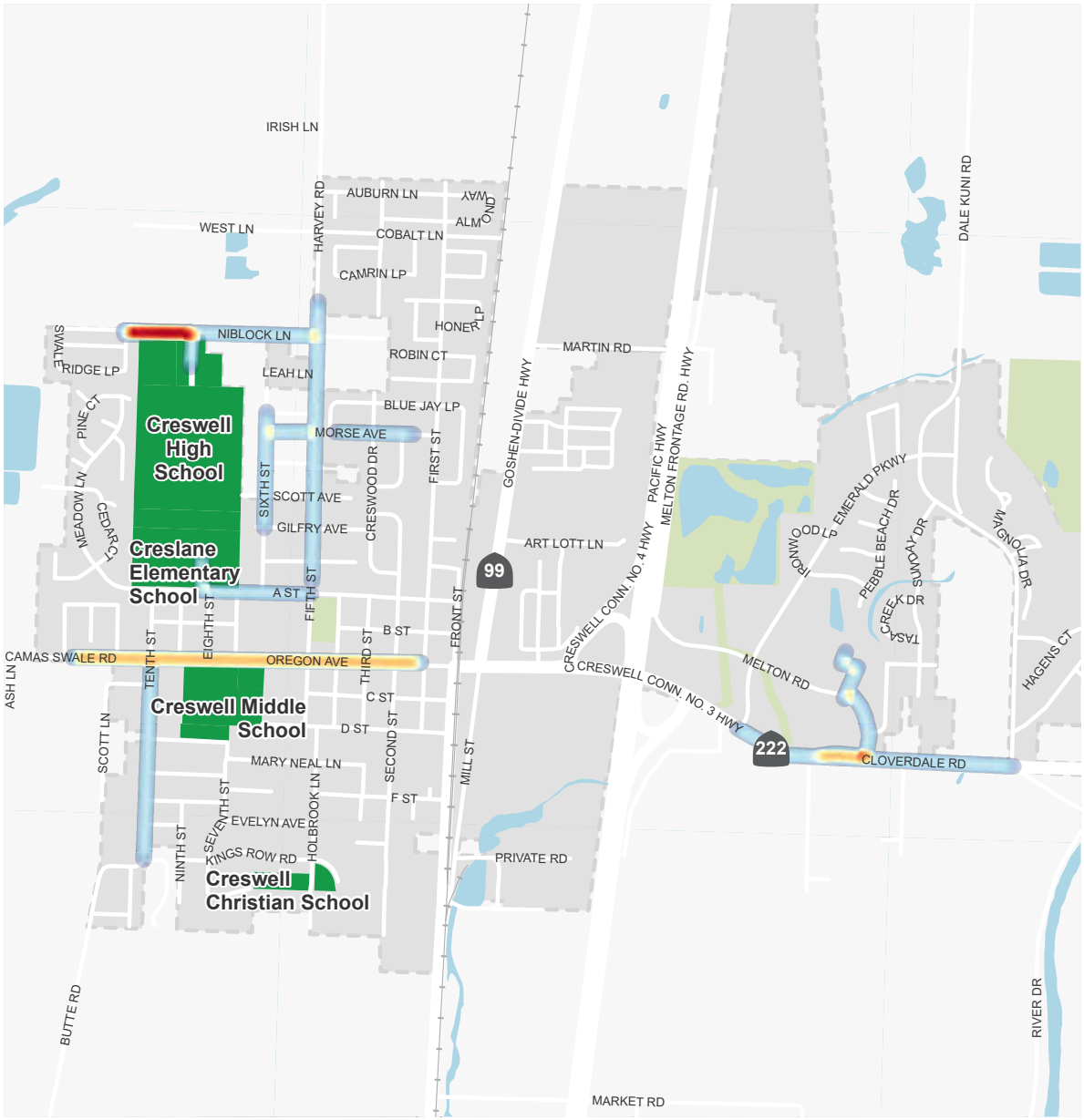
City Boundary

Parks

Water

School Property

12 LINE COMMENTS
1 ENGAGEMENT (LIKES, DISLIKES)



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Safe Routes to School

APPENDIX D. EXISTING CONDITIONS

Plan Review

CITY OF CRESWELL TRANSPORTATION SYSTEM PLAN (2019)

The City of Creswell Transportation System Plan (TSP) is the City's primary guiding document for transportation planning. As it relates to Safe Routes to School, the Plan identifies areas where active transportation could be improved. The Plan also points out key factors in transportation performance issues such as pedestrian and bicyclist involved crashes, lack of full pedestrian and bicyclist accessibility at existing railroad crossings (particularly at the "OR 99 Jog" where OR 99 crosses Oregon Avenue), and incomplete and unsigned pedestrian and bicycle networks among other issues.

The TSP also provides an overarching structure for proposed infrastructure changes in the area which may enhance walking and biking to the focus schools. The TSP identifies the following active transportation needs within Creswell that may relate to this planning effort, categorized as either pedestrian or bicycle needs.

TYPE	NEED
Pedestrian / Bicycle	Additional east-west street connectivity for crossing I-5, OR 99 and the railroad
Pedestrian / Bicycle	Shared use paths for walking and bicycling.
Pedestrian	Sidewalks on missing segments along arterials including: OR 99 (S Front Street), and OR 99 (N Mill Street).
Pedestrian	Sidewalks on missing segments along major and minor collectors.
Pedestrian	Improved crossings opportunities across OR 99 (S Front Street and N Mill Street) and OR 222 (Oregon Avenue and Cloverdale Road), particularly at the intersection of OR 99 (Front Street) at OR 222 (Oregon Avenue).
Pedestrian	Marked crosswalks near transit stops and sidewalks on missing segments near the transit stops.
Pedestrian	Improved crossing opportunities and completed missing sidewalk segments on N 5th Street/N Harvey Road and across Oregon Avenue to enhance neighborhood access ("safe routes") to schools and the Cobalt Activity Center.
Pedestrian	Completed sidewalks in residential areas with missing segments, particularly along routes ("safe routes") to school.
Pedestrian	Well-maintained sidewalks and improved pedestrian facilities where needed to meet ADA requirements.
Pedestrian	A designated low-stress pedestrian network that provides safe connections to schools, parks, and other activity generators.
Pedestrian	Reduce crossing distances where possible to lower stress to increase pedestrian safety.
Pedestrian	Strategies for providing safe inter-community pedestrian connections.
Pedestrian	Consideration for pedestrian connections as future development occurs

TYPE	NEED
Bicycle	Consistent bicycle facilities on OR 99 and the Oregon Avenue/Cloverdale Road/OR 222 corridors.
Bicycle	Improved bicycle facilities that connect residential areas to schools to provide "safe routes to school".
Bicycle	Improved crossing opportunities for bikes at the intersection of OR 99 (Front Street) at OR 222 (Oregon Avenue).
Bicycle	A low-stress bicycle network that provides safe connections to schools, parks, and other activity generators.

PROJECTS THAT RELATE TO SRTS:

The TSP identifies a set of multimodal roadway projects in Creswell that may be relevant to this SRTS planning effort. The projects include roadway modernizations, roadway extensions, roadway enhancements, and multi-use paths. Many of the roadways throughout Creswell are undergoing an upgrade in functional classification which are intended to bring existing substandard roadways up to current City, County, or ODOT design standards. These projects would include pedestrian and/or bicycle improvements.

The plan recognizes that the needs for improvements are great but that completing projects such as sidewalk infill are funding-dependent and typically rely on development unless the City creates a dedicated funding program. Among the projects listed in the Creswell TSP, the following are identified as potentially supporting the goals of this Safe Routes to School planning effort:

STREET	LOCATION	RECOMMENDED IMPROVEMENTS
A Street	N 4th St to N Front St	Minor collector standards; bike lanes for continuity
OR 99 (S Front St)	W Oregon Ave south to urban growth boundary	Sidewalks on west side and shoulder on east side. Interim treatment: Temporary separated bicycle and pedestrian environment on west side. It could be a planter, traffic separate, or delineator post.
S 10th St	W Oregon Ave south to urban growth boundary	Upgrade to major collector standards. Provide bicycle facilities. Separate bicycle facilities may be considered.
Camas Swale Rd	10th St west to the urban growth boundary	Upgrade to arterial standards. Provide bicycle facilities. Separate bicycle facilities may be considered.
Cherry Ln	N 6th St to Creswell High School	Multi-use path
W Oregon Ave	S Front St to Mill St across RR crossing	Multi-use path across railroad tracks to provide separation from vehicular traffic

STREET	LOCATION	RECOMMENDED IMPROVEMENTS
Leah Ln	Leah Ln to east side of Creswell High School parking lot	Multi-use path
Cedar Ct	Cedar Ct to Creslane Elementary School	Multi-use path
Meadow Ln	Meadow Ln to School District Property	Multi-use path
NEW CONSTRUCTION	Niblock Ln to W A Street along the west edge of the school district property including Creslane Elementary School and Creswell High School	Multi-use path
C St	5th St to Oregon 99	Sidewalks
F St	Holbrook Ln to OR 99	Sidewalks
Barber Dr	S 7th St to S 10th St	Sidewalks
S 7th St	Barber Dr to Mary Neal Ln	Sidewalks
Morse Ave	Harvey Rd to N 6th St	Sidewalks
Harvey Rd	Intersection with Niblock Ln	Pedestrian improvements to enhance crossings in support of SRTS
W Oregon Ave	Intersection with 10th St	Pedestrian improvements such as marked crosswalks and ADA compliance
W Oregon Ave	Intersection with Mill St	Pedestrian improvements such as sidewalk widening and ADA compliance; Potential interim treatments
W Oregon Ave	Intersection with S Front St	Pedestrian improvements such as high visibility crosswalks and ADA compliance
W Oregon Ave	Intersection with 5th St and 7th St	Pedestrian improvements to enhance crossings in support of SRTS
W A St	Intersection with N 7th St and N 10th St	Pedestrian improvements to enhance crossings and provide ADA compliance in support of SRTS
N 10th St	W A St to W Oregon Ave	Bike lanes
W Oregon Ave	10th St to 3rd St	Bike lanes
OR 99 (W Oregon Ave)	N Front St to S Mill St	Bike lanes
N 1st St	Cobalt Ln to D St	Bicycle boulevard
S 2nd St	D St to South Terminus	Bicycle boulevard

The chart in Figure 1 details traffic calming measures which would be included as part of each street functional classification.

Figure 1. Traffic Calming Measures by Street Functional Classification

Table 8. Traffic Calming Measures by Street Functional Classification

Traffic Calming Application	Use by Function Classification				Impact	
	Arterials*	Major Collectors	Minor Collectors	Local Streets	Speed Reduction	Traffic Diversion
Chicanes			•	•	•	•
Chokers			•	•	•	•
Curb Extensions	•	•	•	•	•	
Diverters (with emergency vehicle pass-through)			•	•		•
Median Islands	•	•	•	•	•	
Raised Crosswalks			•	•	•	•
Speed Cushions (with emergency vehicle pass-through)		•	•	•	•	•
Speed Hump		•	•	•	•	•
Traffic Circles		•	•	•	•	•

*ODOT traffic approval would be required for any design treatments applied to facilities under state jurisdiction.

CITY OF CRESWELL CAPITAL IMPROVEMENT PLAN (2022)

The City of Creswell catalogs a list of capital improvement projects (CIP): projects that seek to create, improve, replace, or maintain fixed assets within the City's inventory. These projects may come from plans such as the Creswell TSP. A project's inclusion in the CIP list signifies a likelihood that it will be funded and built in the near future.

Street improvement projects are made possible through the City's Street fund which can be funded by current revenue, property tax bonds, revenue bonds, reserve funds, property owner assessments, grants and gifts, system development charges, or federal/state programs (such as ODOT Fund Exchange). According to the 2022 CIP report, the following SRTS-related projects are funded.

- D St from Hwy 99 to Creswell Middle School Street Improvements
- Completion of 2nd St improvements from south terminus to W Oregon Ave as outlined in the draft Creswell Transportation System Plan.
- Interim projects to help with the jog at Hwy 99 and W Oregon Ave west of the railroad tracks.
- Completion of S 10th St improvements from W Oregon Ave to the South urban growth boundary.

CRESWELL SAFE ROUTES TO SCHOOL EVALUATION MEMO TO CITY COUNCIL (2018)

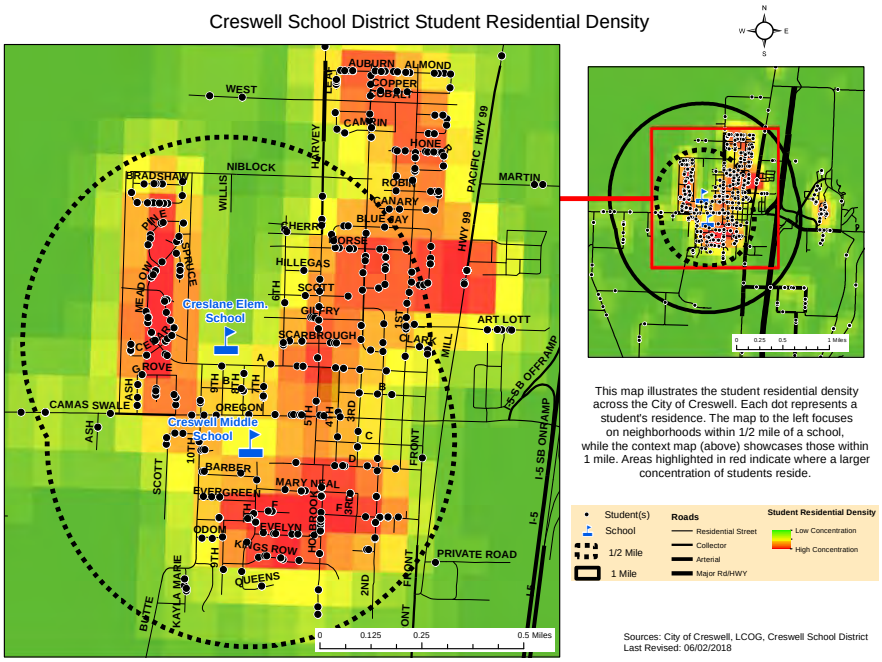
This memo from Creswell planning staff to Creswell City Council summarizes findings regarding Safe Routes to School in Creswell. Staff noted the following barriers to walking and biking to school:

- Crossing major roadways,
- Walking along local streets that have no sidewalk, and
- Traveling unprotected by lanes or buffers on a bicycle.

The memo also includes a map displaying student residential density across Creswell. There are large clusters of students to the southeast of Creswell Middle School in the vicinity of Evelyn Ave, to the east of Creslane Middle School, and to the northeast of Creslane Elementary School across Harvey Rd (shown in Figure 2). Bus service is required for students living east of I-5, since they live beyond one mile from both Creslane Elementary and Creswell Middle Schools.

Figure 2. Creswell School District Residential Density

Another map included with the memo (shown in Figure 3) illustrates the road network around the Creslane

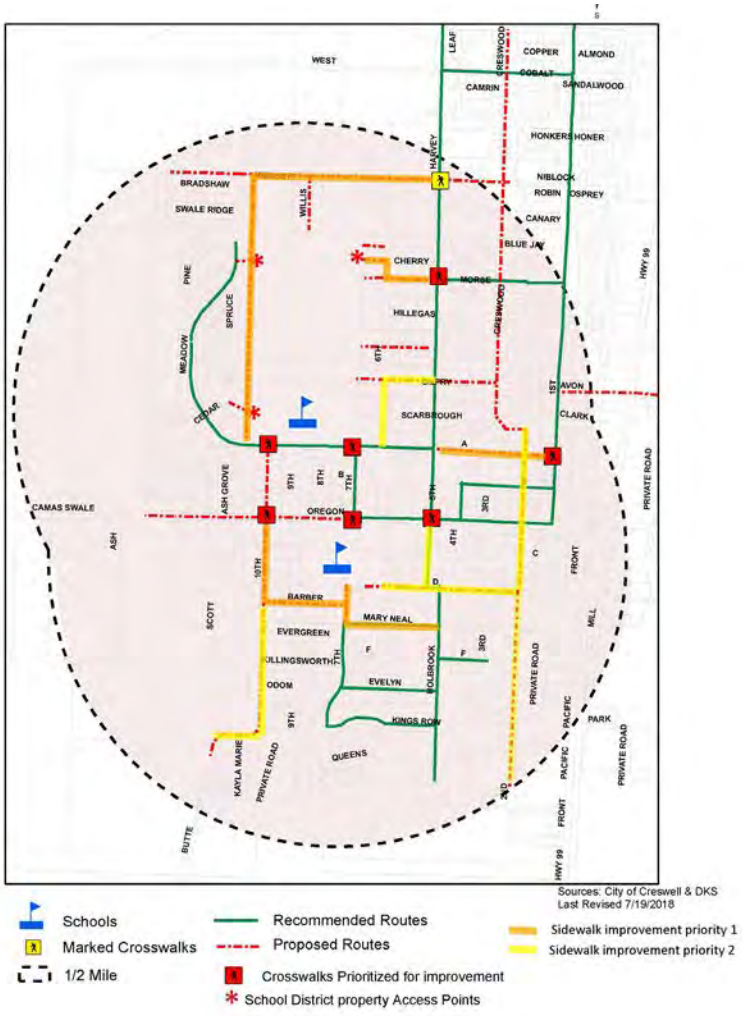


Elementary School and Creswell Middle school, the locations of recommended and proposed routes to schools, and nine Safe Routes priority projects where sidewalk and crossing improvements may benefit families walking and biking to school. These nine projects have also been cataloged by the City in a separate spreadsheet which includes cost estimates and engineering planning estimates. The project descriptions are as follows:

LOCATION	BEFORE	AFTER	RATIONALE
N 10th St @ W A St	Standard crossing	Restripe to include high-visibility marking. Include School signs with directional arrows at both sides. Include In-Street Yield to Pedestrian signs at center. ADA ramps (2).	This crossing fronts the School District Bus Barn and is a busy intersection. Traffic from Meadow Ln is often moving quickly; Visibility of students waiting to cross is often hindered by parked vehicles.
10th St @ W Oregon Ave	Standard crossing	Restripe to include high-visibility marking. Consider installation of Advance Stop Bar. Include School signs with directional arrows at both sides.	Traffic from Camas Swale Rd entering Creswell is often moving at 55mph or faster. Students will be more visible and traffic is more likely to stop if a Rapid Flash Beacon could be installed.

LOCATION	BEFORE	AFTER	RATIONALE
N 7th St @ W Oregon Ave	High-Visibility Crossing with School signs and arrows (West and East crossings)	Install Active Warning Beacon at West crossing. Upgrade to ADA standard (truncated domes on south side of west crossing, north side of east crossing). Restripe to replace high-visibility marking. Replace existing school signs with directional arrows at both sides.	Crossing serves Middle School and Elementary School students; This crossing fronts the Middle School property, many students report walking through Middle School property to access safe route to Creslane Elementary. Students will be more visible and traffic is more likely to stop if a Rapid Flash Beacon is installed.
N 7th St @ W A St	Standard crossing	Restripe to include high-visibility marking. Upgrade to current ADA standards with proper curb cuts and truncated domes. Replace school signs with directional arrows at both sides. Include In-Street Yield to Pedestrian signs at center.	Crossing fronts Creslane Elementary property. Public identified this area as confusing and hectic during drop-off/pick-up hours with speeding common. In-street signage may help remind drivers of school crossing.
5th St @ W Oregon Ave	Standard Crossing	Restripe to include high-visibility marking. Upgrade both West and East crossings to ADA standards. Include School signs with directional arrows at both sides. Include In-Street Yield to Pedestrian signs at center.	W Oregon Ave (Arterial) traffic meets 5th St (Major collector) traffic. Intersection is heavily used by students accessing both Creslane Elementary, Creswell Middle, and Creswell High Schools.
N 5th St @ Morse Ave	Standard Crossing	Install Active Warning Beacon. Restripe to include high-visibility marking. Upgrade both West and East crossings to ADA standards. Include School signs with directional arrows at both sides.	Harvey Rd enters Creswell to become N 5th St carrying significant volume (Major Collector) and speeds of up to 45mph. Roadway width contributes to long crossing distance.
W A St Completion	20' Paved width street with gravel/ ditches	Complete street to City Standard, including curb, gutter, sidewalk, and bike lanes.	High numbers of pedestrian traffic from residential areas use W A St to access Creslane and Creswell Middle School from N 1st St. It also provides pedestrian and bike connection to Holt Park. Modernization of this road is a high priority for the City.
W A St @ N 1st St	No marked crossing	Hi-visibility crossing markings. ADA upgrade of both east and west ramps. School signage with directional arrows at both sides.	Provide connection across N 1st St to complement pedestrian traffic using W A St to access both Creslane and Creswell Middle Schools.
S 7th St to Mary Neal Completion (Middle School to Mary Neal existing sidewalks)	20' Paved width street with gravel/ ditches	Complete street to City Standard, including curb, gutter, sidewalk, and bike lanes.	High volume of students uses southern access to Middle School, crossing Middle School campus to access Creslane due to incomplete sidewalks/safe routes in this neighborhood and non-signaled crossings across W Oregon Ave.

Figure 3: Creswell Prioritized Improvements for Safe Routes to School



CRESWELL MIDDLE SCHOOL PARENT SURVEY REPORT (2018)

Parents and caregivers at Creswell Middle School completed only 35 surveys, which provide limited insight into the potential barriers around walking and biking in Creswell in 2018. Notably, students who lived closer to the school were more likely to walk or bike, with 67% of respondents who lived less than ¼ mile away indicating that their children walked or biked to, versus only 17% percent of those who lived more than 1 mile from school. Respondents reported that the three greatest issues when it comes to walking and biking to/from school were:

- Distance,
- Concerns about violence or crime, and
- Speed of traffic along the route.

Other commentary brought up during the free response question included:

- Danger along state highways and overpasses
- Lack of sidewalks on S 10th St, and
- Presence of stray dogs.

Transit Information

Lane Transit District serves the City of Creswell and Lane County. The nearest bus stop is north of C St and east of N 1st St, 0.4 miles from the middle school. The route also stops at F St and 2nd St, which is about 0.5 miles from the middle school. The 98-bus route runs through this bus stop about every 15 mins Monday-Friday.

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

At the time of application for the ODOT PIP grant, schools in Creswell reported that they did not currently offer any education or engagement activities around SRTS. However, SRTS programming exists at the county level through Safe Lane Transportation Coalition, a program of Lane Council of Governments.

CONSTRUCTION ACTIVITIES

At the time of application for the ODOT PIP grant, Creswell has not completed any ODOT-funded SRTS construction projects. However, several recommended projects listed within the City's TSP are designated as "safe routes" projects. These projects are listed in the table of Safe Routes Priority Projects included with the 2018 SRTS memo.

Crash History

Examining the recent history of collisions in the area around the school is one component of understanding the potential hazards for people walking and biking to school. Locations with single or multiple crashes can indicate issues with infrastructure or behavior that could be addressed through SRTS improvements.

However, it is important to note that this data is incomplete, as it does not account for near-misses or crashes that may have occurred since 2020. Local knowledge of past incidents, as well as reports of perceived discomfort or danger, are an essential understanding existing SRTS issues.

PEDESTRIAN AND BICYCLIST COLLISIONS

Between 2016 and 2020, there were seven reported vehicle crashes involving people walking and biking within one mile of Creswell Middle School or Creslane Elementary School. (See map in Figure 4 and Figure 6) Notable information about pedestrian and bicycle-involved crashes is outlined below:

- There were four pedestrian crashes and five bicycle crashes within a mile of the schools during this period.
- All of the crashes resulted in non-fatal injuries to those involved.
- All of the crashes occurred on N 1st St or to the east.
- Six of the crashes happened on W Oregon Ave/ Cloverdale Rd.
- The crashes appear to be clustered around the "OR-99 Jog", an area that the TSP recognizes as a significant barrier to active transportation.

VEHICLE-ONLY COLLISIONS

The second set of crash maps (See Figure 5 and Figure 7) illustrate the locations of vehicle-only crashes. While these crashes did not involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users.

Figure 4: **Collisions between vehicles and people walking and biking near Creswell Middle School (2016-2020)**

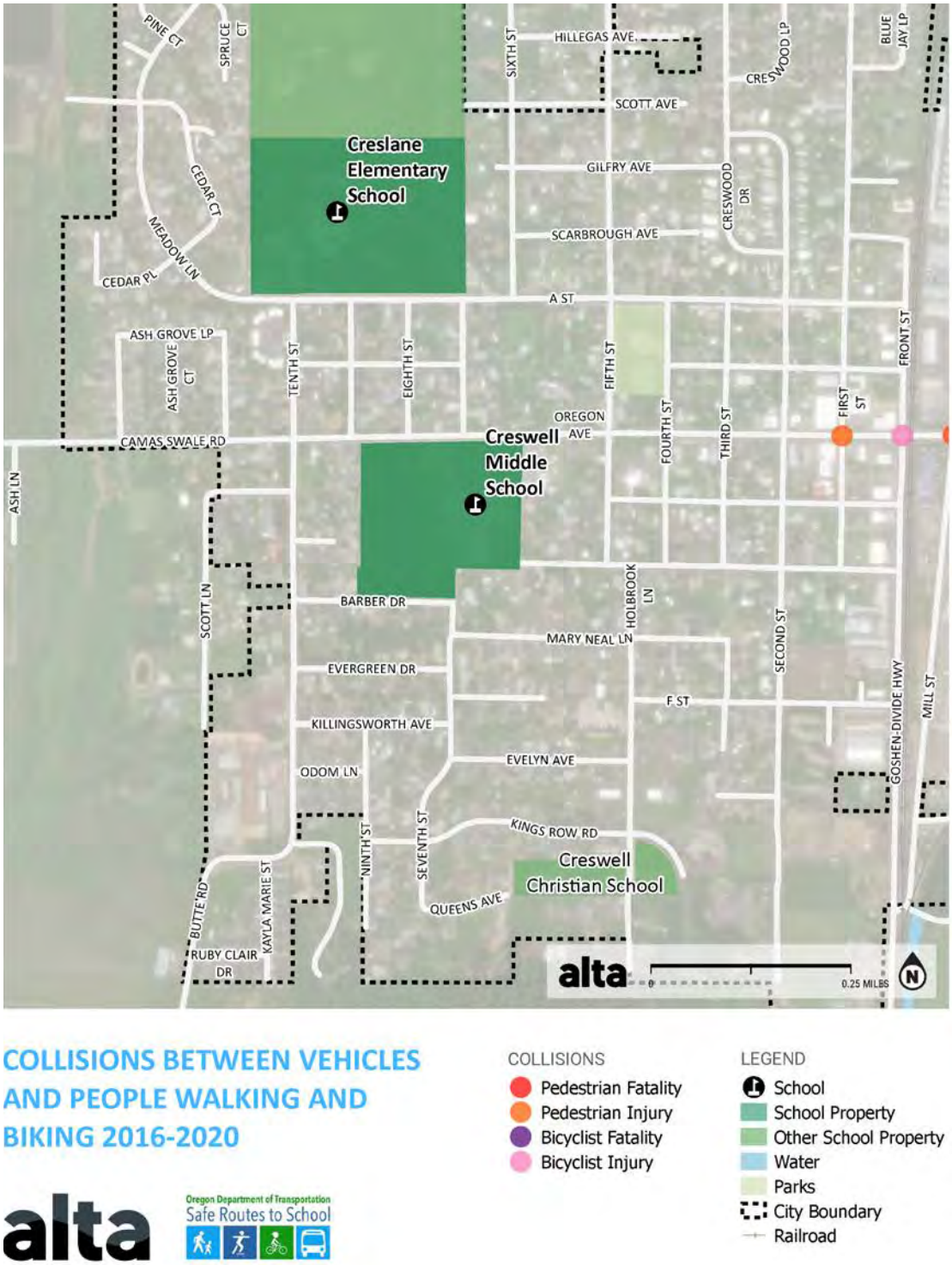
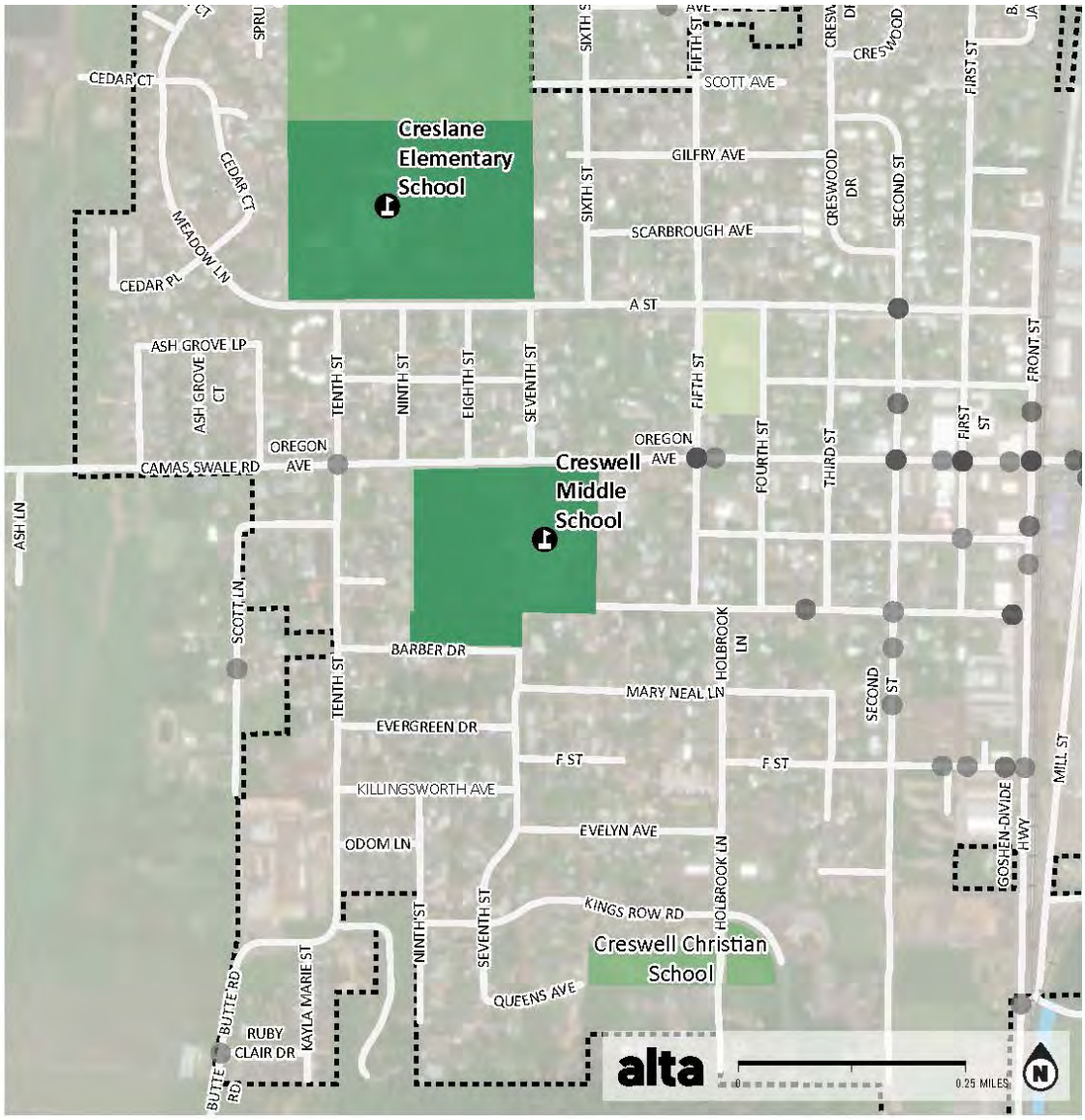


Figure 5: Vehicle-only collisions near Creswell Middle School (2016-2020)



ALL CRASHES INVOLVING VEHICLES 2016-2020

CRASH SEVERITY
- Fatal Injury
- Suspected Serious Injury
- Suspected Minor Injury
- Possible Injury
- No Apparent Injury

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

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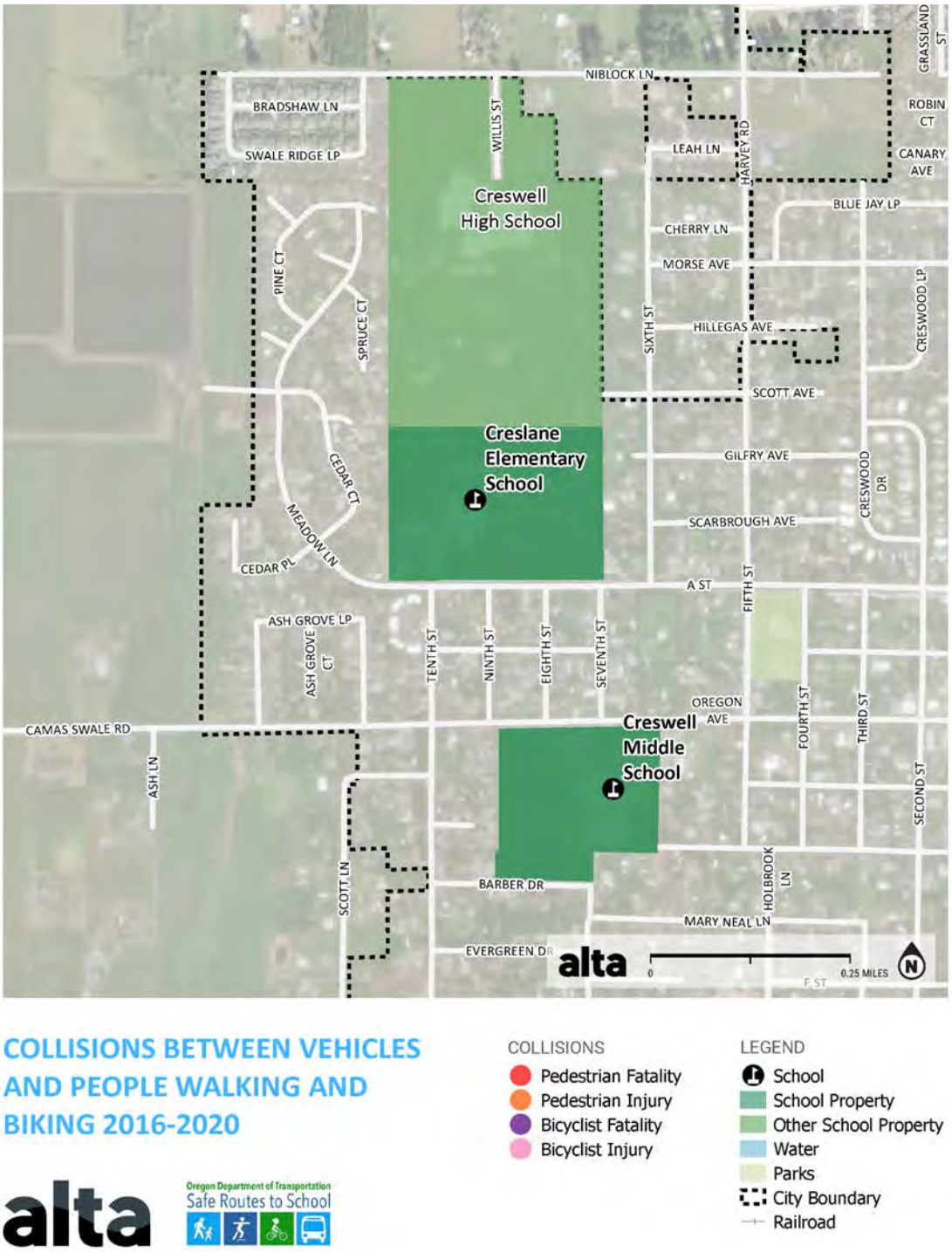
Safe Routes to School

Figure 6: Collisions between vehicles and people walking and biking near Creslane Elementary School (2016-2020)



COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

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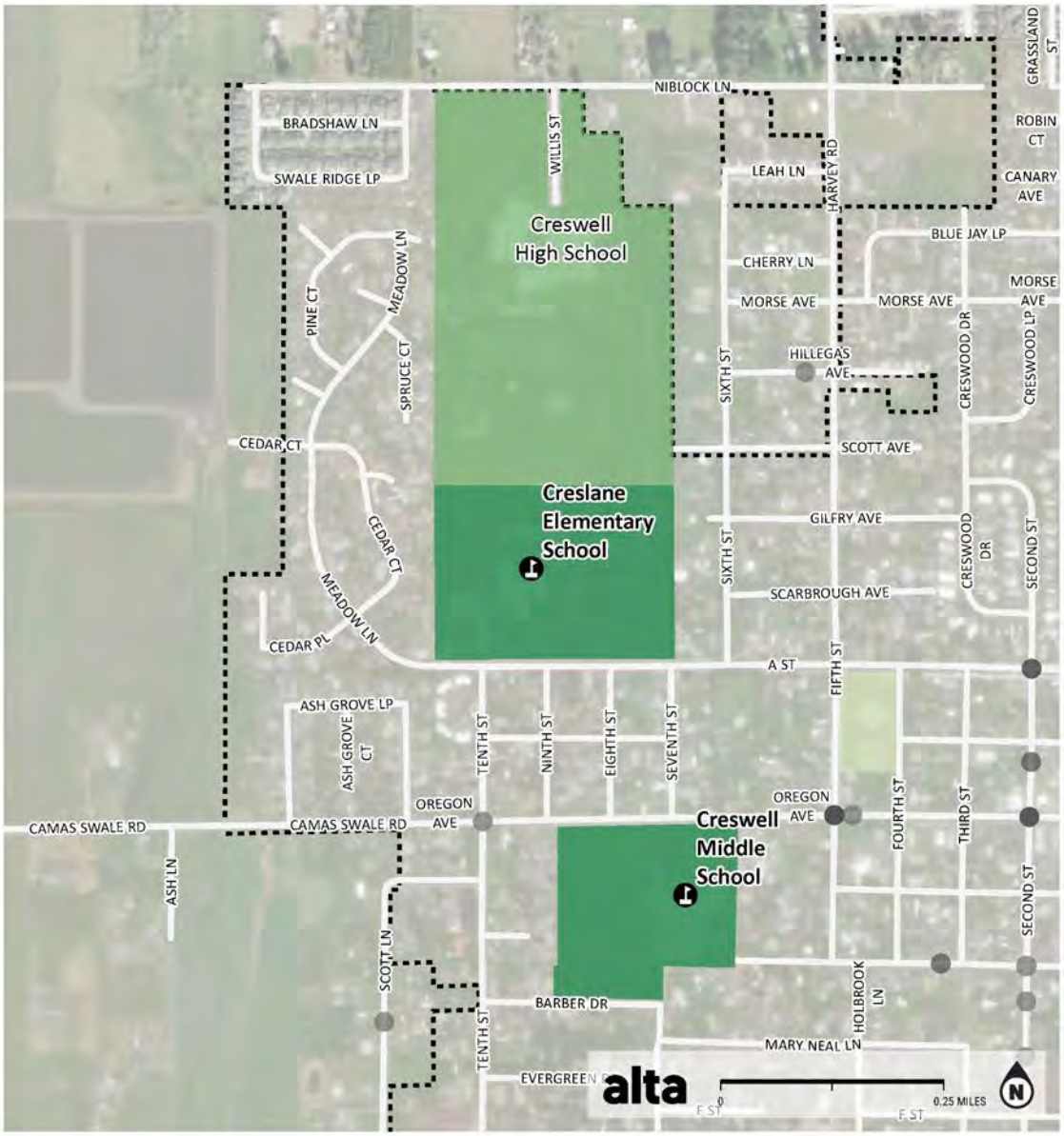
Safe Routes to School

COLLISIONS
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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

Figure 7: **Vehicle-only collisions near Creswell Middle School (2016-2020)**



ALL CRASHES INVOLVING VEHICLES 2016-2020

CRASH SEVERITY
- Fatal Injury
- Suspected Serious Injury
- Suspected Minor Injury
- Possible Injury
- No Apparent Injury

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

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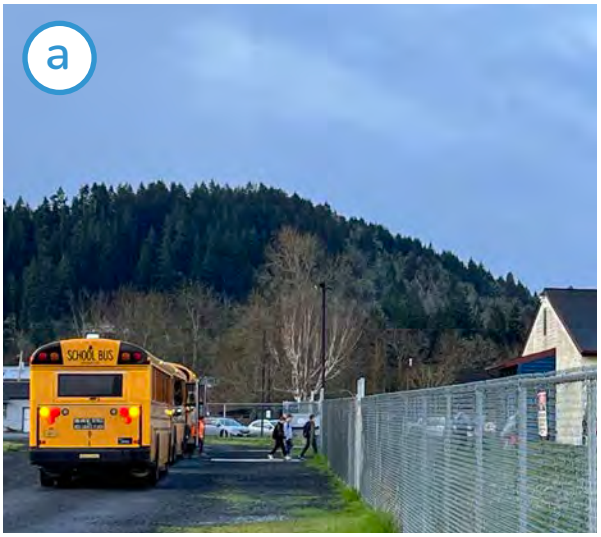
Safe Routes to School

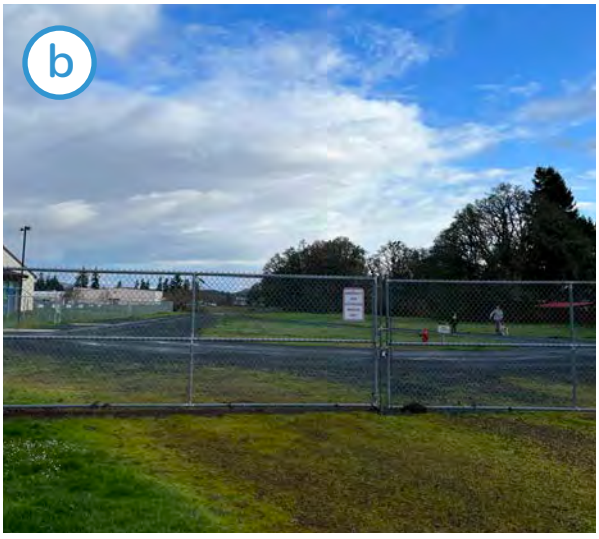
APPENDIX E. BICYCLE + PEDESTRIAN FACILITIES INVENTORY

Key Observations

- Student arrival and dismissal times can produce elevated vehicle volumes on streets adjacent to the three schools : Niblock Ln, A St, and W Oregon Ave. This congestion can result in potential conflicts between people driving vehicles and students walking and biking to and from school.
- Because of higher traffic volumes and the potential for speeding, there is a need for higher-visibility crossings near the focus schools.
- Because of the turn restrictions on cars exiting the Creslane Elementary parking lot, there has been increased traffic in the neighborhood to the south, where people driving use neighborhood streets to turn around and travel in their desired direction.

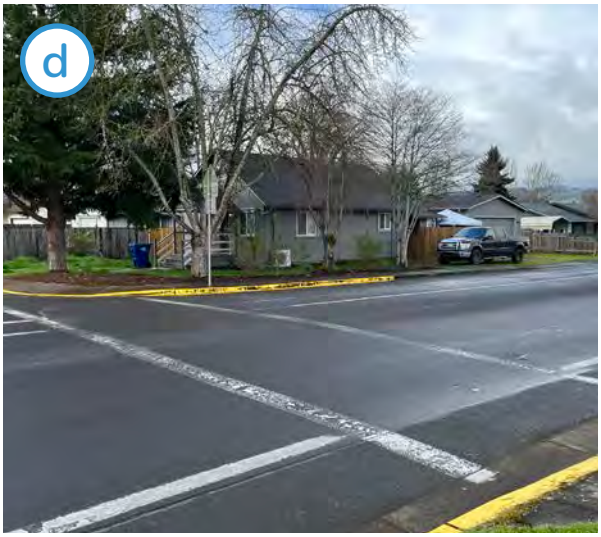


Buses parking at Creslane Elementary School using the gravel driveway between Creslane and Creswell. High School to drop off students during arrival.

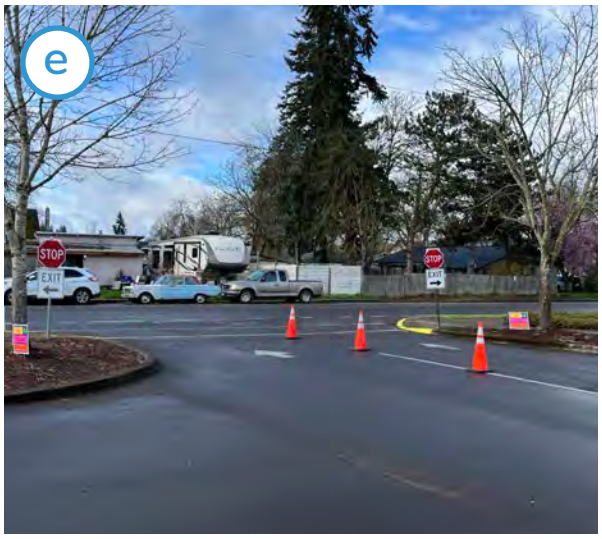


Students and community members use the gravel road between the elementary and high schools for recreation or travel needs. Some community members have expressed concerns about buses and children sharing this travel route.

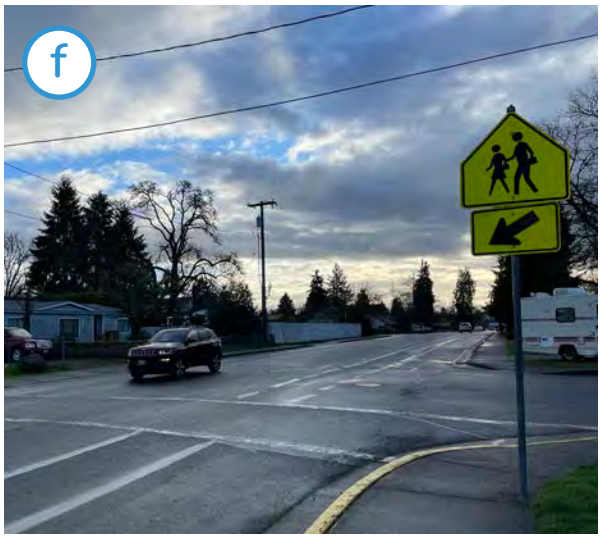
Bicycle parking at Creslane Elementary School is used by several students. The facility is uncovered and outdoors, which can expose it to inclement weather conditions. There is no parking for scooters or skateboards.



Many crosswalks are fading and feature transverse striping rather than high-visibility continental markings. This crosswalk near the intersection of W A St and N 9th St is a good example of this faded paint.



The Creslane Elementary School parking lot has been reconfigured so that a median and cones separate the west half from the east half, with clockwise and counterclockwise circulation for the lots, respectively.

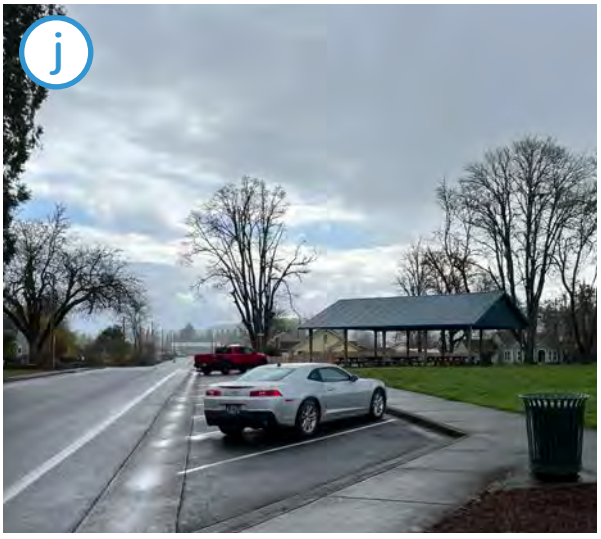


The faded crosswalk located at the intersection of W A St and N 7th St is one of three crosswalks across W A St near Creslane Elementary School. There is a crossing guard stationed here during arrival and dismissal.

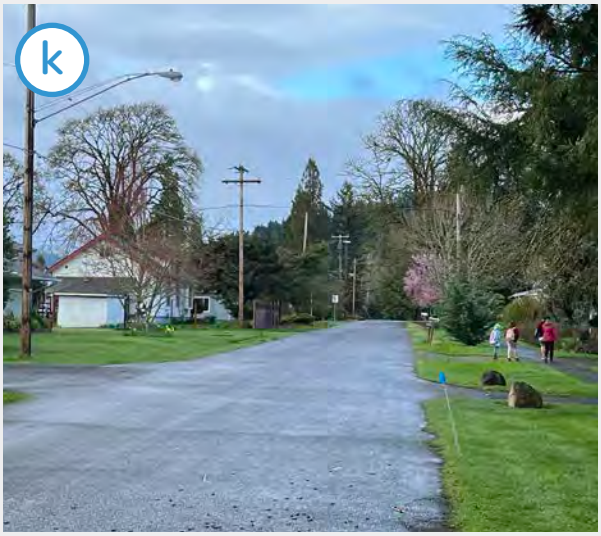
S 10th St is a major north-south roadway but, there is a lack of dedicated pedestrian and bicycle facilities on S 10th St, and pedestrians walking on this roadway have little protection from vehicle traffic due to a ditch on the east side of the road.

There are two adjacent continental crosswalks across W Oregon Ave directly north of Creswell Middle School. However, the paint is fading, and speeds and vehicle volumes on this roadway may make using these facilities uncomfortable.

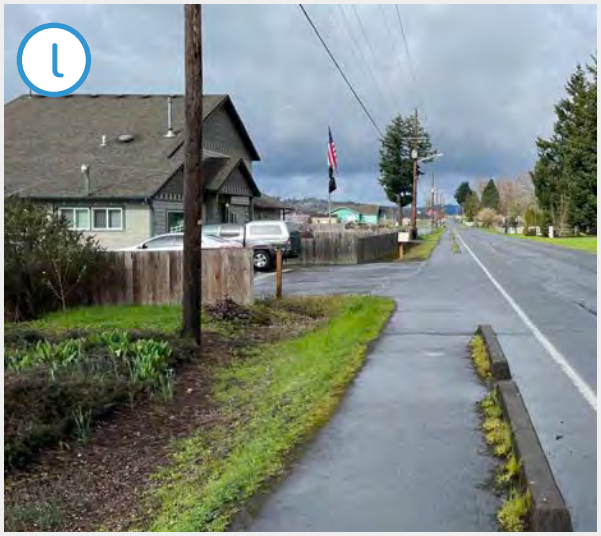
The intersection of 5th St and W Oregon Ave is a major intersection in Creswell. Vehicles traveling east-west along W Oregon Ave are not required to stop at this intersection. While there is pedestrian crossing signage, pedestrians may not be visible due to the location of a utility pole at the northeast corner.



The parking bays at Holt Park are located directly in front of the eastbound W A St bike lane, which may result in conflicts between people parking their vehicles and people traveling by bicycle, particularly when cars are backing out of their parking space.

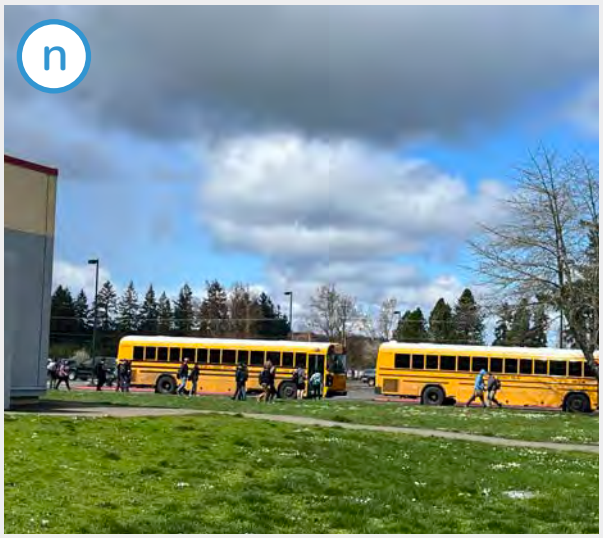


N 6th St between W A St and Niblock Ln is a residential street with low vehicular traffic volume. Students (especially those attending the high school) can be seen using this street to travel to and from school via the access point on Cherry Ln.

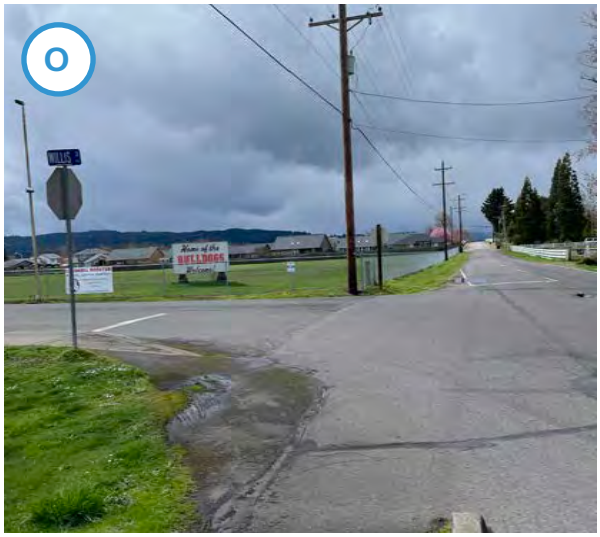


Niblock Ln features a pedestrian facility on the south side of the vehicle travel lanes that are physically separated from the roadway by a concrete buffer. Students use this facility to travel to and from Creswell High School.

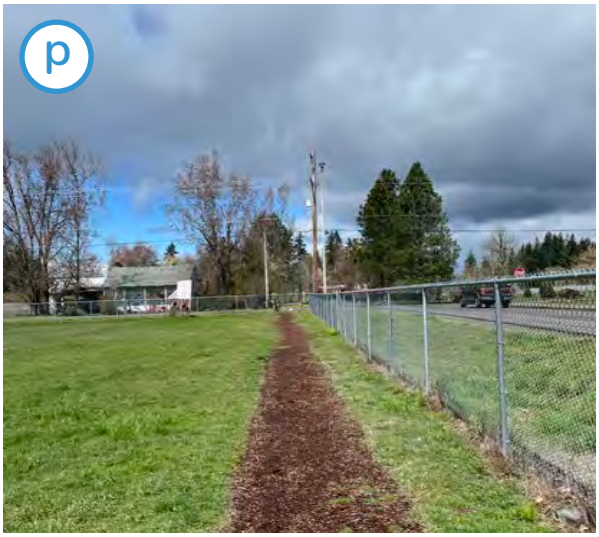
Bicycle parking at Creswell High School is used by several students; however, the facility is located outdoors and is partially uncovered, which can expose it to inclement weather conditions.



Students gather in front of Creswell High School to board the school buses.



At the intersection of Willis St and Niblock Ln, the pedestrian lane on Niblock Ln continues south onto a pedestrian facility on the Creswell High School grounds. There is no barrier between vehicles and pedestrians in this location, which could cause conflicts between vehicles turning right from Willis St onto Niblock Ln and pedestrians.



There is a woodchip path between the Creswell High School building and the northwest corner of the school grounds, allowing access to Niblock Ln and the neighborhood to the west. This path is not ADA accessible (due to its surface treatment) and can flood during inclement weather.

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APPENDIX F. EDUCATION + ENCOURAGEMENT RECOMMENDATIONS

The programs outlined in this section are intended to increase awareness, understanding, and excitement for walking and rolling to school among families and students. Table 2 includes 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 on the next page provides current routes for students and families to consider when walking and biking to school. The map also provides an aspirational vision for a more complete SRTS network for future investments and improvement. These future network additions are shown as dashed lines.

Check out the ODOT SRTS Menu of Services here: https://www.oregonsaferoutes.org/about-oregon-safe-routes-to-school/

In addition to planning support provided through this process, the ODOT SRTS Program also offers technical assistance to support local SRTS efforts in education and encouragement. 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

https://www.oregonsaferoutes.org/train-the-trainer/

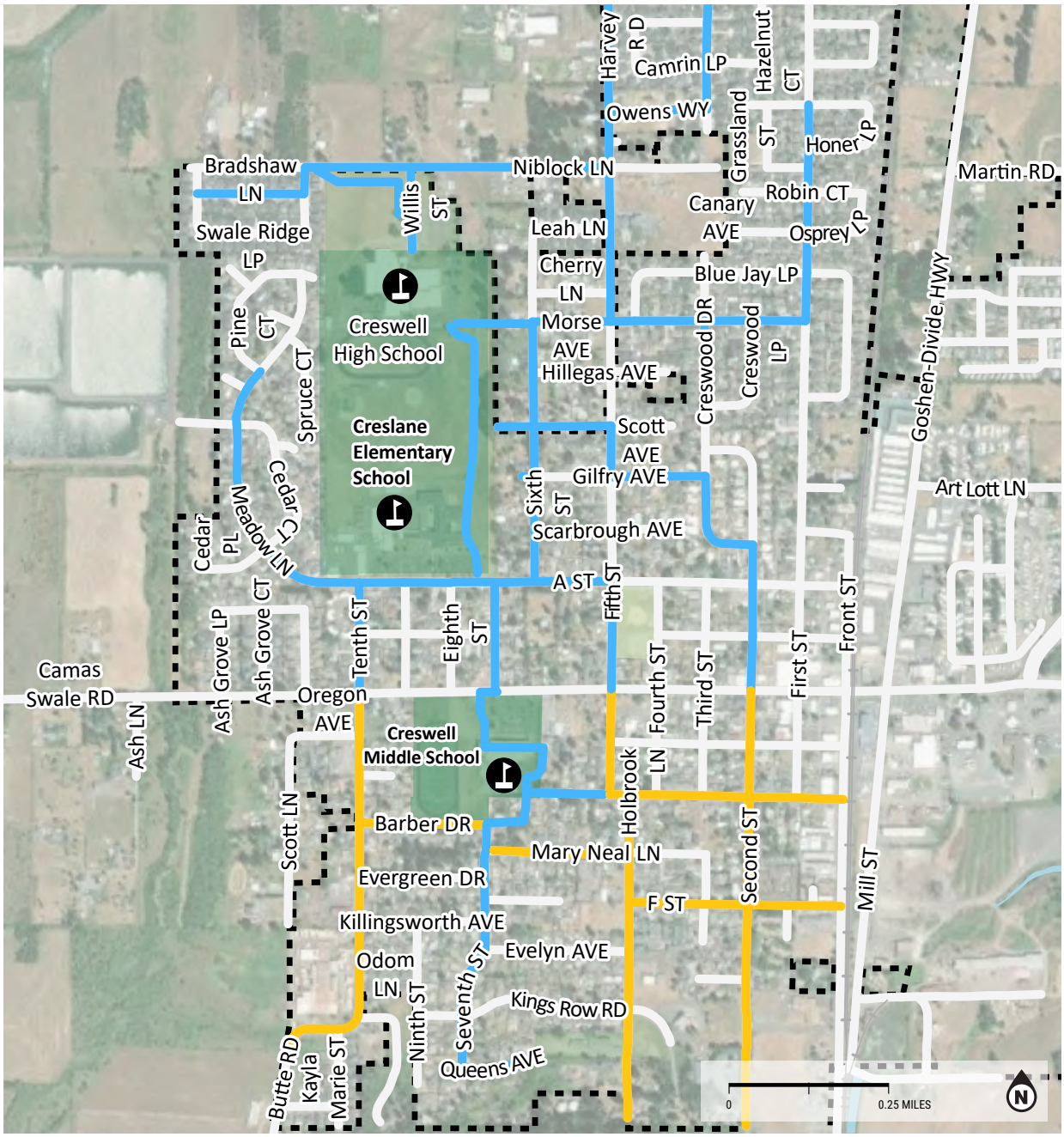
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

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.

Learn more about the SRTS Regional Hubs and how they can support your SRTS Program here: https://www.oregonsaferoutes.org/oregon-safe-routes-to-school-local-coordinators/.

Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



CRESWELL COMMUNITY PRIORITY ROUTES MAP

LEGEND

- Suggested Routes
- Aspirational Routes
- Railroad
- School Property
- Other School Property
- Water
- Parks
- City Boundary

alta

Oregon Department of Transportation Safe Routes to School

Table 2. Creswell **Education and Encouragement Recommendations**

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Creslane Elementary School, Creswell School District	Provide travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. Emphasize proper vehicle circulation procedures, safe routes for students, and traffic reduction at arrival and dismissal times, including the option to park and walk with students.	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	Creswell School District	Apply for funding for a Safe Routes to School Coordinator for the Creswell School District through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City, Parks + Recreation Department, and school district.	Example job description and application materials	Include funds for translation of materials and programs where necessary in the scope of this grant	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Basic Bicycle Skills instruction as a part of Bike Education	SRTS Coordinator, Creslane Elementary School	Coordinate with Creslane Elementary School PE teacher to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Creslane Elementary School	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	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	Creslane Elementary School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish, or other languages as needed..	Feedback from families; observations from school leadership
Walking School Bus and Bike Train	SRTS Coordinator, Creslane Elementary School	Bike Train or Walking School Bus events could be held periodically to raise awareness of these options among students and families (for example, as part of Walk + Roll to School Day). With interest from the school community, a SRTS Coordinator could help staff and parents organize a regular Walking School Bus or Bike Train for students who usually walk alone or whose parents have work schedules that conflict with drop-off times.	Communications to parents, routes and meet-up points, signs, staff/ volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll to School Day	SRTS Coordinator, Creslane Elementary School	Organize a Walk + Roll to School Day to encourage and celebration of walking and biking at the school. Participate in International Walk+Roll to School Day in October to encourage and incentivize walking and rolling. The ODOT SRTS team can provide materials and activities to help support the event including flyers, activity sheets, stickers, and more.	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
Train-the-Trainer Bike and Pedestrian Education	Teachers/ School Staff	Provide training for Physical Education teachers to facilitate bicycle and pedestrian education in schools.	Free education provided by SRTS HUB with the potential to include bike fleets and helmets for student use.	Consider how students with disabilities could participate	Number of students participating, skills learned, number of volunteers
SRTS Demonstration Projects	SRTS Coordinator, City of Creswell	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.	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families
School Zone Traffic Safety Campaign	School Administration	A school zone traffic safety campaign can be used to share simple safety messages, encourage attentive behavior, and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish and/or other languages as needed.	Feedback from families, observations from school leadership
Student Safety Patrol Program	Student Safety Patrol	Student volunteers can sign up to help the adult crossing guard at arrival and dismissal. The jobs of the children's safety patrol may include waving at cars as they pass, helping crossing guards prepare their materials, and guiding students across the street.	Safety vests, signs or flags, adult crossing guard	Offer multiple ways for students to participate. Host a pizza party for student safety patrol as a "thank you".	Number of students participating; number of communities participating

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Ruby Bridges Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	The perfect opportunity to teach children about the civil rights movement and make connections to today's collective efforts for change. Ruby Bridges Walk to School Day gives children the opportunity to celebrate Ruby's courage by walking to school.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. For example, consider locations to hold a remote drop-off site, such as a park or other landmark, where students can meet and walk to school together.	Number of students and community members participating
Winter Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	Winter Walk to School Day encourages kids to walk and roll to school even in winter and all year round! As an accompanying activity, invite students to play bingo, take part in an art activity, organize a clothing swap, or have a fashion show, and be sure to share the event on social media.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Those who have disabilities may have trouble moving through the snow. Consider options for a remote drop-off and suggested travel route that is accessible for all students considering the weather conditions.	Number of students and community members participating
Earth Month	ODOT SRTS Team, SRTS Coordinator, Schools	As part of an Earth Month celebration, host Walk + Roll events and encourage students to learn more about how they can be kind to the Earth. Plant seeds at your school or around your community, write a thank you card to the Earth, create a collaborative mural at your school about biking and walking to school, or invite students to make posters about why they love the Earth.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
SRTS Demonstration Projects	SRTS Coordinator, City of Creswell, Lane County	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.	Cones, barricades, paint, signage	"Provide materials in Spanish and/or other languages as needed."	Feedback from families and community members

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Lunchtime or After School Walking Club	Teachers or After-School Program Staff	To get students moving during the school day or after school, parent or teacher volunteers could lead small groups of students on walks. This is also an opportunity for students to familiarize themselves with what routes they may be able to take the school and practice safe walking.	Parent or teacher volunteers, safety vests (optional)	Consider how students with mobility challenges may need extra support participating	"Number of interested volunteers, number of interested students, increase in students walking and biking to school outside the club"
Promote biking and walking safety through school curriculum	Teachers/ School Staff	Consider incorporating activities related to active transportation into classes to promote greater awareness of travel by these modes. For example, math classes may help with pedestrian counts and art classes may make creative walking route maps.	Lesson plans	Incorporate users of mobility devices into pedestrian counts	More conversation and curiosity from students about active transportation
Communication and engagement with parents	School Administration	Send a letter to parents at the beginning of the year with travel safety tips and how they can add to their children's learning about active transportation through walking with them and volunteer opportunities	Letter template, travel tips flyer	"Provide materials in Spanish, or other languages as needed."	Parent interest in volunteering or engagement in walking and rolling
Bike and/or Bus Fairy	School Administration or SRTS Coordinator	Collect little treats and place them on student's bus seats or bikes during a celebration day.	Gift bags, pencils, stickers, erasers	Wings or Wand for Bike/ Bus Fairy may add to the fun.	Number of students participating
Walk Around Campus Event (AKA walk-a-thons)	Teachers/School Staff	When students arrive at school, have them do a quick lap around the school campus to get their energy up for a day of learning. Walking around the school campus is also a great addition to encouragement events.	Music, Incentives, punch cards. Speak with teachers about adding events into curriculum.	This event is inclusive of all students, including those who ride the bus or are dropped off by an adult.	Number of students participating
Cocoa for Carpools	Teachers/ School Staff	Offer hot cocoa or other treats to encourage and celebrate students who carpool to school. It can also be fun to include a selfie or photo contest.	Food, music, decorations, photo contest guidelines, promotional materials	"Provide materials in Spanish and/or other languages as needed."	Number of students participating, increase in carpooling

Education and Encouragement Program Descriptions

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers when it comes to 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 happen 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 and barriers.

Resources include the following:

- 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. The SRTS coordinator position is best housed at an agency that can work across the whole school district.

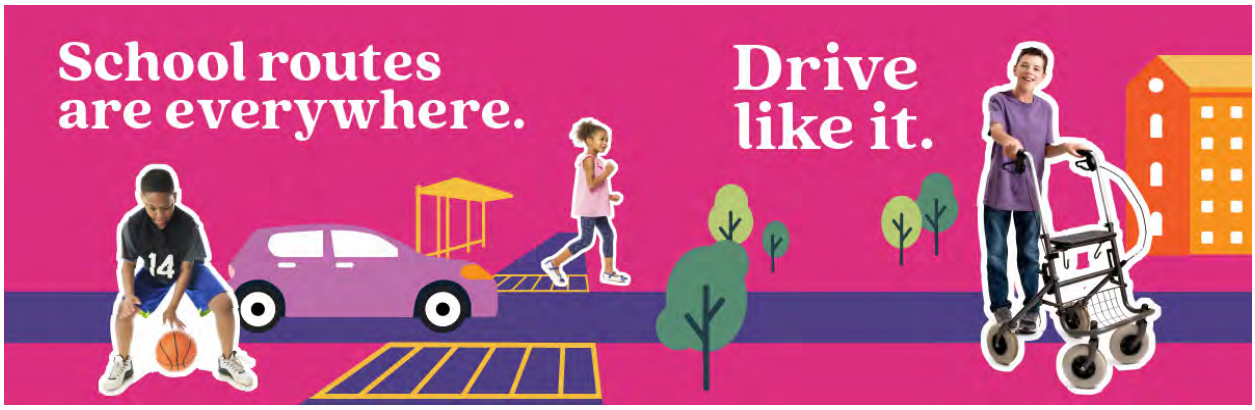
Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments. This grant can also provide technical assistance with hiring a coordinator, developing a work plan, and getting the program off the ground.

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 following:

- The Oregon SRTS website has a host of banners, brochures, and other materials that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT Storeroom and check the ODOT SRTS 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 following:

- The Oregon SRTS Team is available to train PE teachers to deliver bicycle and pedestrian education in classes through the new Jump Start program! You can sign up for training or to borrow a bike fleet for an event such as a Bike Rodeo by visiting the Jump Start Program page of the ODOT SRTS website.
- Oregon SRTS provides curriculum for activities and lessons that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian education videos.
- The National Highway Traffic Safety Administration offers a child pedestrian safety curriculum and Cycling Skills Clinic Guide to help organizations Plan bike safety skills events.

WALKING SCHOOL BUS/BIKE TRAIN

In a walking school bus, a group of students walks together to school, accompanied by one or two adults (usually parents or guardians of the students on the "bus"). As the walking school bus continues on the route to school, they pick up students at designated meeting locations. Similar to walking school buses, bike trains involve a group of students biking together with adults.

Bike trains and walking school buses for elementary school students are typically led by a parent; however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

ODOT's SRTS website has resources and tips to get started, including a 2021 webinar on the topic.

WALK+ROLL TO SCHOOL DAYS

Walk+Roll events encourage and celebrate students walking and rolling to school.

Keep the momentum going year-round with ODOT SRTS monthly themes:

September: Back to School

October: International Walk to School Day

November: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

April: Earth Month

May: Bike Month

Parents can set up a table on the event day to provide refreshments and small rewards for families who participate, as well as maps, lights, and safety information to encourage more students and families to join in the fun. Even families who live too far from school to walk and bike can participate by driving to a designated central location and walking together from there. Coffee and breakfast can be provided, and students can dress up or hold posters to make a fun, parent-supervised parade to school. Walks could also take place as a part of another health-related event or to benefit a cause.

Resources include the following:

- 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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APPENDIX G. 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 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 are in compliance with existing jurisdictional Plans and receive school or school district support. Learn more about the 2021-2022 grant cycle at https://www.oregon.gov/odot/Programs/Pages/SRTS-Competitive-Infrastructure-Grant.aspx.

RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a one-mile radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility requirements for Rapid Response Infrastructure grants can be found at https://www.oregon.gov/odot/Programs/Pages/SRTS-Rapid-Response-Grant-Program.aspx.

EDUCATION GRANT

In addition to funding construction improvements for Safe Routes to School programs, ODOT reserves approximately $300,000 annually for funding of SRTS Education programs and projects that encourage students in grades K-8 to walk and roll to school. This competitive grant program distributes funding to a project over the course of two to three years with a 12% match requirement. Grant funds are traditionally used for capacity building and innovation. For more information, visit https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx.

SMALL CITY ALLOTMENT PROGRAM (SCA)

The Small City Allotment Program is available to communities with less than 5,000 residents. One application may be submitted per city per year, and successful projects may receive up to $100,000. Successful applicants may request an advance of up to 50% of their award and will receive the remainder of their award upon submission of project invoices. An awardee may not have more than two active SCA projects at any given time; if the awardee has two active projects, another application cannot be submitted until one is completed. SCA funds can be used as a match for SRTS grant funding, but the SRTS grant has to have already been awarded prior to the request for SCA funds as match. SCA projects must be completed within two years from the agreement execution date. For example, if a community receives a SRTS grant award and an SCA grant for matching

funds, chances are they may need to extend the SCA grant to coordinate with the SRTS project work. This is permitted, but the SCA award would be considered an open project until the SRTS project was closed out. Also important to note, the SCA program does not require any matching funds. The state cannot reimburse for any right of way or utility costs, and all work must be performed within the public road right of way. For more information, visit https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program (OCP) is funding 21 off-road Active Transportation projects totaling $15 million in 2021. Through the OCPP, ODOT strives to fund projects for pedestrian and bicycle transportation projects including the development, construction, reconstruction, resurfacing, or other capital improvement of multi-use paths, bicycle paths, and footpaths that improve access and safety for people walking and bicycling. The program is funded through FHWA Transportation Alternatives funds, and state Multimodal Active Transportation funds. For more information visit https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

TGM supports community efforts to expand transportation choices by linking land-use and transportation planning.. TGM services include an annual competitive grant program for Planning work leading to local policy decisions for transportation facilities and services or for land uses with supportive transportation changes. The grant application period opens in the Spring and closes in the Summer. In addition to grants, TGM provides several other non-competitive services to help resolve land-use and transportation planning issues: Quick Response to bridge the gap between long range Planning and development of specific properties, Code Assistance to identify and remove barriers to smart growth, Transportation System Plan (TSP) Assessments to evaluate local TSPs, and Education and Outreach projects to move community conversations forward. For more information visit https://www.oregon.gov/lcd/TGM

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

Walking and biking connections to transit are eligible under ODOT's STIF Discretionary and Statewide Network Program, a new fund for transit started in 2018. STIF formula and discretionary funds may be used to support projects that connect pedestrians and bikers to public transit. This fund program was created in response to HB 2017 and funds are dispersed every two years. For more information visit https://www.oregon.gov/odot/RPTD/Pages/Funding-Opportunities.aspx

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

The CMAQ program is jointly administered by the FHWA and FTA, with projects selected by local jurisdictions designated as high pollution areas. Bike/pedestrian projects make up a significant portion of the funded projects, which must focus on air quality improvement. For more information visit www.fhwa.dot.gov/environment/air_quality/cmaq/

Federal Funds

Some federal funding sources may be available to certain communities and can be used for Safe Routes to School projects. Such as:

- Community Development Block Grant Program, https://www.orinfrastructure.org/Infrastructure-Programs/CDBG/
- Rural Development Grant Assistance Program, https://www.usda.gov/topics/farming/grants-and-loans

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

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

Table A-1. City of Creswell Prioritized Project Cost Estimates

ITEM DESCRIPTION	PERCENT or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Mobilization	LS	$22,700	1	$22,700
Traffic Control	LS	$34,000	1	$34,000
Erosion Control	LS	$4,600	1	$4,600
W A St Traffic Calming				
One Set Of Two Chicanes				
Remove Asphalt Pavement	SF	$5	670	$3,350
Install Aggregate Base	CY	$60	4	$240
Install Concrete Curb	LF	$40	130	$5,200
Install Asphalt Pavement	TON	$230	7	$1,610
Install Concrete Median	SF	$30	440	$13,200
Install Object Marker Sign	EA	$500	2	$1,000
Install Concrete Median	SF	$30	440	$13,200
				Subtotal: $2,990
4) W A St & N 10th St				
Curb Extension, Ada Ramps, And High Visibility Crosswalks				
Remove Asphalt Pavement	SF	$5	1024	$5,120
Remove Pavement Marking	SF	$5	232	$1,160
Remove Concrete Curb & Gutter	LF	$7	112	$784
Remove Concrete Sidewalk	SF	$7	540	$3,780
Install Aggregate Base	CY	$60	14	$840
Install Concrete Sidewalk	SF	$30	1170	$35,100
Install Asphalt Pavement	TON	$230	13	$2,990
Install Concrete Curb & Gutter	LF	$50	146	$7,300
Install Crosswalk Markings	SF	$15	560	$8,400
Remove And Relocate Catch Basin	EA	$10,500	3	$31,500
Relocate Existing Sign & Post	EA	$200	1	$200
				Subtotal: $97,174

ITEM DESCRIPTION	PERCENT or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
5) W A St & N 9th St				
Asphalt Raised Crosswalk				
Remove Asphalt Pavement	SF	$5	1190	$5,950
Remove Pavement Marking	SF	$5	70	$350
Remove Concrete Curb & Gutter	LF	$7	67	$469
Remove Concrete Sidewalk	SF	$7	380	$2,660
Install Aggregate Base	CY	$60	16	$960
Install Concrete Sidewalk	SF	$30	677	$20,310
Install Asphalt Pavement	TON	$230	9	$2,070
Install Concrete Curb & Gutter	LF	$50	86	$4,300
Install Asphalt Raised Crosswalk	EA	$6,000	1	$6,000
Install Crosswalk Warning Sign	EA	$500	2	$1,000
Remove And Relocate Catch Basin	EA	$10,500	2	$21,000
Install Crosswalk Sign	EA	$500	2	$1,000
				Subtotal: $66,069
6) W A St & N 7th St				
Asphalt Raised Crosswalk				
Remove Asphalt Pavement	SF	$5	1190	$5,950
Remove Pavement Marking	SF	$5	70	$350
Remove Concrete Curb & Gutter	LF	$7	67	$469
Remove Concrete Sidewalk	SF	$7	380	$2,660
Install Aggregate Base	CY	$60	16	$960
Install Concrete Sidewalk	SF	$30	677	$20,310
Install Asphalt Pavement	TON	$230	9	$2,070
Install Concrete Curb & Gutter	LF	$50	86	$4,300
Install Asphalt Raised Crosswalk	EA	$6,000	1	$6,000
Install Crosswalk Warning Sign	EA	$500	2	$1,000

ITEM DESCRIPTION	PERCENT or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Remove And Relocate Catch Basin	EA	$10,500	1	$10,500
Install Crosswalk Sign	EA	$500	1	$500
				Subtotal: $55,069
13) W A St & N 5th St				
Bikeway And Intersection Improvments				
Remove Asphalt Pavement	SF	$5	670	$3,350
Remove Pavement Marking	SF	$5	420	$2,100
Install Aggregate Base	CY	$60	4	$240
Install Concrete Median	SF	$30	440	$13,200
Install Asphalt Pavement	TON	$230	7	$1,610
Install Concrete Curb	LF	$40	130	$5,200
Install Crosswalk Markings	SF	$15	480	$7,200
Install Object Marker Sign	EA	$500	1	$500
Install Lane Line Stripe	LF	$5	290	$1,450
Install Bike Lane Symbol And Arrow Marking	EA	$350	1	$350
Install Crossbike Markings	SF	$20	132	$2,640
Install 'Stop' Sign	EA	$350	1	$350
				Subtotal: $38,190
Additional Costs				
Construction Engineering	15% Of Subtotal	$56,100	1	$56,100
Contingency	30% Of Subtotal & Construction Engineering	$129,100	1	$129,100
				Total Construction Cost: $559,102
Soft Costs (Design Engineering)	LS	$79,500	1	$56,100
				Total Project Cost: $615,202