COOS BAY
Safe Routes *to* School Plan

CITY OF COOS BAY

MARSHFIELD HIGH SCHOOL

SUNSET SCHOOL

JUNE 2025

ACKNOWLEDGMENTS

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

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01 INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

Safe Routes to School (SRTS) is a comprehensive program to ***make school communities safer*** *by combining engineering tools and engagement with education about safety and activities to enable and encourage students to* ***walk and roll to school.***[1] *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.

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.*

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 rolling activity among students. But why is it important for communities to make it safer and more convenient for students to walk and roll 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 buses, which offer supervision and structure for walking or rolling 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 rolling 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 bus, 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, A.R., A.S. Page, L.J. Foster, and D. Qahwaji. 2003. "Commuting to School: Are Children Who Walk More Physically Active?" American Journal of Preventative Medicine 25(4):273–276. doi: 10.1016/s0749-3797(03)00205-8.*

3 *Hillman, C.H., M.B. Pontifex, L.B. Raine, D.M. Castelli, E.E. Hall, and A.F. Kramer. 2009. "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 rolling, 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 rolling. Additionally, the common goal of improving conditions for walking and rolling 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 roll safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more "eyes on the street."

LOWER COSTS

Encouraging and enabling bicycle and pedestrian trips reduces costs for families, communities, and school districts. Families save on gas,

while communities spend less on building and maintaining roads. Meanwhile, school districts spend less on busing students who live within walking distance of schools.

IMPROVED ACCESSIBILITY

When communities prioritize infrastructure improvements and make walking and rolling 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]

1 *Litman, T., and S. Fitzroy. 2021. Safe Travels: Evaluating Transportation Demand Management Traffic Safety Impacts, Victoria Transport Policy Institute.*

2 *Rodney, T. 2011. Good For Busine$$ - The Benefits Of Making Streets More Walking And Cycling Friendly, Heart Foundation South Australia.*

City of Coos Bay SRTS Project Identification Program

The City of Coos Bay, Oregon Department of Transportation (ODOT) Region 3 representatives, Coos Bay School District, and the school community worked with ODOT's SRTS Technical Assistance Provider—Alta Planning + Design—to complete this SRTS Plan.

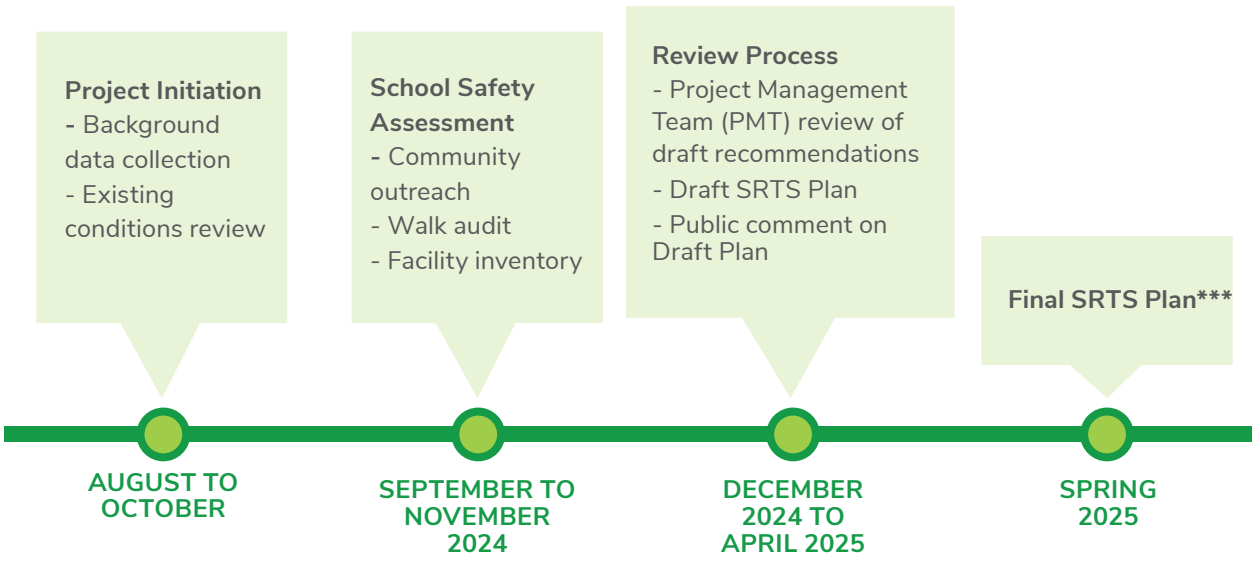
This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) process is an ODOT technical assistance program that helps communities identify needs and opportunities near one or more schools, 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 Coos Bay SRTS Plan Process**



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

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 rolling 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, and local public agency 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 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 councilmembers, 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

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

majority of this Plan is written to be accessible to this group.

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 3**) 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 rolling conditions in your neighborhood and how a SRTS program can improve them (see **Chapter 3)**.
- 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 rolling, 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 roll 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 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 Coos Bay community envisions a future where students and their families safely, comfortably, and conveniently walk and roll 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 the environment. Participants in the Coos Bay PIP process selected safety and equity as the main priorities for the community. A summary of community engagement activities is included in the following section.

This section lists specific recommended objectives and actions based on the community-identified goals, as well as community input from the walk audit and data collected throughout the PIP process. Actions may relate to achieving more than one goal, but each action is only listed once.

SAFETY

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

Objective 1: Students are able to walk and roll to and from campus, between schools, and to homes within a quarter mile of the school.

- Action: Coos Bay School District can integrate on-campus infrastructure improvements into their ongoing planning processes and maintenance.
- Action: The City of Coos Bay can consider applying to the ODOT SRTS Competitive Construction Grant in 2025 for infrastructure improvements, outlined in Chapter 4.
- Action: The City of Coos Bay can begin implementing recommendations as funds for capital improvements become available, particularly lower-cost improvements within a quarter mile of each school.

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

- Action: The City of Coos Bay will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes.
- Action: The City of Coos Bay will coordinate with Coos Bay Police Department to address enforcement issues near school campuses, such as:
  - » Parking in marked “no parking” areas
  - » Speeding on neighborhood streets
  - » Parking in bike lanes

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

- Action: Sunset School and Marshfield High School will encourage families to walk and roll to school by distributing information regarding safety and suggested routes.

- Action: Coos Bay School District and the City of Coos Bay will coordinate with school leadership to apply for the SRTS Education grant to fund a SRTS Coordinator position. This coordinator will organize safety, education, and encouragement activities across both school districts.

EQUITY

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

Objective 1: Engage with families from historically disadvantaged groups such as the Latino community, to hear and learn about their barriers to students walking or rolling to school.

- Action: Coos Bay School District and the City of Coos Bay will provide SRTS information and educational materials in English, Spanish, and Russian.
- Action: Coos Bay School District and the City of Coos Bay will partner with existing groups and organizations that serve particularly the Latino community, low-income households, and other historically disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Coos Bay School District schools 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 Coos Bay will implement infrastructure recommendations with a consideration for improvements that serve underserved and low-income communities.

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: Coos Bay School District will look for areas of overlap between SRTS efforts and other health initiatives and PE class.

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

- Action: Coos Bay School District will share relevant health statistics and messages in school newsletters, at back-to-school night, or through other communication channels.
- Action: The Coos Bay School District 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: Coos Bay School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses

A Community-Driven Planning Process

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

- Participation in walk audits at each school
- Participation at a school board meeting
- Virtual feedback using the online public input map and survey

The City of Coos Bay, Coos Bay School District, and school leadership from Marshfield High School and Sunset School worked diligently to spread the word about the walk audits, community meetings, and the online public input map and survey by sending them out to all families and posting them on the school websites.

The project team conducted two walk audits and attended a school board meeting in Coos Bay over two days (October 7 to 8, 2024), with the following schedule:

- Sunset School on the morning of October 8 to observe student arrival
- Marshfield High School on the afternoon of October 8 to observe student dismissal

Members of the PMT and schools' staff participated in the walk audits. They provided feedback on specific barriers and challenging locations near the schools. In addition to the walk audits, the project consultant team conducted a comprehensive facility inventory review for all focus schools, assessing existing conditions and identifying areas for improvement. This thorough evaluation took the needs of each school into account in the planning process.

Project team members also presented the SRTS planning process and project progress to the school communities on October 7 at a public school board meeting at Blossom Gulch Elementary's library.

The project team also visited Front Street Community Bike Works, a local bike shop in Coos Bay, that has previously worked with other schools in the City of Coos Bay to organize bike-to-school days. The shop is a strong community advocate of safe routes for students walking and biking, and expressed interest in organizing future events for students of Sunset School and Marshfield High School. This could be a valuable partnership for

SRTS project information was presented at the October 2024 school board meeting.

The project team visited the Front Street Community Bike Works shop in Coos Bay.

the school district to foster as SRTS educational recommendations are implemented.

DEMOGRAPHIC REPRESENTATION

The project team received two comments from the online public survey map and collected eight responses in an online short survey. Of the eight respondents who filled out the survey, 38% were parents or caregivers of students who attend schools in the study area. Another 50% identified as community members, and 12% were with the Parks Commission. One of the community members also identified as a school volunteer, and one of the parents/caregivers also identified as an elected official and City contractor.

Sixty-three percent of respondents to the map were white, while 37% preferred to not share their ethnicity.

COMMUNITY ENGAGEMENT KEY THEMES

Particular areas on the online public input map received high numbers of comments, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- 10th Street
- Ingersoll Avenue
- Southwest Boulevard
- Ocean Boulevard
- Hall Boulevard

Based on the feedback received through all engagement methods, it is clear that the Coos Bay community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and roll. Participants who engaged with the SRTS planning process want to see more protected, continuous SRTS routes.

Themes from the online public input map and survey, as well as the draft City of Coos Bay SRTS Plan public comment period, included:

- Improving efficiency for parents by enabling students to safely walk or roll to school, rather than being dropped off or waiting for a bus
- Reducing vehicle congestion on roads and near schools
- Further developing a connected citywide active transportation network to build on SRTS routes
- Improving safety of main intersections and adding sidewalks along the popular school routes

When asked about the most important goal for a SRTS Plan for Coos Bay, survey respondents indicated that safety was their top priority, followed by health, equity and environment.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

In 2018, Coos Bay received a $2 million Safe Routes to School grant for Eastside Elementary and Millicoma Intermediate, and has since improved sidewalks and bike lanes in this historic area, benefiting nearly 1,000 students. The Coos Bay School District's ongoing initiatives include the annual Walk and Bike to School Day, promoting physical activity and awareness of active transportation benefits. The district also provides educational resources on pedestrian and bicycle safety. This proactive approach, supported by the community and stakeholders, prioritizes student safety and reflects a commitment to a healthier, safer future.

Infrastructure Improvement

Current efforts aim to expand safety enhancements to Sunset School and Marshfield High School. Plans include adding sidewalks, crosswalks, signage, and bike lanes for safer student commutes. Future initiatives will focus on comprehensive street safety features tailored to each school area, further reducing walking and biking barriers.

03

EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter summarizes the key challenges and opportunities faced by families and students walking or rolling to school.

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. The project team was able to visit and observe arrival/dismissal at two focus schools: Sunset School and Marshfield High School. During this time, the project team met with school staff and community members, actions which supplied the details on those schools in the following sections. Three additional schools in Coos Bay (Marshfield Junior High School, Madison School, and Destinations Academy) sit in close proximity to the SRTS focus schools and could benefit from Safe Routes to School planning collaboration; however, these schools were not the main focus of this Plan. 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:

Marshfield High School

972 INGERSOLL AVE., COOS BAY, OR 97420

PRINCIPAL:
Elias Ashton

SCHOOL ENROLLMENT*:
782

GRADES SERVED*:
Public 9-12

EQUITY*:
36% of students are below poverty line*

DEMOGRAPHICS*

- White, non-Hispanic, 72%
- Hispanic, 15%
- Multiracial, 8.3%
- American Indian/Alaska Native, 3%
- Asian, 1%

TOP LANGUAGES SPOKEN BY STUDENTS IN COOS BAY SCHOOL DISTRICT**

English	2,760
Spanish	145

Total Languages Spoken: 2

*Source: Oregon Department of Education 2022-2023 school year

**Source: Oregon Department of Education 2023-2024 school year

Marshfield High School Safety Assessment

Date: October 2024

SCHOOL LAYOUT

Marshfield High School is a public school located in the center of Coos Bay. The school is on the north side of Ingersoll Avenue between 10th Street and 7th Street (see map on the next page). The school has a main entrance, accessed by the parking lot on Ingersoll Avenue. The student parking lot is to the east of the school off 7th Avenue. There are sports fields to the north and the northwest of the school.

SITE CIRCULATION

Vehicle: Students who drive to school are encouraged to use the East Student Parking Lot. The entrance and exit to this parking lot is on 7th Street, just north of Hall Avenue. During dismissal hours, student drivers are not allowed to turn left when exiting this parking lot. School signage has been posted at this exit onto 7th Street that says, “Right Turn Only 2:45-3:30 PM.” There is also a parking lot near the school’s front entrance for visitors and staff (that can be accessed from Ingersoll Avenue), which ends in a roundabout plaza on school grounds. Additionally, some students park along 11th Street near the school’s sports field and walk up through the Community Health Center to the high school.

Bus: Buses currently use a short loop driveway along Ingersoll Avenue, near the school’s auditorium.

Bicycle/Micromobility: It was reported that biking fluctuates with the seasons and cold weather could be a potential deterrant for those biking to and from school. During the site visit in October, a few

students were observing using a bike or scooter to get to school. There is one bike rack on the school's campus, but at this time it is damaged. There is an additional bike rack at the Community Health Center, which is technically outside school grounds but nearby. The steep hills around Marshfield High School are ideal conditions for electric bicycles, and students have expressed an interest in bringing e-bikes to campus if secure, safe bike parking was provided.

Pedestrians: Most students walking to school use the double stairway from the east student parking lot, which starts and ends on the west leg of the intersection of Hall Avenue and 7th Street. There is access to 11th Street through the waterfall clinic. While the sidewalk network is well defined on the east side of the school, sidewalks are inconsistent or missing to the south of the school. Curb ramps and crosswalk improvements are needed throughout many of the intersections around the school.

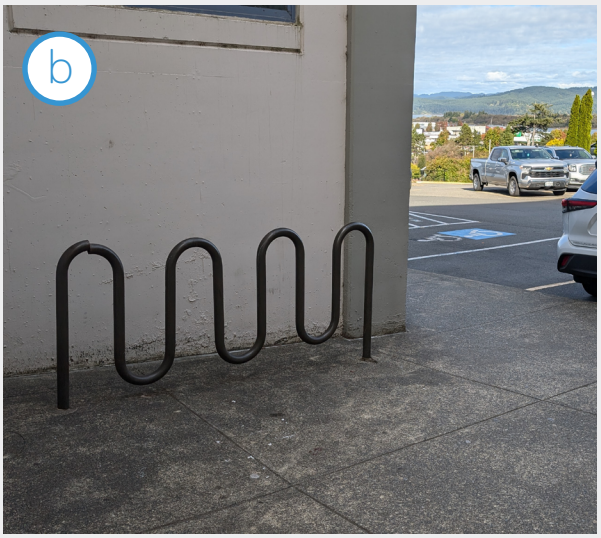
Transit: The Coos County Area Transit (CCAT) red line runs along 4th Street, which is four blocks from Marshfield High School, yet there are no stops along this stretch on 4th Street. The nearest stop is approximately a 15-minute walk away at Farr's Hardware, on Ingersoll Avenue between Highway 101 and Front Street. Currently people under 18

Bike and Pedestrian Facilities Inventory

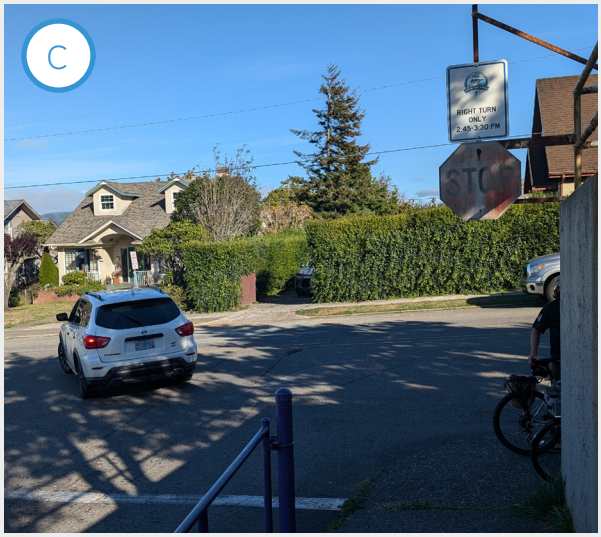
Key Observations

- Marshfield High School currently has two parking lots: the east lot serves as student parking and creates high levels of congestion on S. 7th Street during dismissal (see photo c), while the south lot serves as visitor and overflow parking at the main entrance.
- The intersection of S. 7th Street and Hall Avenue is a key area for students walking to and from school (see photo d).
- There are missing sidewalks along S. 7th Street and S. 10th Street, as well as missing curb ramps and missing/faded crosswalks in key locations around the high school (see photos a, e, f and g).
- There is a lack of bike infrastructure around the high school and along key routes, including Southwest Boulevard (see photos b and h).

There are missing curb ramps, as well as missing or faded crosswalks at numerous key intersections close to the high school. Location: Ingersoll Avenue and S. 7th Street intersection.



The high school has a single, damaged bike rack. Location: Marshfield High School campus.



Vehicles turn left despite a school-branded "No Left Turn" sign, used to try to prevent conflicts with oncoming traffic and students walking along the west sidewalk. Location: S. 7th Street.

The majority of students walking to and from the high school use the stairs on the east side of campus and travel through the busy intersection of S. 7th Avenue and Hall Avenue.

The stairs starting at the south end of the student parking lot terminate on the west side of S. 7th Street. Additionally, there are missing sidewalks on the west side of S. 7th from Ingersoll Avenue to Hall Avenue, and no marked crossing is present where the stairs terminate. Location: S. 7th Street.

The sidewalk is incomplete on S. 10th Street from Johnson Avenue to Southwest Boulevard. This route is of great importance as it connects Marshfield High School to Pirate Park, as well as to the neighborhood south and southwest of the school. Location: S. 10th Street.

The existing crosswalk over the bus lane and Ingersoll Avenue is missing curb ramps. Half of the crossing (from school grounds to curb median) is currently using loading zone pavement markings. Location: Ingersoll Avenue.

A bicyclist using Southwest Boulevard along fast-moving traffic. The rider was passed closely and quickly by vehicles, most notably on the curve near Minnesota Avenue. Location: Southwest Boulevard.

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SCHOOL CONTEXT:

Sunset School

245 S CAMMANN ST., COOS BAY, OR 97420

PRINCIPAL:
Shelly McKnight

SCHOOL ENROLLMENT*:
361

GRADES SERVED*:
Public 3-6

EQUITY*:
58% of students are below poverty line*

DEMOGRAPHICS*

- White, non-Hispanic, 69%
- Hispanic, 18%
- Multiracial, 8%
- American Indian/Alaska Native, 3%
- Black/African American, 1%
- Asian, 1%

TOP LANGUAGES SPOKEN BY STUDENTS IN COOS BAY SCHOOL DISTRICT**

English	2,760
Spanish	145

Total Languages Spoken: 2

*Source: Oregon Department of Education 2022-2023 school year

**Source: Oregon Department of Education 2023-2024 school year

Sunset School Safety Assessment

Date: October 2024

SCHOOL LAYOUT

Sunset School is a grade 3-6 school in the western part of Coos Bay, located in the community of Empire. The school is bounded by Cammann Street on the west, Michigan Avenue on the north, and Madison Elementary School on the east and south (see the map on the next page). The main entrance of the school is located on South Cammann Street, with parking lots behind the school.

SCHOOL CIRCULATION

Vehicle: School staff encourages parents are caregivers to use Michigan Avenue as a vehicle drop-off and pick-up spot, creating a temporary lane during school arrival and dismissal times. From this location, students walk a short distance (while often being escorted by a school staff member) to the northeast side door of the school. However, parents were observed dropping their students off outside this temporary lane, farther to the east on Michigan Avenue.

Bus: Buses currently use the loop driveway at the front entrance of Sunset School (off Cammann Street), allowing students to exit and walk through the main doors of the school.

Bicycle/Micromobility: It was reported that biking fluctuates with the seasons and cold weather could be a potential deterrant for those biking to and from school. Students who arrive by bicycle do not have a dedicated bike parking area at the school. During staff observation of drop-off in October, a student left their bike leaning up against the sport field fence on Cammann Street, just south of the school's main entrance. Biking does not seem to be popular at this time.

Pedestrian: Students who walk to and from school are encouraged to walk with a parent or older

sibling. The neighborhood to the east/southeast of the school lacks consistent sidewalks, curb ramps, and crosswalks, despite many students living in this area.

Transit: The Coos County Area Transit (CCAT) blue line runs near Sunset School, with the closet stop at Newmark Avenue, between Wasson Street and Cammann Street. Currently people under 18 ride free. There were no reports of students using the CCAT blue line at this time.

Bike and Pedestrian Facilities Inventory

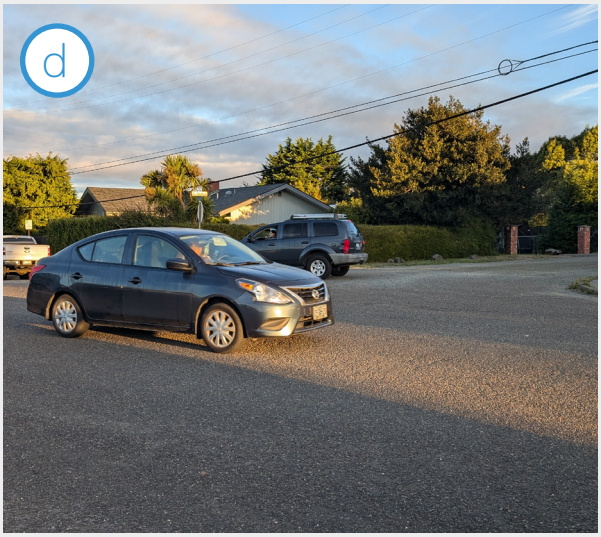
Key Observations

- Currently, Sunset School creates a temporary drop-off lane on Michigan Avenue during arrival. Speeding, illegal parking, and U-turns were observed around this drop-off area during the walk audit (see photos a, b, and d).
- The loop drive at the front entrance for the school is currently used by buses (see photo o).
- Michigan Avenue is a key route for students walking to school. Missing curb ramps, faded/missing crosswalks, bent sign posts interfering with the sidewalk, and missing school zone markings were observed along this stretch (see photos c, e, f, g and i).
- The intersection of Michigan Avenue and Madison Street is very busy with students walking, older students waiting at their bus stop, and large vehicle traffic (see photos h and j).
- Pacific Avenue serves as an important route for students who live south of the school. Missing sidewalks and debris blowing the sidewalks were observed along this stretch (see photos k and l).
- Sunset School lacks bike parking for students (see photo n).

Drop-off conflicts between vehicles and students walking, coupled with blinding sun for eastbound traffic. Location: Drop-off lane on Michigan Avenue.

Vehicles stopping just north of the temporary drop-off lane, in a no parking area, to avoid waiting in line to drop off students. Steep slopes adjacent to sidewalk. Location: Drop-off lane on Michigan Avenue.

Missing curb ramps on the north leg and the west leg of the intersection. Location: Michigan Avenue/ South Main Street intersection.



Eastbound vehicles use this intersection to U-turn, blocking the north leg before heading westbound. Location: Michigan Avenue/South Main Street intersection.

Missing crosswalk on the north leg of the intersection. Faded crosswalk on the west leg of the intersection. Michigan Avenue/South Main Street intersection.

School zone markings are missing or faded. Location: Michigan Avenue.

Bike and Pedestrian Facilities Inventory

A signpost is bent along the south sidewalk near the basketball court, between Main Street and Madison Street, creating a hazard for pedestrians. Location: Michigan Avenue.

A bus stop for middle school students doubles as a drop-off for Sunset School. Students sit on the sidewalk, blocking access. Location: Michigan Avenue/Madison Street intersection.

There are faded crosswalks on the east and south legs of the intersection and missing curb ramps on the southeast and northeast corners. Location: Michigan Avenue/Madison Street intersection.

Large vehicles (including semi-trucks and school buses) lack adequate turning radius when turning south on Madison Street from Michigan Avenue. Location: Michigan Avenue/Madison Street intersection.

There are missing curb ramps and missing sidewalks along both sides of Pacific Avenue. Students walk in the traffic lanes of Pacific Avenue, versus using the unimproved, often grassy, right-of-way. Location: Pacific Avenue and Madison Street.

There are missing sidewalks along Madison Street, south of Pacific Avenue. There are large amounts of debris (sand) on the existing sidewalk. Location: Madison Street.

There are missing curb ramps on the north leg of this intersection and parallel bar crosswalk markings. Location: Noble Avenue and Cammann Street intersection.

A student bike was leaned up against the athletic field fence. There is currently no bike parking for Sunset School. Location: Cammann Street.

Bike and Pedestrian Facilities Inventory

The front entrance loop drive currently serves as parking for buses dropping off and picking up students from Sunset School. Note: This photo was taken in the early morning just before the school buses arrived. Location: Front Entrance of Sunset School.

A desire path exists on Flanagan Avenue between Schoneman Street and Neese Street. Currently, there is not a paved direct route to walk or bike to school for students that live near Ocean Boulevard. Location: Flanagan Avenue, near Schoneman Street where the pavement terminates and turns into a dirt trail

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Other Schools in Coos Bay

Three other schools, Marshfield Junior High School, Madison School, and Destinations Academy, sit in close proximity to the SRTS focus schools and could benefit from Safe Routes to School planning collaboration. Evaluation of these schools' existing conditions was done without a field visit, relying on interviews and online street mapping services. Marshfield Junior High, Madison Elementary, and Destinations Academy experience similar conditions as other schools in Coos Bay.

SCHOOL CONTEXT:

Destinations Academy

1185 E PARK ROADWAY, COOS BAY, OR 97420

PRINCIPAL:
Kayla Crooks

ENROLLMENT:
54

GRADES SERVED:
9-12

EQUITY:
55% of students are below poverty line*

DEMOGRAPHICS*

- White, non-Hispanic, 60%
- Multiracial, 16%
- Hispanic, 12%
- American Indian/Alaska Native, 12%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,760
Spanish	145

Total Languages Spoken: 2

*Source: Oregon Department of Education 2022-2023 school year

**Source: Oregon Department of Education 2023-2024 school year

Destinations Academy

SCHOOL LAYOUT

The Milner Crest Education Center campus serves as an education hub for three different program options to students including Destinations Academy, which is an accredited, alternative high school for grades 9-12, GED programs for students 16-years and older, and a home school options for students in grades K-12 called Resource Link Charter School. The main delivery of curriculum for Destinations Academy happens through in-person learning; however, students may also earn credits through traditional classes by cross enrolling with Marshfield High School or participating in work experiences in the Coos Bay Community.

The front entrance to the Milner Crest Education Center, where Destinations Academy is located, showing the front bus loop.

The project team visited the campus after school hours and observed pavement markings for one-way bus loop at the front entrance of the school (see photo on previous page), along with two parking lots, one to the north of the building at the main entrance, and one lot to the east of the building. Signs for additional tenants were seen during this visit: the Coos Bay School District Administrative Building and Little Pirates Preschool (see photo on previous page and additional photo to the right).

Additional signage for Pirates Preschool at the Milner Crest Education Center, which shares a building with Destinations Academy.

Marshfield Junior High School

SCHOOL LAYOUT

Marshfield Junior High School is a public school located in eastern Coos Bay. The school is on the West side of S. 7th Street between Ferguson Avenue and Hall Avenue, and immediately north of Marshfield High School, sharing a sports field with the high school. The school has one main entrance, a parking lot in front of the building on S. 7th Street and sport fields to the north and west sides of the building. A long staircase serves as a pedestrian connection between the junior high and the high school (see photo at bottom right of this page).

The front entrance to Marshfield Junior High School.

This staircase at Marshfield Junior High School connects to Marshfield High School, seen at the top of the stairs.

The front entrance to Madison School.

The entrance to Madison School's front drop off and pick-up loop, looking north toward the intersection of Michigan Avenue and Madison Street.

Madison School

SCHOOL LAYOUT

Madison School is a K-2 public school located on the west side of Coos Bay. The school is on the east side of Madison Street between Maryland Avenue and Garfield Avenue, immediately south of Sunset School. The school has one main entrance and two parking lots on Madison Street. One of the parking lots is in front of the school building and the other is adjacent. There are sports fields to the west and north sides of the building.

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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 benefit students and families who walk and roll to school, as well as everyone who travels through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS program. Often, programs that get more students walking and rolling lead to increased public support for infrastructure projects. So, programs 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 are less costly to implement.

The recommendations for construction projects and education and encouragement programs outlined in this chapter were informed by existing conditions and input from school and district staff, as well as city staff. They are tailored to meet the needs and interests of the school community.

Construction Project Recommendations

This section describes recommended construction projects within two miles of the focus schools. The maps on the following pages are a guide to the locations of these recommendations, which are described in detail in Table 1 and Table 2.

This Plan does not represent a comprehensive list of every project that could improve conditions for walking and rolling 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 rolling 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 Compatible**
- **Roadway Maintenance Issue**
- **Demonstration Project Opportunity**
- **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 chapter, as well as a table outlining more detailed cost estimates for the priority improvements.

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Table 1. Marshfield High School: Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Party	Implementation Next Steps
	Ingersoll Avenue/10th Street Intersection		
01	**Issue**: There are missing curb ramps on the northeast and northwest corners of the intersection. **Recommendation:** Construct ADA-accessible curb ramps.	City of Coos Bay	Long-term improvement
02	**Issue**: There are missing or faded crosswalks on the north and east legs of the intersection. **Recommendation:** Add crosswalks on the north and west legs with high-visibility continental-style pavement markings.	City of Coos Bay	Quick build compatible
03	**Issue**: Parallel bar crosswalks are being used on the west and south legs. **Recommendation:** Replace non-standard crosswalk markings across Ingersoll Avenue with standard high-visibility continental crosswalk markings on the west and south legs.	City of Coos Bay	Quick build compatible
	10th Street		
04	**Issue**: The sidewalk is inconsistent on 10th Street from Johnson Avenue to Southwest Boulevard, missing in numerous places. This route is of great importance as it connects Marshfield High School to Pirate Park, as well as to the neighborhood south and southwest of the school. **Recommendation:** Install approximately 1,500 linear feet of sidewalk and construct ADA-accessible curb ramps along the east side of 10th Street between Johnson Avenue and Southwest Boulevard.	City of Coos Bay	Long-term improvement
	Southwest Boulevard		
05	**Issue:** During the walk audit, a bicyclist was observed using Southwest Boulevard along fast-moving traffic. The rider was passed closely and quickly by vehicles, most notably on the curve near Minnesota Avenue. **Recommendation:** Install standard bike lanes along Southwest Boulevard from 7th Street to Pennsylvania Road to provide a more comfortable travel experience for bicyclists heading to and leaving the neighborhood southwest of Marshfield High School. Consider adding protected or buffered bike lanes where there is adequate roadway width.	City of Coos Bay	Long-term improvement
	Ingersoll Avenue		

Rec #	Recommendation	Responsible Party	Implementation Next Steps
06	**Issue:** The existing crosswalk over the bus lane and Ingersoll Avenue is missing curb ramps. Half of the crossing (from school grounds to curb median) is currently using loading zone pavement markings. During the walk audit, staff observed that this was a high traffic area for pedestrians, school buses, and vehicles. **Recommendation:** Construct ADA-accessible curb ramps and curb extensions where possible (at least 2 curb ramps within public right-of-way). Upgrade striping to high-visibility continental-style crosswalks and install midblock crosswalk sign assembly for School Crossing (SCHOOL [S1-1] and DOWNWARD ARROW legend plaque [W16-7P) at edge of crosswalk.	City of Coos Bay	Quick build compatible Long-term improvement
	Ingersoll Avenue / 8th Street Intersection		
07	**Issue**: There are missing curb ramps and a parallel bar crosswalk on the south leg of the intersection. **Recommendation:** Construct ADA-accessible curb ramps and replace non-standard crosswalk markings with high-visibility continental-style crosswalk on the south leg of this intersection.	City of Coos Bay	Quick build compatible Long-term improvement
	Ingersoll Avenue / 7th Street Intersection		
08	**Issue**: There is a faded crosswalk on the south leg of the intersection. Additionally, there are parallel bar crosswalk markings being used on the east leg and missing ADA-accessible curb ramps on the southwest and southeast corners. **Recommendation:** Construct ADA-accessible curb ramps on the southwest and southeast corners and install high-visibility continental-style crosswalks on the east and south legs of the intersection.	City of Coos Bay	ODOT SRTS Construction Grant Priority
	7th Street		
09	**Issue:** The stairs starting at the south end of the student parking lot terminate on the west side of 7th Street. Additionally, there are missing sidewalks on the west side of 7th from Ingersoll Avenue to Hall Avenue, and no marked crossing is present where the stairs terminate. **Recommendation:** Provide raised crosswalk at base of stairs to cross over to the east side of 7th Street where sidewalks are currently present. Install a School Crossing assembly with downward diagonal arrow (S1-1 with W16-7P) at both approaches to the new crossing. This solution would also slow down vehicles entering the high-traffic school zone.	City of Coos Bay	ODOT SRTS Construction Grant Priority Requires additional engineering analysis

Rec #	Recommendation	Responsible Party	Implementation Next Steps
10	**Issue:** During the walk audit, staff observed that many students do not have enough time to cross 7th Street using the Rectangular Rapid Flashing Beacon (RRFB) north of Marshfield Junior High. **Recommendation:** Recalculate and potentially increase the flash duration time for students using the RRFB to cross over 7th Street.	City of Coos Bay	ODOT SRTS Construction Grant Priority Requires additional engineering analysis
	7th Avenue / Hall Avenue Intersection		
11	**Issue**: During the walk audit, staff observed that the stairs on the west side of this intersection are a main exit route for students walking during dismissal. This intersection is currently a 3-way stop, and student vehicles are also exiting the student parking lot, turning south on 7th Street, and waiting for students to cross the street. **Recommendation:** Add "all-way" signage (MUTCD R1-3P) to all stop signs. Consider edge-lit flashing stop signs to further encourage stop compliance.	City of Coos Bay	ODOT SRTS Construction Grant Priority
	7th Street		
12	**Issue**: Marshfield High School's east student parking lot entry/exit along 7th Avenue has a school-branded "No Left Turn" sign to eliminate conflicts of turning vehicles and oncoming traffic on 7th Street, yet during the walk audit many students still turned left onto 7th. Additionally, vehicles turning left from 7th Street into the junior high's parking lot/pick-up/drop-off loop created additional vehicle backup and the potential for conflicts with students walking along the west sidewalk. **Recommendation:** Harden the centerline with a raised median or modular curb along driveway frontage to prevent vehicles from turning left from Marshfield High School's student parking lot. Replace the school-branded sign with R3-2 No Left Turn signage. *Optional:* This hardened centerline could continue north to prevent vehicles from turning left to enter Marshfield Junior High's front parking lot/pick-up/drop-off loop.	City of Coos Bay	ODOT SRTS Construction Grant Priority
	7th Street/Anderson Avenue Intersection		
13	**Issue**: Students frequently walk to this area for off-campus lunch, and there is no complete designated crossing of these two intersections at Anderson Avenue and Central Avenue. **Recommendation:** Consider closing the egress onto 7th Street south of Anderson Avenue to facilitate installation of a pedestrian crosswalk.	City of Coos Bay	Quick build compatible
	Central Avenue/10th Street Intersection		

Table 2. Sunset School: Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Party	Implementation Next Steps
14	**Issue**: This is an important intersection for students walking and rolling to Mingus Park, whether for swim practice, to go to the skatepark, or to participate in other recreational activities. This area has high traffic volumes and speeds. **Recommendation:** Consider establishing a Leading Pedestrian Interval (LPI) to provide pedestrians with a few seconds to enter the intersection before vehicles are granted a green light. Add retroreflective borders to signal backplates to improve signal visibility.	City of Coos Bay	ODOT SRTS Construction Grant Priority
	Downtown Coos Bay		
15	**Issue**: Students frequently walk to the Downtown area (east of Marshfield High School) for off-campus lunch. Safer connections need to be made to the area bordered by Golden Avenue to Johnson Avenue, and by 7th Street and US 101. **Recommendation:** Construct ADA-accessible curb ramps and high-visibility continental crosswalks on all intersections in this area. Consider pedestrian wayfinding signage to encourage travel along accessible routes.	City of Coos Bay	ODOT SRTS Construction Grant Priority
	Marshfield High School Campus		
16	**Issue**: The high school has a single, damaged bike rack. **Recommendation:** Install additional bike parking in high-visibility areas such as near the school's circle drive loop. Construct covered bike parking if possible.	Coos Bay School District	Quick build compatible
	Drop-Off Lane on Michigan Avenue		
01	**Issue**: Drop-off conflicts and the potential for conflicts, between vehicles and students walking, were observed during the walk audits along Michigan Avenue in front of Sunset School. Small, orange traffic cones are being placed each morning on Michigan to create a temporary drop-off lane for vehicles. Other conditions for concern include a blind hill for eastbound traffic leaving the drop off lane coupled with blinding sun during the morning hours. **Recommendation:** Install permanent striping to designate a drop-off lane. **Optional:** Explore options for moving the pick-up/drop-off circulation to Cammann Street within the school's protected front entrance vehicular loop to increase safety for students walking and biking. In response, the existing bus loop could be located internally on school grounds/school district property, creating a shared bus loop with Madison Elementary. This bus loop could have sidewalks to help students walk to school from Fillmore Street through the campus to the cafeteria entrance. ***Please note that this optional part of the recommendation does not qualify for the ODOT SRTS Construction Grant because it is on school property.***	Coos Bay School District, City of Coos Bay	ODOT SRTS Construction Grant Priority

Rec #	Recommendation	Responsible Party	Implementation Next Steps
02	**Issue**: During observation, vehicles were seen stopping just north of the temporary drop-off lane, in a no parking area, to avoid waiting in line to drop off students. **Recommendation:** Add "loading only" or "bus only" pavement markings and accompanying signage to the south side of Michigan Avenue, to prevent parents from parking here. Reconfigure westbound lane to standard width to discourage parents from parking in the no parking area. Consider adding limited time, back-in angled parking to the north side of Michigan Avenue to accommodate longer-term parent pick-off/ drop-off locations between Cammann Street and South Main Street.	City of Coos Bay	Quick build compatible
03	**Issue**: There are steep slopes along the south sidewalk, next to the no parking zone. **Recommendation:** Install pedestrian railing per ODOT Standard Plans in segments where slope is steep next to pick-up, drop-off, and bus loading zones.	City of Coos Bay	Quick build compatible
04	**Issue**: There is a lack of dedicated bike facilities around the school that provide a lower stress route for students biking to school. **Recommendation:** Install bike lanes along both the north and south side of Michigan Avenue, from Cape Arago Highway/OR 540 to Schoneman Street. This supports the bike lane lanes laid out in the Empire Area Blueprint Plan, and ties into the Oregon Coast Bike Route as well.	City of Coos Bay	Add to long-range planning
	Michigan Avenue/South Main Street Intersection		
05	**Issue**: There are missing curb ramps on the north leg and the west leg of the intersection. **Recommendation:** Construct ADA-accessible curb ramps on the northeast, northwest, and southwest corners.	City of Coos Bay	Long-term improvement
06	**Issue**: There is a missing crosswalk on the north leg of the intersection. **Recommendation:** Add high-visibility continental-style crosswalk to the north leg of the intersection.	City of Coos Bay	Long-term improvement
07	**Issue**: There is a faded crosswalk on the west leg of the intersection. During the walk audit, staff noted that vehicles travel at high speeds along Michigan Avenue and eastbound traffic encounters a blind hill near the intersection of South Main Street. **Recommendation #1:** Construct a raised crosswalk with high-visibility continental crosswalk markings in place of the existing crosswalk for added visibility. Install a School Crossing sign assembly indicating the crosswalk location in both directions for the crossing on the west leg of Michigan Avenue/Main Street intersection (S1-1, W16-7P). **Recommendation #2:** Conduct an all-way stop control warrant and install all-way stop signage, crosswalks, and ADA-accessible curb ramps on all approaches.	City of Coos Bay	Long-term improvement Requires additional engineering analysis

Rec #	Recommendation	Responsible Party	Implementation Next Steps
08	**Issue**: Eastbound vehicles use this intersection to U-turn, blocking the north leg before heading westbound. **Recommendation #1:** Install curb extensions on northwest and southwest corners to shorten crossing distance and prevent vehicles from making a U-turn.	City of Coos Bay	Long-term improvement
	Michigan Avenue		
09	**Issue**: The School Zone markings are missing or faded. **Recommendation:** Reinstall the School Zone markings and consider adding accompanying speed limit to the markings (i.e., "20 MPH").	City of Coos Bay	Quick build compatible
10	**Issue**: A signpost is bent along the south sidewalk near the basketball court, between Main Street and Madison Street, creating a hazard for pedestrians. **Recommendation:** Remove the bent signpost and install a new post with a No Parking sign (R7-1).	City of Coos Bay	ODOT SRTS Construction Grant Priority Quick build compatible
	Michigan Avenue/Madison Street Intersection		
11	**Issue**: The southwest corner currently serves as a bus stop for middle school students, during the same drop-off time for Sunset School. This adds additional student activity around an already busy intersection, including students sitting on the edge of the sidewalk, and students blocking sidewalk access. When the bus arrives, traffic leaving Sunset's drop-off area builds up along Michigan Avenue while the bus is stopped and waiting for students to board the bus. **Recommendation:** Consider relocating this bus stop for middle school students away from this busy intersection.	Coos Bay School District	Add to school district long-term planning
12	**Issue**: Large vehicles (including semi-trucks and school buses) lack adequate turning radius or experience a tight turning radius when turning south on Madison Street from Michigan Avenue. **Recommendation:** Evaluate truck route to avoid school zone; otherwise consider restricting truck travel to outside school hours.	City of Coos Bay	Requires additional engineering analysis
13	**Issue**: There are faded parallel bar crosswalks on the east and south legs of the intersection. **Recommendation:** Replace the parallel bar crosswalk markings across Michigan Avenue and Madison Street with standard high-visibility continental crosswalk markings.	City of Coos Bay	Quick build compatible
14	**Issue**: There are missing curb ramps on the southeast and northeast corners. **Recommendation:** Construct ADA-accessible curb ramps at the southeast and northeast corners. Additionally, install pedestrian railing per ODOT Standard Plans and fill in the segments where the slope is steep (see Recommendation 03).	City of Coos Bay	Long-term improvement
	Madison Street/Maryland Avenue Intersection		

Rec #	Recommendation	Responsible Party	Implementation Next Steps
15	**Issue**: There is a missing crosswalk, as well as missing curb ramps. During the walk audit, students frequently used this location to cross Madison Street. **Recommendation:** Construct ADA-accessible curb ramps and install a high-visibility continental-style crosswalk on the north leg of the intersection (ensuring that the crosswalk lines up with the stairs leading to the athletic field).	City of Coos Bay	ODOT SRTS Construction Grant Priority
	Madison Street		
16	**Issue**: There are missing sidewalks along Madison Street, south of Pacific Avenue. **Recommendation:** Add sidewalk infill along Madison Street for approximately 775 linear feet, from Pacific Avenue to Blanco Avenue.	City of Coos Bay	Long-term improvement
17	**Issue**: There is a lack of dedicated bike facilities around the school, on Michigan Avenue, that provide a lower stress route for students biking to school. **Recommendation:** Install bike lanes along both the north and south side of Madison Street, from Michigan Avenue to Blanco Avenue to connect the neighborhood to the south of Sunset School.	City of Coos Bay	Add to long-range planning
	Pacific Avenue		
18	**Issue**: There are missing sidewalks along Pacific Avenue on both the north and south sides of the street, between Fillmore Street and Morrison Street, as well as along the south side of Pacific Avenue, between Cammann Street and Fillmore Street. During the walk audit, it was observed that students are walking in the traffic lanes of Pacific Avenue, versus using the unimproved, often grassy, right-of-way. **Recommendation:** Construct sidewalks along Pacific Avenue on both the north and south sides of the street, between Fillmore Street and Morrison Street.	City of Coos Bay	Long-term improvement
19	**Issue**: There are large amounts of debris (sand) on the existing sidewalk. **Recommendation:** Remove the debris on the sidewalk. Consider constructing a 2-foot to 4-foot-tall retaining wall, or additional landscaping, along the sand dune to prevent need for future cleanup events.	City of Coos Bay	Quick build compatible

Rec #	Recommendation	Responsible Party	Implementation Next Steps
20	**Issue**: There is a lack of dedicated bike facilities around the school, on Pacific Avenue, that provide a lower stress route for students biking to school. **Recommendation:** Install bike lanes along both the north and south side of Pacific Avenue, from Cape Arago Highway/OR 540 to Madison Street to connect the neighborhood south of the school.	City of Coos Bay	Add to long-range planning
	Madison Street/Pacific Avenue Intersection		
21	**Issue**: There are missing curb ramps, as well as faded or missing crosswalks along all legs of the intersection. **Recommendation:** Construct ADA-accessible curb ramps and high-visibility continental-style crosswalks on all legs and all corners of the intersection.	City of Coos Bay	Long-term improvement
	Cammann Street		
22	**Issue**: There is currently no bike parking for Sunset School. During the walk audit, staff observed a student bike leaning up against the athletic field fence along Cammann Street. **Recommendation:** Install bike parking near the front entrance of Sunset School. Construct covered bike parking if possible.	Coos Bay School District	Quick build compatible
23	**Issue**: There is a lack of dedicated bike facilities around the school, on Cammann Street, that provide a lower stress route for students biking to school. **Recommendation:** Install bike lanes along both the north and south side of Cammann Street, from Newmark Avenue to Pacific Avenue to connect the neighborhood to the west and east of the school. This also supports plans for bike lanes laid out in the Empire Blueprint.	City of Coos Bay	Add to long-range planning
24	**Issue**: There are missing curb ramps on the north leg of Noble Avenue intersection, as well as missing curb ramps just north of Noble Avenue on the east side of Cammann Street. These locations are also missing crosswalks or need to be upgraded to high-visibility continental-style crosswalks. **Recommendation:** Add ADA-accessible curb ramps and high-visibility continental-style crosswalks on the north leg of Cammann Street/Noble Avenue intersection, as well as north of this intersection along the east side of Cammann Street. Add School Crossing signage assembly (S1-1 and W16-7P) to both sides of the street to "gate" the crosswalk and help provide additional visibility.	City of Coos Bay	Long-term improvement Quick build compatible
	Flanagan Avenue Extension - From Schoneman Street to Neese Street		
25	**Issue**: Students who live close to Ocean Boulevard do not have a direct route to walk or bike to school. **Recommendation:** Consider turning the area between Schoneman Street and Neese Street into a multiuse path for walking and biking, increasing connectivity to neighborhoods east of Sunset School. This stretch is currently City-owned right-of-way and would need to be studied further to assess feasibility of a multiuse path.	City of Coos Bay	Requires additional engineering analysis
	Schoneman Street		

Education and Encouragement Program Recommendations

The programs outlined in this section are intended to increase awareness, understanding, and excitement for walking and rolling to school among families and students. Table 3 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 Maps on the next pages provide current routes for students and families to consider when walking and rolling to school. The maps also provide 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 LEAD

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 Leads 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/.

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Review Table 3 to identify educational and encouragement priorities and discuss with the Regional Hub Lead.

Table 3. Coos Bay School District Education and Encouragement Recommendations

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Safe Routes to School Coordinator Position	School District, Community-Based Groups	Coos Bay SD could apply for a Safe Routes to School Coordinator through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from different agencies or groups in the community.	Example job description and application materials.	Include funds for translation of materials in the scope of this grant and programs where necessary.	Receipt of funding from ODOT, hiring of a SRTS Coordinator, meeting established goals and objectives
Free Transit passes for students	School District/ Coos County Transportation District	Implementing a program offering free transit passes to middle and high school students would promote sustainable transportation options, reduce traffic congestion around schools, encourage active transportation habits among students, alleviate financial burdens on families, and help create a more environmentally friendly community.	Sufficient funding to cover the costs, collaboration with the local transit agency, a comprehensive public awareness and education campaign, mechanisms for data collection and evaluation, and adequate administrative support for program management.	Ensure outreach to underrepresented communities, provide multi-language communication, make transportation facilities and services accessible for individuals with disabilities, implement an equitable distribution system for transit passes, regularly solicit user feedback to address barriers, and provide education and training to transit staff.	Number of students using the passes, number of trips
Crossing Guard Program at Sunset School	School District, schools, City, police department, public health	Establish a crossing guard program to train and provide materials to enhance pedestrian safety within the community. Work with Regional Hub Lead through ODOT to get access to crossing guard educational materials and guidelines as well as physical materials to get started	Sufficient funding to cover the costs, dedicated team of volunteers or staff members, a comprehensive public awareness and education campaign.	Promoting diversity and representation among crossing guards, considering gender, race, age, and language diversity. Also, ensuring physical accessibility for individuals with disabilities by providing proper training and accessible infrastructure.	Monitoring indicators such as a reduction in pedestrian incidents at crossing locations, increased compliance with traffic regulations and awareness of safe crossing practices among pedestrians

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Bike Club	City, Parks Commission, Public Health, School District	Given the popularity of recreational biking in Coos Bay, establish a bike club for elementary, middle, and high school students.	Sufficient funding to cover expenses such as club administration, equipment, maintenance, and organizing events. Establishing relationships with local agencies, community organizations, and bike shops. Promotional materials and a dedicated team of volunteers or staff members.	Making sure outreach and engagement efforts target diverse communities and involve collaboration with local organizations. Ensuring accessibility with facilities and activities designed to accommodate individuals of different abilities. Also promoting a culture of inclusivity and respect within the club and providing resources and support for participants from various backgrounds.	Number of students and community members participating
Pedestrian and Bike Safety Education	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety handout, 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, observations from school leadership
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
Train-the-Trainer Bike and Pedestrian Education	Teachers/School Staff	Work with the ODOT SRTS Jump Start Program to schedule training for PE teachers.	Free education 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

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walk+Roll to School Day (one of four options listed below)	ODOT SRTS Team, SRTS Coordinator, Schools	Organize a Walk+Roll to School Day to encourage and celebrate 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, printer, incentives or prizes for students (could be solicited from local businesses or ordered for free through ODOT), volunteers to pass out incentives.	Ensure that students who live too far to walk or bike can participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
Ruby Bridges Walk to School Day	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 can 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
Earth Month - Oregon Safe Routes to Schools	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
International Walk+Roll to School Day	SRTS Coordinator, Schools	International Walk+Roll to School Day is a global event that involves communities from more than 40 countries walking and rolling to school on October 8. Thousands of schools across America—from all 50 states, the District of Columbia, and Puerto Rico—participate every October.	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

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Winter Walk+Roll to School Day	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

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Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations
The Walk+Roll May Challenge	SRTS Coordinator, Schools	This annual event encourages kids and families to walk, bike, and roll to school and to stay active and healthy.	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 stude who live too far to or bike can partici on campus. Consi locations to hold a remote drop-off s
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. Coordinate with teachers about adding events into curriculum.	This event is inclu all students, inclu those who ride th or are dropped of adult.
Walk+Roll Anywhere	Teachers/School Staff	Schools can organize Walk+Roll encouragement days that involve walking and rolling around the community. To further incentivize participation, on walks in local parks or along popular trails, families could scan a QR code to log their trip and be entered into a contest to win great prizes. This event allows students and families to explore other beautiful trails, parks, and places that may be less car-centric.	QR code to enter, raffle for winners.	Routes to schools may be along bus high-speed highw making daily bikin walking difficult f students.

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations
Parent Education and Outreach	Schools	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 Spanish and/or ot languages as nee

Education and Encouragement Program Descriptions

HUBS, WEBINARS, AND TRAINING

Regional Hubs meet monthly on Zoom as a space for anyone interested in Safe Routes to School to collaborate. The Hubs include Portland Metro, Coast/ Willamette Valley, and Southern/Eastern Oregon. Each Hub is facilitated by a Hub lead who plans each meeting and sends out announcements each month. Hubs are excellent spaces to ask questions, troubleshoot challenges, or just learn more about the statewide program. Hubs come together once per quarter for Quarterly Meetings. Twice a year (fall and spring) these meetings are in-person and involve visiting a local SRTS project to learn more. Twice a year (winter and summer) these meetings are online and provide space for networking as well as discussion.

Hub leads also offer additional training to the statewide SRTS community through monthly webinars and equity-focused trainings. The webinars cover topics such as building your own bike fleet, how to start a walking school bus, adaptive PE, how to get school district buy-in, and more. Equity trainings happen about once per quarter and cover topics such as disability rights, inclusion within SRTS, trauma-informed

programming and more.

To learn more about upcoming trainings and meetings, please visit the ODOT SRTS calendar.

To get involved with Hubs, please contact your Hub Leader:

- Portland Metro (Lindsay): lindsay@thestreettrust.org
- Coast/Willamette Valley (Julia): juliasanders@altago.com
- Southern/Eastern Oregon (Indigo): indigo@commuteoptions.org

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 rolling, as well as communicating the benefits of active transportation, can encourage more families to walk and roll. 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 rolling 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 buses 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. The ODOT 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 Jump Start program! You can sign up for training or to borrow a bike fleet for classes or 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 buses involve a group of students biking together with adults.

Bike buses and walking school buses for elementary school students are typically led by a parent; however, middle or high school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike buses 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. Both bike buses and walking school buses build community on the route to school in addition to encouraging physical activity and joy.

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

05

IMPLEMENTATION

IMPLEMENTATION

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

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 4 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 rolling both to and from and between schools. The table also provides a planning-level cost estimate for each project. Table 5 (67) provides additional project-specific information needed for ODOT grant applications.

The City of Coos Bay will be the relevant agency to prepare the ODOT SRTS Competitive Construction Grant application.

Table 4. City of Coos Bay Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Ingersoll Avenue and 7th Street Intersection Improvements *(Marshfield HS Recommendation 8)*	
Mobilization	$3,600
Traffic Control	$5,300
Clearing and Grubbing	$100
Erosion Control	$800
INSTALL CROSSWALK MARKINGS	$4,320
INSTALL SCHOOL ZONE SIGNS	$1,000
INSTALL ADA CURB RAMPS	$30,000
SUBTOTAL	**$45,120**
Additional Costs	
Construction Engineering (15% of Subtotal)	$6,800
Contingency (30% of Subtotal & Construction Engineering)	$15,600
TOTAL CONSTRUCTION COST	**$67,520**
Soft Costs (Design Engineering, 12% of Subtotal)	$5,500
TOTAL COST OF PROJECT	**$73,020**
7th Street Raised Crosswalk *(Marshfield HS Recommendation 9)*	
Mobilization	$1,900
Traffic Control	$2,800
Clearing and Grubbing	$100
Erosion Control	$400
INSTALL RAISED CONCRETE CROSSWALK	$6,500
INSTALL CROSSWALK SIGNS	$1,000
INSTALL SIGN AND POSTS	$1,000
INSTALL ADA CURB RAMP	$10,000
SUBTOTAL	**$23,700**
Additional Costs	
Construction Engineering (15% of Subtotal)	$3,600
Contingency (30% of Subtotal & Construction Engineering)	$8,200
TOTAL CONSTRUCTION COST	**$35,500**

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Soft Costs (Design Engineering, 12% of Subtotal)	$2,900
TOTAL COST OF PROJECT	**$38,400**
7th Street RRFB Timing *(Marshfield HS Recommendation 10)*	
Mobilization	$100
Traffic Control	$100
Clearing and Grubbing	$100
Erosion Control	$100
ANALYZE AND ADJUST RRFB TIMING	$600
SUBTOTAL	**$1,000**
Additional Costs	
Construction Engineering (15% of Subtotal)	$200
Contingency (30% of Subtotal & Construction Engineering)	$400
TOTAL CONSTRUCTION COST	**$1,600**
Soft Costs (Design Engineering, 12% of Subtotal)	$200
TOTAL COST OF PROJECT	**$1,800**
7th Street and Hall Avenue Flashing Stop Signs *(Marshfield HS Recommendation 11)*	
Mobilization	$600
Traffic Control	$900
Clearing and Grubbing	$100
Erosion Control	$200
INSTALL 'STOP' SIGNS	$2,000
INSTALL SOLAR-POWERED FLASHING LED EDGE=LIT SIGNS	$3,600
SUBTOTAL	**$7,400**
Additional Costs	
Construction Engineering (15% of Subtotal)	$1,200
Contingency (30% of Subtotal & Construction Engineering)	$2,600
TOTAL CONSTRUCTION COST	**$11,200**
Soft Costs (Design Engineering, 12% of Subtotal)	$900
TOTAL COST OF PROJECT	**$12,100**
Marshfield High School Student Parking Lot and Jr. High Parking Lot Access *(Marshfield HS Recommendation 12)*	
Mobilization	$500
Traffic Control	$800
Clearing and Grubbing	$100
Erosion Control	$100
INSTALL 'TUFF CURB WITH FLEXIBLE DELINEATORS	$2,800
INSTALL SIGN AND POSTS	$2,000
SUBTOTAL	**$6,300**

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Additional Costs	
Construction Engineering (15% of Subtotal)	$1,000
Contingency (30% of Subtotal & Construction Engineering)	$2,200
TOTAL CONSTRUCTION COST	**$9,500**
Soft Costs (Design Engineering, 12% of Subtotal)	$800
TOTAL COST OF PROJECT	**$10,300**
Traffic Signal Improvements and Leading Pedestrian Interval (LPI) at Central Avenue and 10th Street *(Marshfield HS Recommendation 14)*	
Mobilization	$2,700
Traffic Control	$4,000
Clearing and Grubbing	$300
Erosion Control	$600
INSTALL LEADING PEDESTRIAN INTERVAL (LPI) + EQUIPMENT	$25,000
INSTALL RETRO-REFLECTIVE SIGNAL HEAD BACKPLATES	$1,200
SUBTOTAL	**$33,800**
Additional Costs	
Construction Engineering (15% of Subtotal)	$5,100
Contingency (30% of Subtotal & Construction Engineering)	$11,700
TOTAL CONSTRUCTION COST	**$50,600**
Soft Costs (Design Engineering, 12% of Subtotal)	$4,100
TOTAL COST OF PROJECT	**$54,700**
Downtown Coos Bay Connectivity Improvements *(Marshfield HS Recommendation 15)*	
Mobilization	$28,500
Traffic Control	$42,800
Clearing and Grubbing	$2,400
Erosion Control	$5,700
INSTALL ADA RAMPS	$240,000
INSTALL CROSSWALK MARKINGS	$36,000
INSTALL WAYFINDING SIGNS	$3,000
INSTALL CROSSWALK SIGNS	$6,000

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
SUBTOTAL	**$364,400**
Additional Costs	
Construction Engineering (15% of Subtotal)	$54,700
Contingency (30% of Subtotal & Construction Engineering)	$125,800
TOTAL CONSTRUCTION COST	**$544,900**
Soft Costs (Design Engineering, 12% of Subtotal)	$43,800
TOTAL COST OF PROJECT	**$588,700**
Pick-Up/Drop-Off Improvements on Michigan Avenue *(Sunset School Recommendation 1)*	
Mobilization	$4,900
Traffic Control	$7,300
Clearing and Grubbing	$300
Erosion Control	$1,000
INSTALL CONCRETE MEDIAN	$18,000
INSTALL LANE LINE STRIPE	$3,600
INSTALL CROSSWALK MARKINGS	$2,520
INSTALL SCHOOL ZONE SIGNS	$2,000
INSTALL CROSSWALK SIGNS	$1,000
INSTALL ADA CURB RAMPS	$20,000
INSTALL "STOP HERE FOR PEDESTRIANS" SIGN	$1,000
SUBTOTAL	**$61,620**
Additional Costs	
Construction Engineering (15% of Subtotal)	$9,300
Contingency (30% of Subtotal & Construction Engineering)	$21,300
TOTAL CONSTRUCTION COST	**$92,220**
Soft Costs (Design Engineering, 12% of Subtotal)	$7,400
TOTAL COST OF PROJECT	**$99,620**
Crossing Improvements at Madison Street and Maryland Avenue *(Sunset School Recommendation 15)*	
Mobilization	$2,700
Traffic Control	$4,100
Clearing and Grubbing	$100
Erosion Control	$600
INSTALL 1-FOOT WIDE STOP LINE	$450
INSTALL CROSSWALK MARKINGS	$2,520

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
INSTALL CROSSWALK SIGNS	$1,000
INSTALL ADA CURB RAMPS	$20,000
INSTALL "STOP HERE FOR PEDESTRIANS" SIGNS	$1,000
INSTALL PEDESTRIAN RAILING	$2,000
SUBTOTAL	**$34,470**
Additional Costs	
Construction Engineering (15% of Subtotal)	$5,200
Contingency (30% of Subtotal & Construction Engineering)	$12,000
TOTAL CONSTRUCTION COST	**$51,670**
Soft Costs (Design Engineering, 12% of Subtotal)	$4,200
TOTAL COST OF PROJECT	**$55,870**
Improvements East of Sunset School, around Schoneman Street (*Sunset School Recommendation 26*)	
Mobilization	$77,800
Traffic Control	$116,700
Clearing and Grubbing	$7,800
Erosion Control	$15,600
REMOVE ASPHALT PAVEMENT	$2,000
SAWCUT PAVEMENT	$2,340
INSTALL AGGREGATE BASE	$4,980
INSTALL ASPHALT PAVEMENT	$19,500
INSTALL CONCRETE CURB AND GUTTER	$39,000
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	$134,400
CONSTRUCT CONCRETE SIDEWALKS, ADA RAMPS, AND DRIVEWAYS	$187,200

Table 5. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF COOS BAY
Relevant right-of-way ownership	Right-of-way does not appear to be an issue for any of the recommendations
Utility implications	No utility impacts
Environmental resource implications	No environmental resource implications
Stormwater management implications	Minor to no stormwater management implications
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	Under 5,000 vpd (detailed information not available)
Priority Safety Corridor[1]	No

1 *Priority Safety Corridor is a road where the posted speed or 85th percentile speed of traffic is 40 miles per hour or greater, OR if any two of the following apply:*
- Posted speed limit is 30 miles per hour or greater
- More than two lanes or a crossing distance greater than 30 feet
- 12,000 or greater annual average daily traffic
- Has a demonstrated history of crashes related to school traffic

Implementation Next Steps

The immediate next step for the implementation of the education recommendations is for Coos Bay School District to apply for the ODOT SRTS Education Grant to fund a district SRTS Coordinator position.

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

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 roll 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

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

Pedestrian and Bicycle Information Center

http://www.pedbikeinfo.com/

National Center for Safe Routes to School

http://www.saferoutesinfo.org/

Safe Routes to School Local Policy Guide

https://www.saferoutespartnership.org/resources/model-policy/srts-local-policy-guide

School District Policy Workbook Tool

https://www.saferoutespartnership.org/sites/default/files/resource_files/srts_district_policy_workbook_final_12-19.doc

Safe Routes to School National Partnership State Network Project

http://www.saferoutespartnership.org/state/network

Bike Bus Planning Guide

https://www.saferoutespartnership.org/resources/toolkit/bike-train-toolkit*

Safe Routes to School: Minimizing Your Liability Risk

https://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/JU_SRTS_Liabiliy_Fact_Sheet.pdf

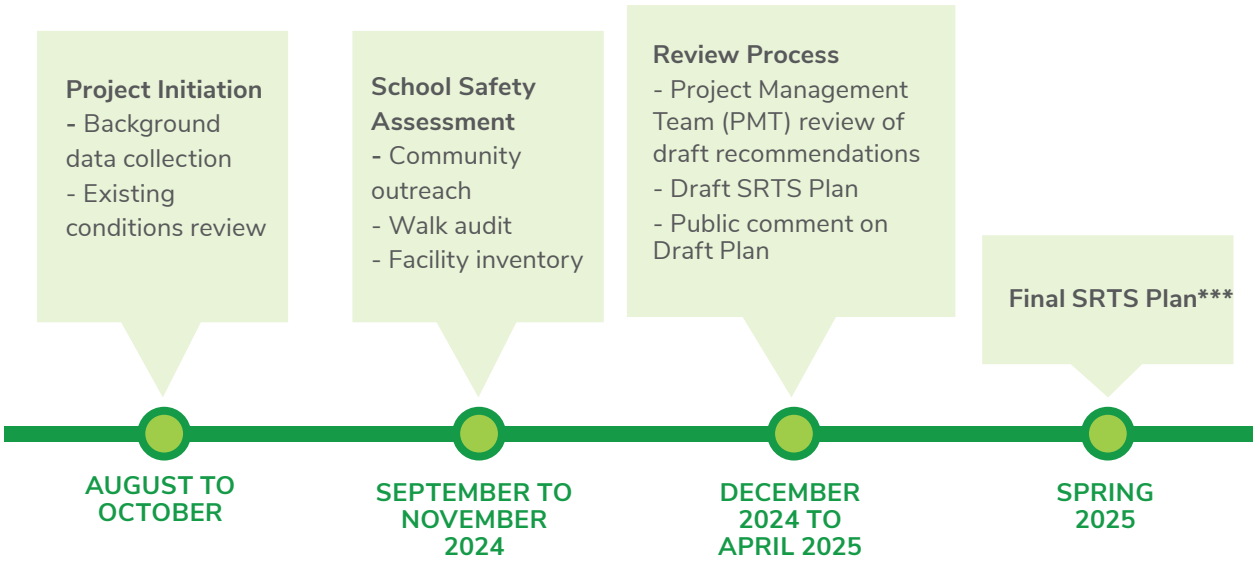
Tactical Urbanism and Safe Routes to School

https://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school

*Bike buses can also be called bike trains.

APPENDIX B. PLANNING PROCESS

The Coos Bay 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 three meetings with the Project Management Team (PMT) to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix 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.

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,

*Final SRTS Plans can be found at www.OregonSafeRoutes.org

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.

Walk audit at Marshfield High School

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 ODOT SRTS Competitive Construction Grant. Once this was complete, a draft SRTS Plan was prepared and underwent both PMT review and public review in the form of an online interactive PDF document.

APPENDIX C. EXISTING CONDITIONS

Introduction

As a preliminary step in the development of the City of Coos Bay Safe Routes to School (SRTS) Plan for Marshfield High School, Destinations Academy, and Sunset School, the project team collected and compiled existing conditions data and local context information for the area within a mile of each school. The team also reviewed available information about documented community concerns, demographics, travel routes, existing facilities, traffic patterns, school environment, and other relevant details.

This information is a starting point for understanding the existing facilities and conditions for active transportation to and from these schools, as well as past decisions and recommendations that impact the development of safe routes. Once in-person site visits occur, the consultant team will add additional contextual details learned during discussions with community members and from in-person observations to the final SRTS Plan.

School and District Demographics

This section outlines the publicly available demographic data on Marshfield High School, Destinations Academy, and Sunset School. This data provides an overview of the population served by the schools, including student age, racial/ethnic demographics, and languages spoken, as well seven key equity factors.

As part of their commitment to addressing transportation disparities across the state, Oregon Department of Transportation (ODOT) uses these equity factors as a component of their project selection criteria for SRTS Competitive Construction Grants.[1] For this reason, it is important that local communities check that this data is accurate. In some cases, schools and districts may have more recent (or different) numbers, which can be provided to ODOT to support their SRTS Construction Grant Application.

Marshfield High School

ADDRESS	972 Ingersoll Ave., Coos Bay, OR 97420
PRINCIPAL	Elias Ashton
TYPE OF SCHOOL/GRADES SERVED	9–12
ENROLLMENT	782

Source: Oregon Department of Education 2022–2023 school year

1 *For more information about ODOT's project selection criteria or the seven equity factors, see the Program Guidelines on ODOT's website here:* https://www.oregonsaferoutes.org/wp-content/uploads/2022/01/2023-2024-Safe-Routes-to-School-Construction-Program-Guidelines-for-website.pdf.

RACIAL/ETHNIC DEMOGRAPHICS

AMERICAN INDIAN/ ALASKA NATIVE		BLACK/ AFRICAN AMERICAN	HISPANIC	NATIVE HAWAIIAN PACIFIC ISLAND	MULTIRACIAL	WHITE, NON-HISPANIC
2.9%	1.2%	0.4%	15.3%	0.2%	8.3%	71.7%

Source: Oregon Department of Education 2022–2023 school year

ODOT EQUITY FACTORS

% OF STUDENTS BELOW POVERTY LINE*	SOCIAL EQUITY INDEX (SEI)**	% OF STUDENTS WHO ARE EVER ENGLISH LEARNERS*	% OF BLACK, INDIGENOUS, AND PEOPLE OF COLOR (BIPOC) STUDENTS*	% OF STUDENTS WITH A DISABILITY*	% OF STUDENTS WHO ARE	% OF NATIVE AMERICAN
35.8%	Low/ Medium	<5%	28.3%	14%	54.2	2.9%

*Sources *Oregon Department of Education 2022–2023 school year, **ODOT*

Destinations Academy

Address	1185 E Park Roadway, Coos Bay, OR 97420
Principal	Kayla Crook
Type of School Grades Served	9–12
Enrollment	54

Source: Oregon Department of Education 2022–2023 school year

RACIAL/ETHNIC DEMOGRAPHICS

American Indian/Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Island	Multiracial	White, Non-Hispanic
12.0%	0.0%	0.0%	12.0%	0.0%	16.0%	60.0%

Source: Oregon Department of Education 2022–2023 school year

ODOT EQUITY FACTORS

Percentage of Students Below Poverty Line*	Social Equity Index (SEI)**	Percentage of Students Who Are Ever English Learners*	Percentage of Black, Indigenous, and People of Color (BIPOC) Students*	Percentage of Students with a Disability*	Percentage of Students Who Are Chronically Absent*	Percentage of Native American Students*
54.7%	Low	*	40.0%	*	91.9	12.0%

*Sources *Oregon Department of Education 2022–2023 school year, **ODOT*

Sunset School

Address	245 S Cammann St.
Principal	Shelly McKnight
Type of School/Grades Served	3–6
Enrollment	361

Source: Oregon Department of Education 2022–2023 school year

LANGUAGES SPOKEN NORTH DOUGLAS SCHOOL DISTRICT

TOP 5 LANGUAGES SPOKEN
English
Spanish
Total Languages Spoken:

Source: Oregon Department of Education 2023–2024 school year

RACIAL/ETHNIC DEMOGRAPHICS

American Indian/Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Island	Multiracial	White, Non-Hispanic
3.2%	0.8%	1.1%	18.0%	0.3%	7.9%	68.8%

Source: Oregon Department of Education 2022–2023 school year

ODOT EQUITY FACTORS

Percentage of Students below Poverty Line*	Social Equity Index (SEI)**	Percentage of Students Who Are Ever English Learners*	Percentage of Black, Indigenous, and People of Color (BIPOC) Students*	Percentage of Students with a Disability*	Percentage of Students Who Are Chronically Absent*	Percentage of Native American Students*
58.4%	Medium/ High	6%	31.2%	25%	47.9	3.2%

*Sources *Oregon Department of Education 2022–2023 school year, **ODOT*

Coos Bay School District Languages

Data on languages spoken by students within the school district is helpful as the project team reaches out to the community for feedback during the SRTS planning process. Where there are large populations of families who are English learners or who speak languages other than English, the project team can provide translations of communications to better reach the school community.

Plan Review

	# OF STUDENTS REPORTED
	2,760
	145
	2

Coos County and its partners sets an important foundation for the City
rovides a summary of documents based on common themes that are
scope. Plans were selected based on their relevance to the project,
including transportation plans and comprehensive plans. Where applicable, policies and codes were also reviewed. Plans reviewed include:

Transportation and Land Use

- *Coos County Transportation System Plan* (2011)
- *City of Coos Bay Transportation System Plan* (2020)
- *City of Coos Bay Zoning Map* (2021)
- *City of Coos Bay Comprehensive Plan Map* (2021)
- *Coos County Area Transit Master Plan* (2021)
- *Oregon Coast Bike Route Plan* (2022)

Economic Development

- *City of Coos Bay Economic Opportunity Analysis* (2009)
- *Front Street Blueprint* (2022)
- *Empire Area Blueprint* – Final Memo #1: Plans, Policies, Codes (2023)
- *Empire Area Blueprint* – Final Memo #2: Existing Conditions (2023)
- *Empire Area Blueprint* – Final Memo #3: Transportation Analysis (2023)
- *Empire Area Blueprint* – Revised Draft Memo #4: Alternatives Exploration (2023)
- *Empire Area Blueprint* – Draft Memo #5: Preferred Alternative (2024)
- *Empire Area Blueprint* – Adoption Draft (2024)

Parks and Recreation

- *2023/2033 Parks, Recreational and Cultural Facilities Plan* (2022)
- *Draft Mingus Park Master Plan 2024-2034* (2024)

Transportation and Land Use

Strengthening connections to important destinations and key activity areas, such as schools, is a strong theme that runs through transportation plans for the City of Coos Bay. The *City of Coos Bay Transportation System Plan* (2020) includes a long-term, 20-year list of improvements for pedestrian and bicycle facility projects to stay in compliance with requirements set forth by the state's Transportation Planning Rule (TPR). The TSP supports the shared vision to be accessible, equitable, and create a livable community. This effort includes laying the groundwork for maintaining and improving bicycle and pedestrian network connections from households to essential destinations, including schools. Existing and planned pedestrian and bicycle networks from the 2020 TSP are presented in Figure 1 and Figure 2. These maps help to identify key areas

that are lacking sidewalks, as well as streets that currently have bike lanes.

The 2020 TSP categorizes pedestrian improvements into Tier 1 projects (those that can be constructed with funding anticipated through 2040, if the City desires), and Tier 2 projects (those that are needed but underfunded). The following projects relate to SRTS, and are near the focus schools:

Table 1. Tier 1 Improvements - Financially Constrained Project List (See Figure 3)

PROJECT	LOCATION	DESCRIPTION
Pavement Maintenance	Citywide (Most critical include Central Avenue, Southwest Boulevard, Koos Bay Boulevard, Blanco Avenue, Radar Road, Schoneman Street, LaClair Street, F Street, Butler Road, Juniper Avenue, Fulton Avenue)	• Fix potholes. • Maintain/fix/strengthen existing pavement system, account for maintenance in funding plan.
Mingus Park Wayfinding	Mingus Park	• Wayfinding signs to park.
Empire Boulevard at Newmark Avenue Intersection Improvements	Empire Boulevard at Newmark Avenue	• Modify intersection to improve safety and traffic flow.

Table 2. Tier 2 Improvements - Needed but Underfunded Project List (See Figure 4)

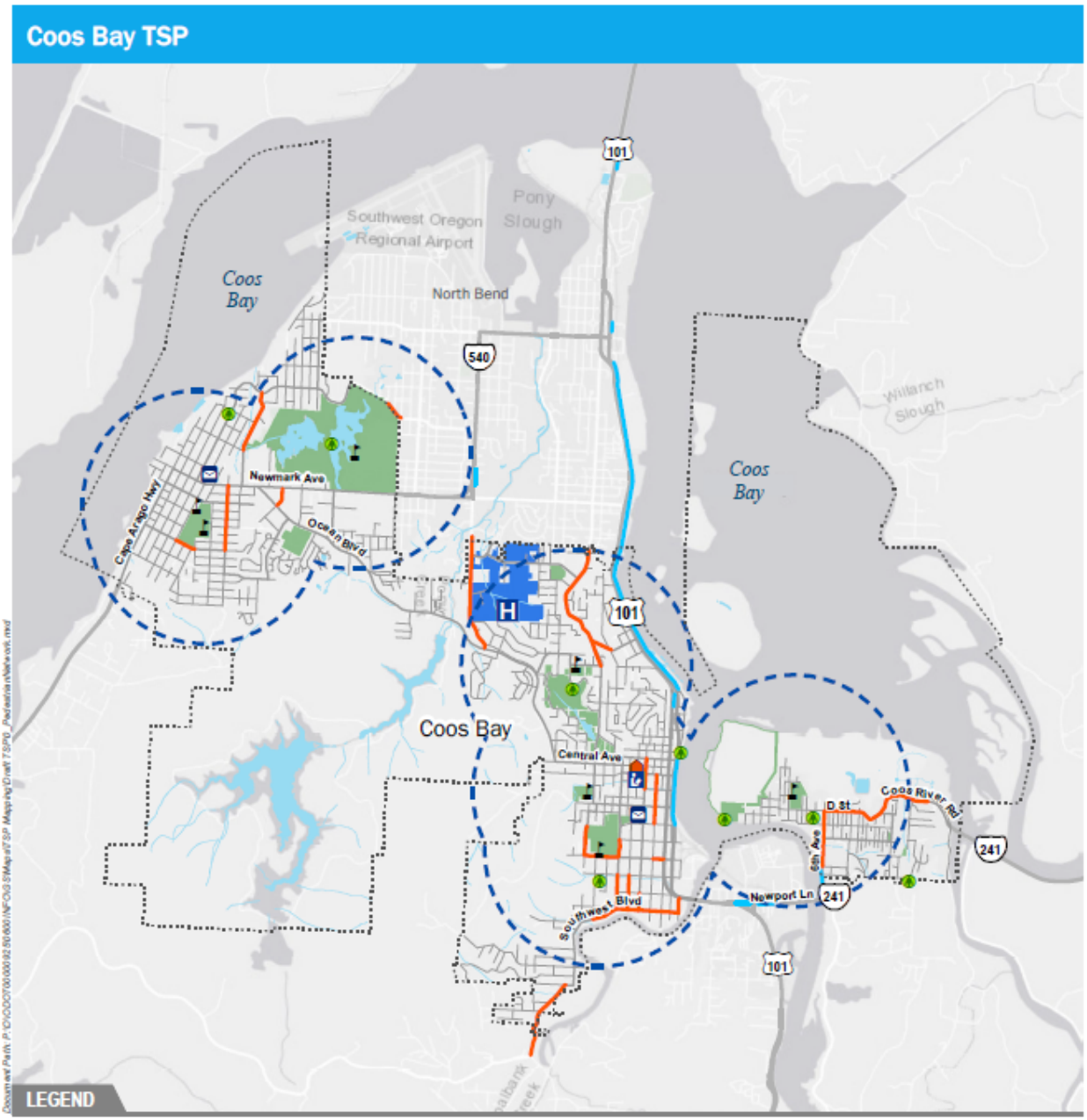


FIGURE 6. Pedestrian Network

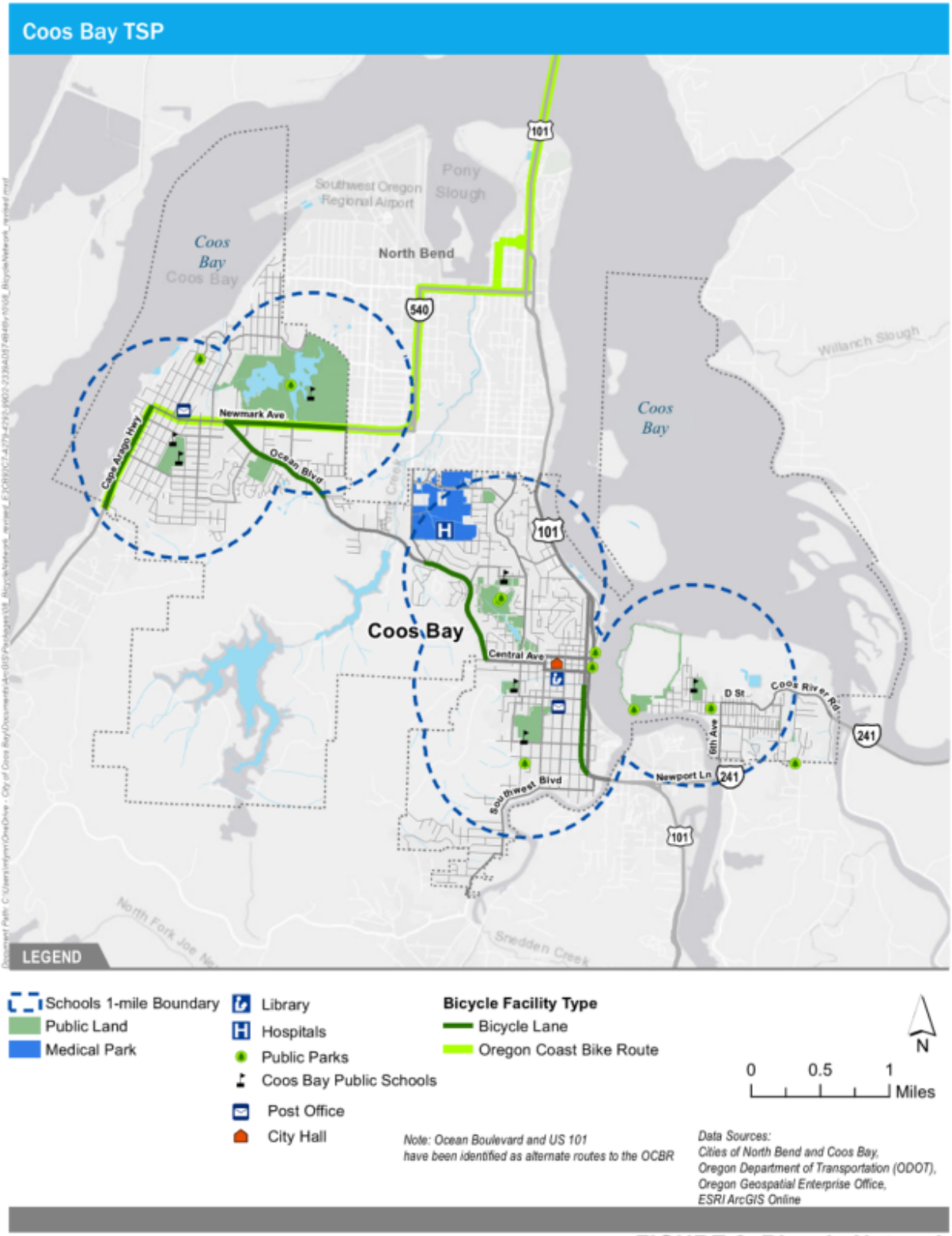


FIGURE 8. Bicycle Network

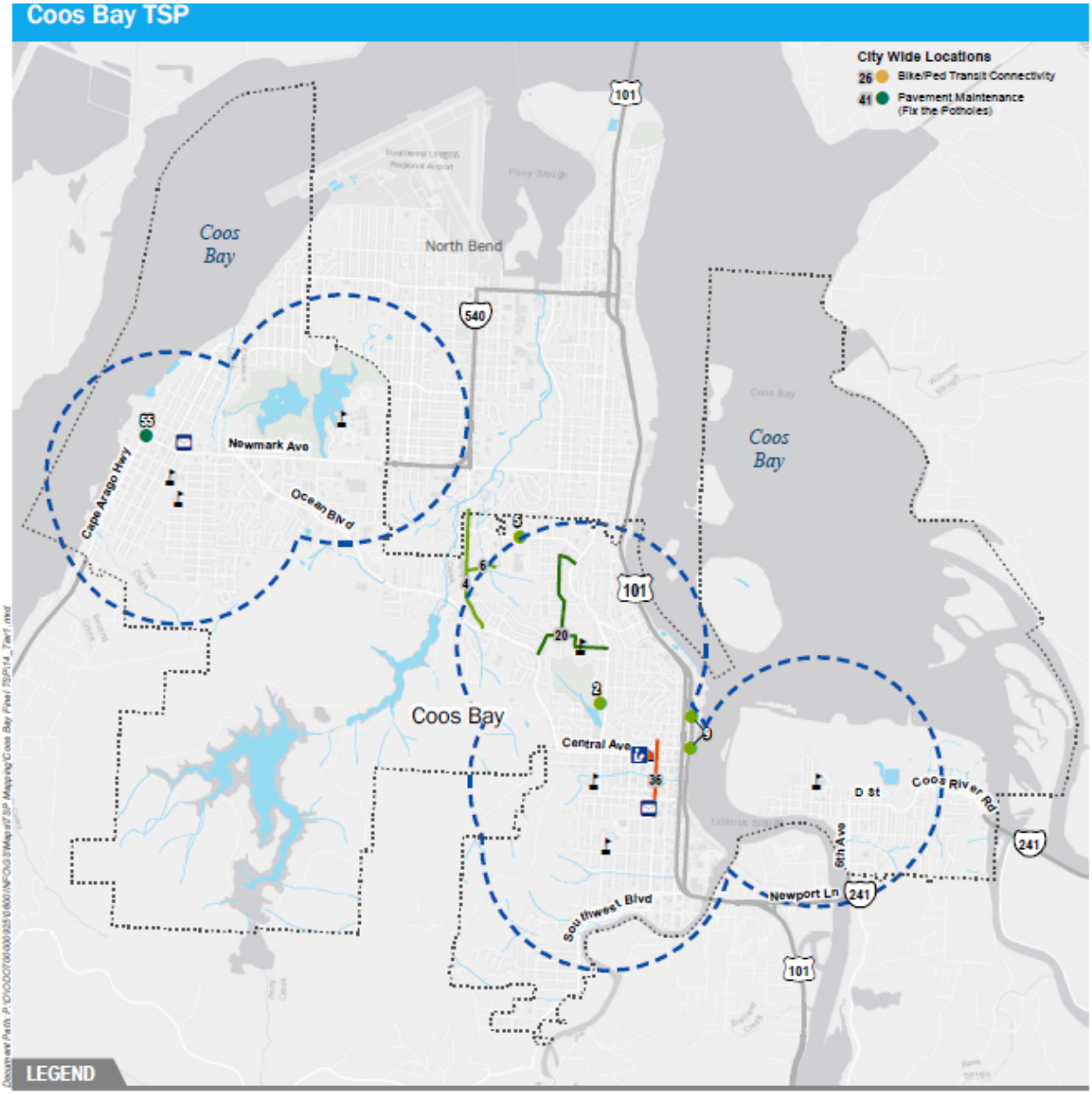


FIGURE 14. Tier 1 Projects

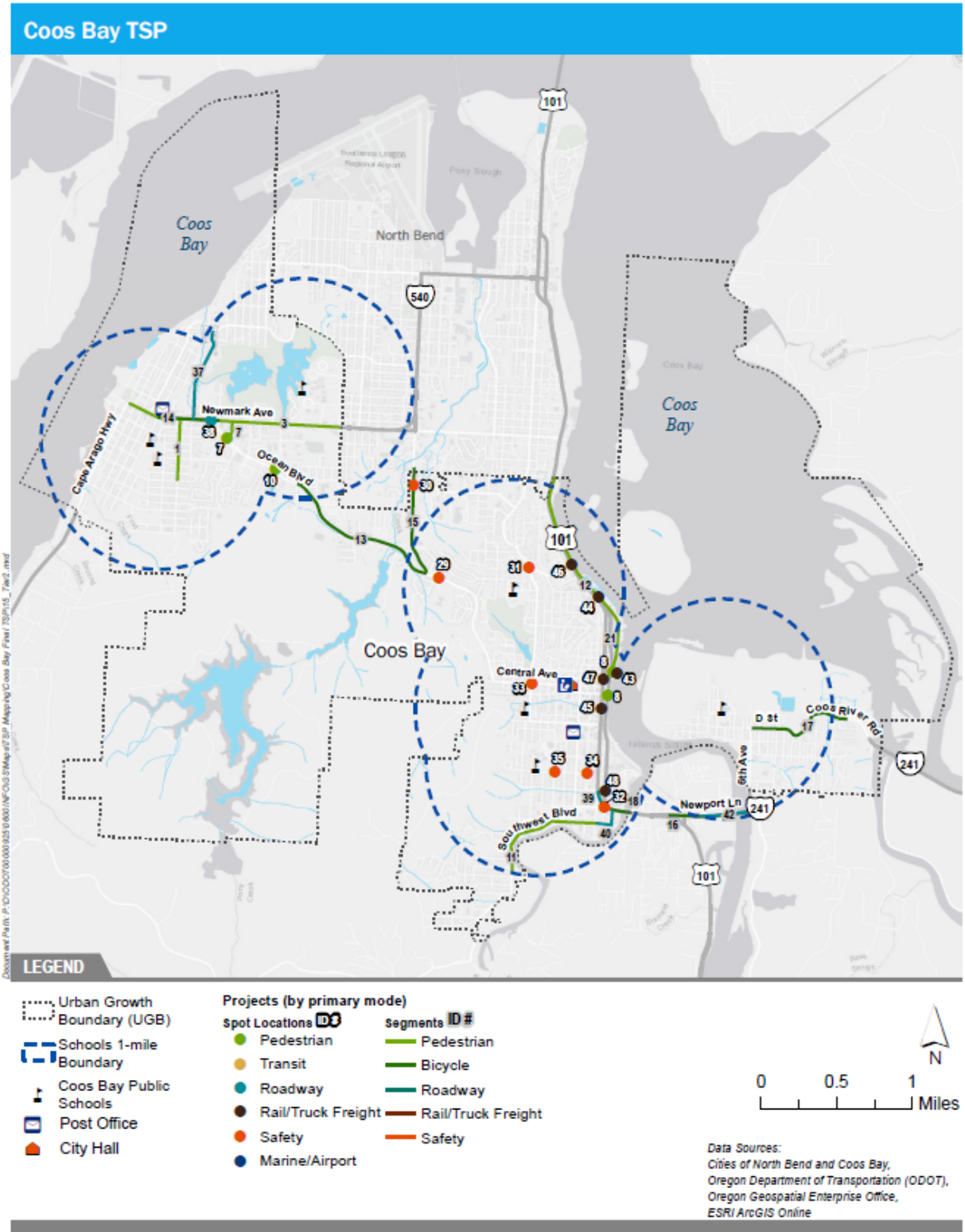


FIGURE 15. Tier 2 Projects

PROJECT	LOCATION	DESCRIPTION
Morrison Street Sidewalks	Morrison Street: Newmark Avenue to Pacific Avenue	• Upgrade sidewalks on both sides. • Provide parallel connection to middle school and elementary school one block west.
Newmark Avenue Pedestrian Improvements	Newmark Avenue: Empire Boulevard	• Improve pedestrian level of traffic stress score through access consolidation, median islands, and a midblock pedestrian crossing on Newmark Avenue.

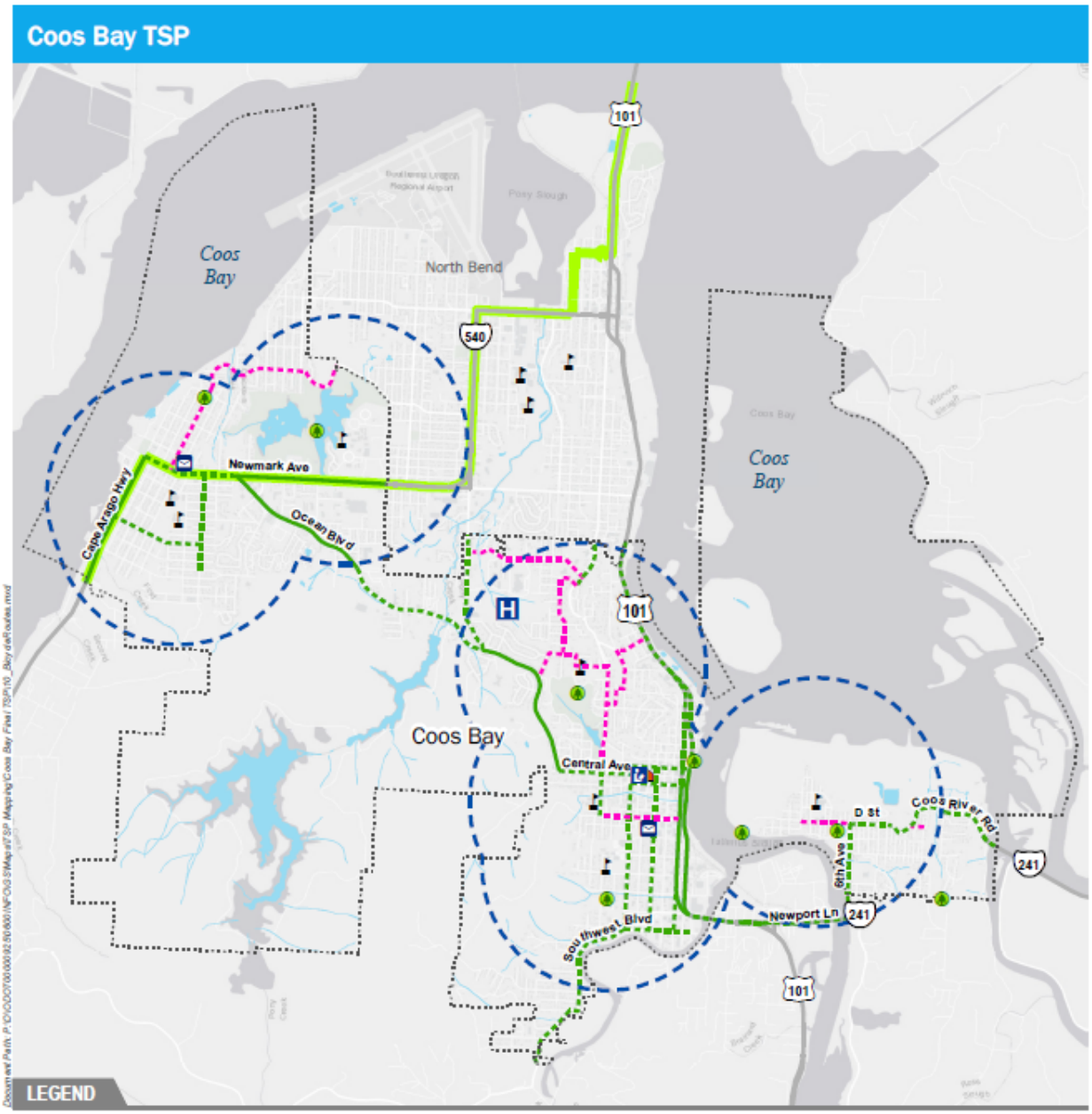
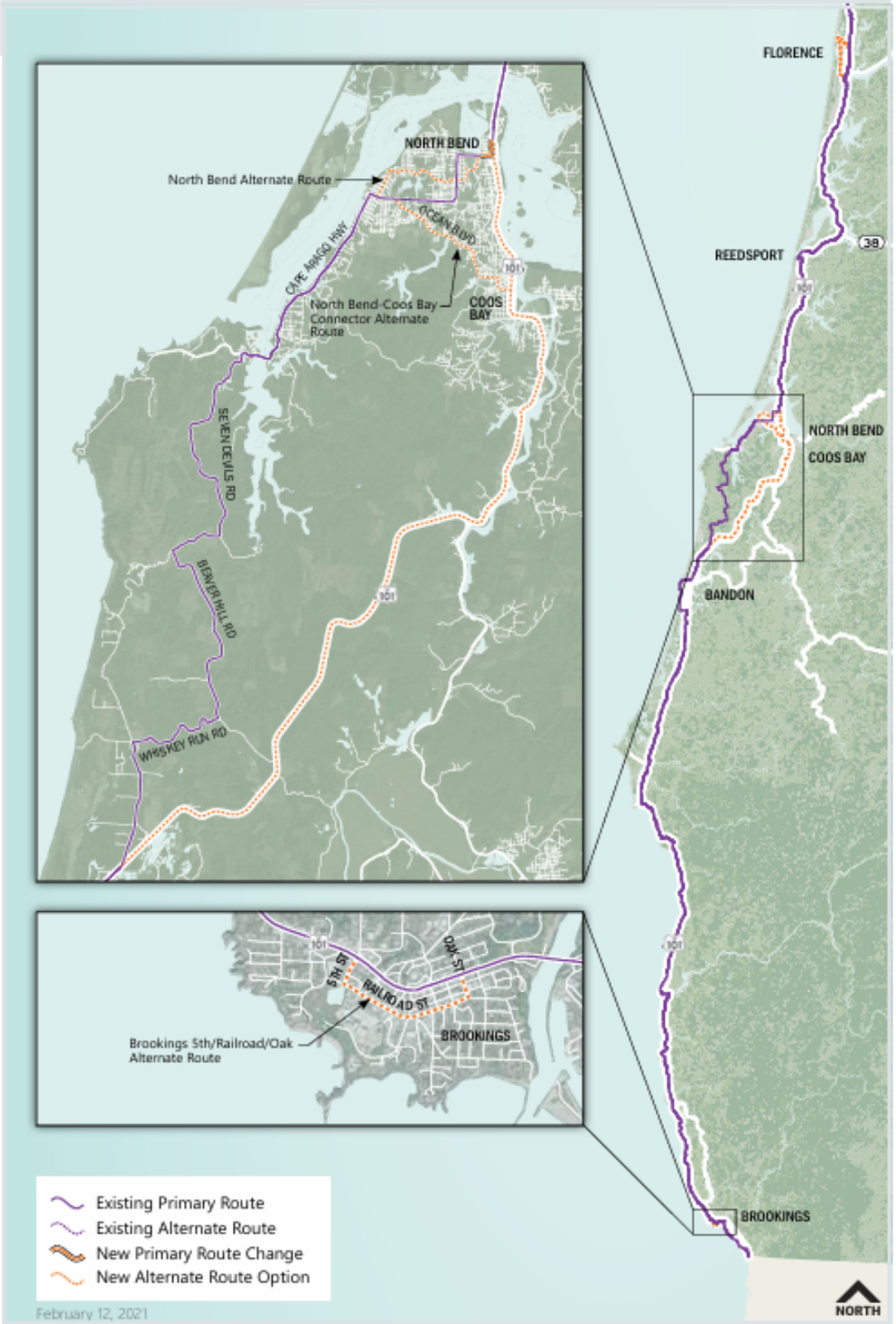


FIGURE 10. Bike Route Plan

Figure 5. Route Changes and Alternate Routes (South Coast)



PROJECT	LOCATION	DESCRIPTION
Wallace Street Pedestrian Improvements	Ocean Boulevard at Wallace Street (Three Rivers Casino)	• Construct sidewalk along Wallace Street and add RRFB crossing of Ocean Boulevard at Wallace Street
PROJECT	LOCATION	DESCRIPTION
LaClair Street Pedestrian Improvements	Ocean Boulevard at LeClair Street	• Construct a pedestrian crossing with RRFB and median refuge at Ocean Boulevard at LaClair Street.
Southwest Boulevard Pedestrian Improvements	US 101 to South City Limits	• Construct sidewalk on Southwest Boulevard—prioritize segment within Safe Routes to School boundary (California Avenue to US 101).
Ocean Boulevard Road Diet (Next Phase)	Ocean Boulevard	• Extend road diet west from Woodland Drive to Lindy Lane on Ocean Boulevard.
Newmark Avenue Road Diet	Newmark Avenue to Cammann Street to Wallace Street and Hull Street to East City Limits (Fir Steet)	• Restripe road to provide bicycle facilities (road diet).
D Street/Coos River Road Shoulder Widening	D Street/Coos River Road: 6th Avenue to East City Limits	• Widen paved shoulder and provide enhanced signage and wayfinding.
South 10th Street Curb Extensions	South 10th Street, near Central Avenue	• Curb bump outs.
Ingersoll Avenue Curb Extensions	Ingersoll Avenue, near S 2nd Street	• Curb bump outs.
7th Steet Curb Extensions	7th Street at Ingersoll Avenue	• Curb bump outs.
Schoneman Avenue Street Upgrade	Schoneman Avenue: Lakeshore Drive to Newmark Avenue	• Upgrade to collector standard and connect to trail system in John Topits Park.
Newmark Avenue/Ocean Boulevard Realignment	Newmark Avenue at Ocean Boulevard	• Provide raised “porkchop” median to shorten crossing distance and provide a pedestrian crossing of Ocean Boulevard.

Figure 1. City of Coos Bay TSP Pedestrian Network and Missing Sidewalks (2020)

Figure 2. City of Coos Bay TSP Bicycle Network (2020)

Figure 3. City of Coos Bay TSP Tier 1 Projects (2020)

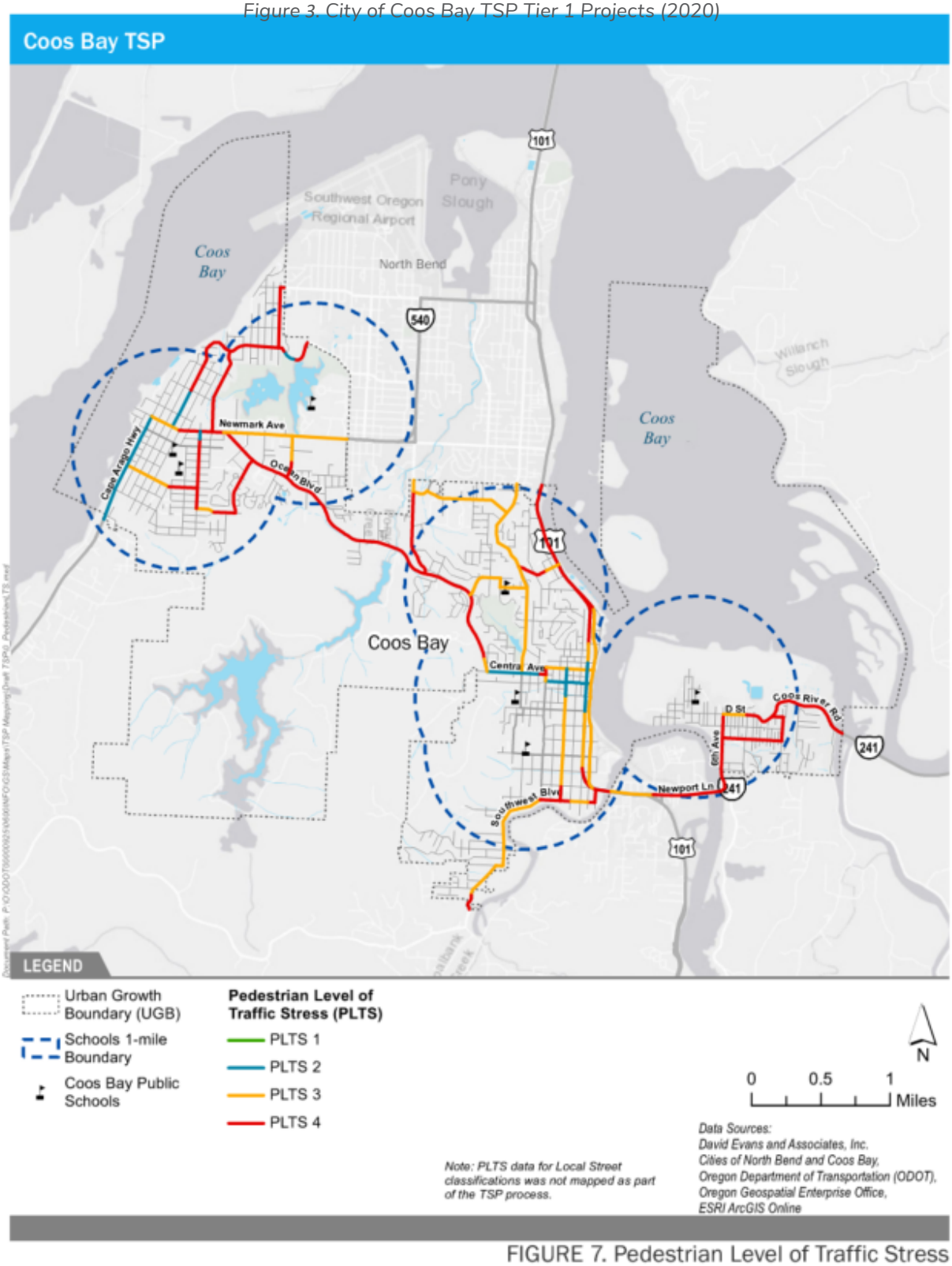


FIGURE 7. Pedestrian Level of Traffic Stress

Figure 4. City of Coos Bay TSP Tier 2 Projects (2020)

Table 4. Planned Pedestrian and Bicycle Improvements (Empire Area Blueprint)

LOCATION	DESCRIPTION
Intersection of Newmark Avenue and Cammann Street	Enhance school crosswalk (all legs of intersection)
Intersection of Newmark Avenue and Schoneman Street	Enhance school crosswalk (all legs of intersection)
Newmark Avenue (between Ocean Boulevard NW and N Cammann Street)	Reduce vehicular travel lanes to add a bike lane (as shown in *Empire Area Blueprint's Alternative 3 Concept*)
Intersection of Newmark Avenue and Empire Boulevard	Roundabout is planned at this intersection

The 2020 TSP's Bicycle Route Plan aims to connect key bicycle corridors to important destinations (such as schools) while filling in gaps along the way (see Figure 5). The Safe Routes to School Project Management Team has noted that the following present-day conditions differ from the 2020 TSP's Bicycle Route map:

- The northbound bike lane on Hwy 101 ends at Golden Avenue, and no bike lane exists from Golden Avenue to E Johnson Avenue.
- The southbound bike lane on Hwy 101 starts at Curtis Avenue and ends at Kruse Avenue.

Currently, the Oregon Coast Bike Route (OCBR) is the only marked bike route in the area, featuring a combination of shared roadway, shoulder, and bike lanes. Portions of US 101 have 5-foot-wide bike lanes, which are rated in fair condition. Short segments of US 101 and OR 540 have existing bike shoulders, which vary from 1 to 8 feet wide and are rated in fair to poor condition (*Coos County TSP*, 2020). The *Oregon Coast Bike Route Plan* (2022) proposes rerouting the OCBR off U.S. 101 through Coos Bay to create a more comfortable route between Cape Arago Highway and Seven Devils Road. In addition, the plan calls for creating an alternate route along Ocean Boulevard to connect bicyclists to downtown shoulder, and bike lanes (see Figure 6).

Figure 5. City of Coos Bay TSP Bike Route Plan (2020)

Figure 6. Route Changes and Alternative Routes (South Coast) for the Oregon Coast Bike Route (2022)

The 2020 TPS also lays out recommendations for filling in sidewalk gaps near schools and activity centers, as well as providing sidewalks on at least one side of the street on its aerial and collector system. Figure 7 displays Pedestrian Level of Traffic Stress (PLTS) data from across the City of Coos Bay, a factor that led to the recommendations in Table 3 for pedestrian improvements near the focus schools. Areas near schools should strive to meet PLTS 1 to best serve the highest number of children at these locations, while PLTS 2 is considered the minimum target for other pedestrian routes.

Table 3. Coos Bay Pedestrian (Sidewalk) System Priority

FACILITY NAME	APPROXIMATE LOCATIO
PRIORITY: These projects access to key communi	
Shoneman-Morrison Street	Harris Avenue to Lakeshor
Morrison Street	Pacific Avenue to Newmar
Pacific Avenue (one side)	Wasson Street to Fillmore
Pacific Avenue	Fillmore Street to Morrison
Koos Bay Blvd	10th Street to 8th Street
10th Street (one side)	Teakwood Avenue to Hem
7th Street	Hall Avenue to Ingersoll Av
7th Street	Johnson Avenue to Lockha
11th Street	South of Ferguson Ave to I
Lockhart Avenue	10th Street to 7th Street
Ingersoll Avenue (one side)	10th Street to 7th Street
5th Street	Johnson Avenue to Lockha
Coos River Hwy/Newport Lane	US 101 to Chamberlain Ro
SECONDARY: These projects fill gaps in	

FACILITY NAME	APPROXIMATE LOCATION
Woodland Ave	Thompson Road to Ocean Boulevard
4th Street	Commercial Avenue to Curtis Avenue
2nd Street	Anderson Avenue to Golden Avenue
Lockhart Avenue	4th Street to Front Street
Front Street	Lockhart Avenue to US 101
4th Street	Kruse Avenue to Lockhart Avenue
Ingersoll Avenue	2nd Street to Broadway Drive/US 101 South
Wallace Street	Ocean Boulevard to Newmark Avenue
US 101 (one side)	North City Limits to Downtown
US 101 (North, one side)	Commercial Avenue to Golden Avenue
Front Street	Lockhart Avenue to US 101
4th Street	Kruse Avenue to Lockhart Avenue
Ingersoll Avenue	2nd Street to Broadway Drive/US 101
Wallace Street	Ocean Boulevard to Newmark Avenue
US 101 (one side)	North City Limits to Downtown
US 101 (North, one side)	Commercial Avenue to Golden Avenue

Figure 7. Coos Bay TSP Pedestrian Level of Traffic Street (2020)

Objectives set forth in the *Coos County Transportation System Plan* (2011) relevant to this SRTS study include:

- Plan safe and convenient bicycle and pedestrian networks that connect between residential areas, schools, and other activity centers
- Incorporate bicycle and pedestrian elements, such as sidewalks and bike lanes or shoulders, in roadway upgrades
- Identify and improve intermodal conflict points, including rail crossings and pedestrian/bicycle crossings of major roadways near transit stops, schools, and other activity centers

The *Coos County Area Transit Master Plan* (2021) aims to improve facilities, support safe roadway crossings of US 101, and improve pedestrian and bicycle connections to transit stops and routes, with the goal of increasing access to employment and education. The following recommended countywide improvements from that plan are relevant to this SRTS study:

- Provide bicycle parking at high-usage stops
- Develop accessible pedestrian routes (includes curb ramps) to bus stops

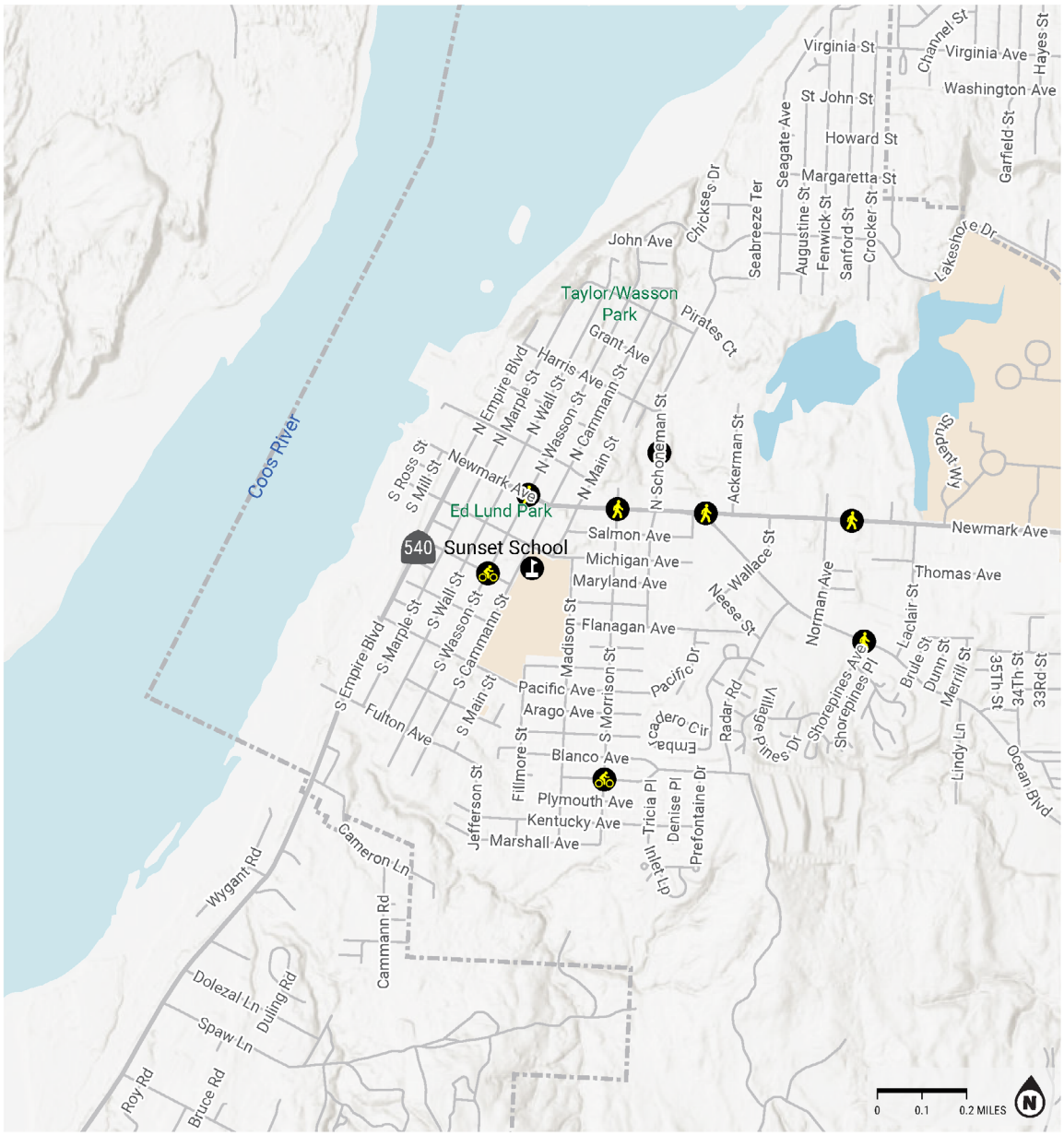
Economic Development

Economic development is closely tied to the development of walking and bike trails throughout the City of Coos Bay. The *City of Coos Bay Economic Opportunity Analysis* (2009) outlines a policy to link residents, businesses, and visitors by walking and biking trails, strengthening connections to the Coos Bay Waterfront Walkway and the North Bend Boardwalk. Other plans, such as the *Front Street Blueprint* (2022), address objectives for development of a cohesive, multimodal transportation loop that will enhance development potential, as well as safety in the area. To achieve greater safety and accessibility for pedestrians and bicyclists, the plan recommends the following improvements along US 101 to further promote walking and biking in the project area:

- Use bulb-outs, if feasible
- Incorporate Front Street gateway entrance
- Introduce high-contrast continental crosswalks at Market Avenue, Cedar Street, and Fir Street across US 101
- Use rectangular rapid flashing beacons (RRFBs)
- Install Front Street bike racks

Another economic development plan, the *Empire Area Blueprint* (2023–2024), pertains to the area adjacent to Sunset School and aims to enhance pedestrian and bicyclist safety, reduce congestion, and increase driver expectancy at intersections.

Figure 8. Pedestrian and Bicyclist Collisions within One-Mile Radius of Sunset School



SUNSET SCHOOL

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

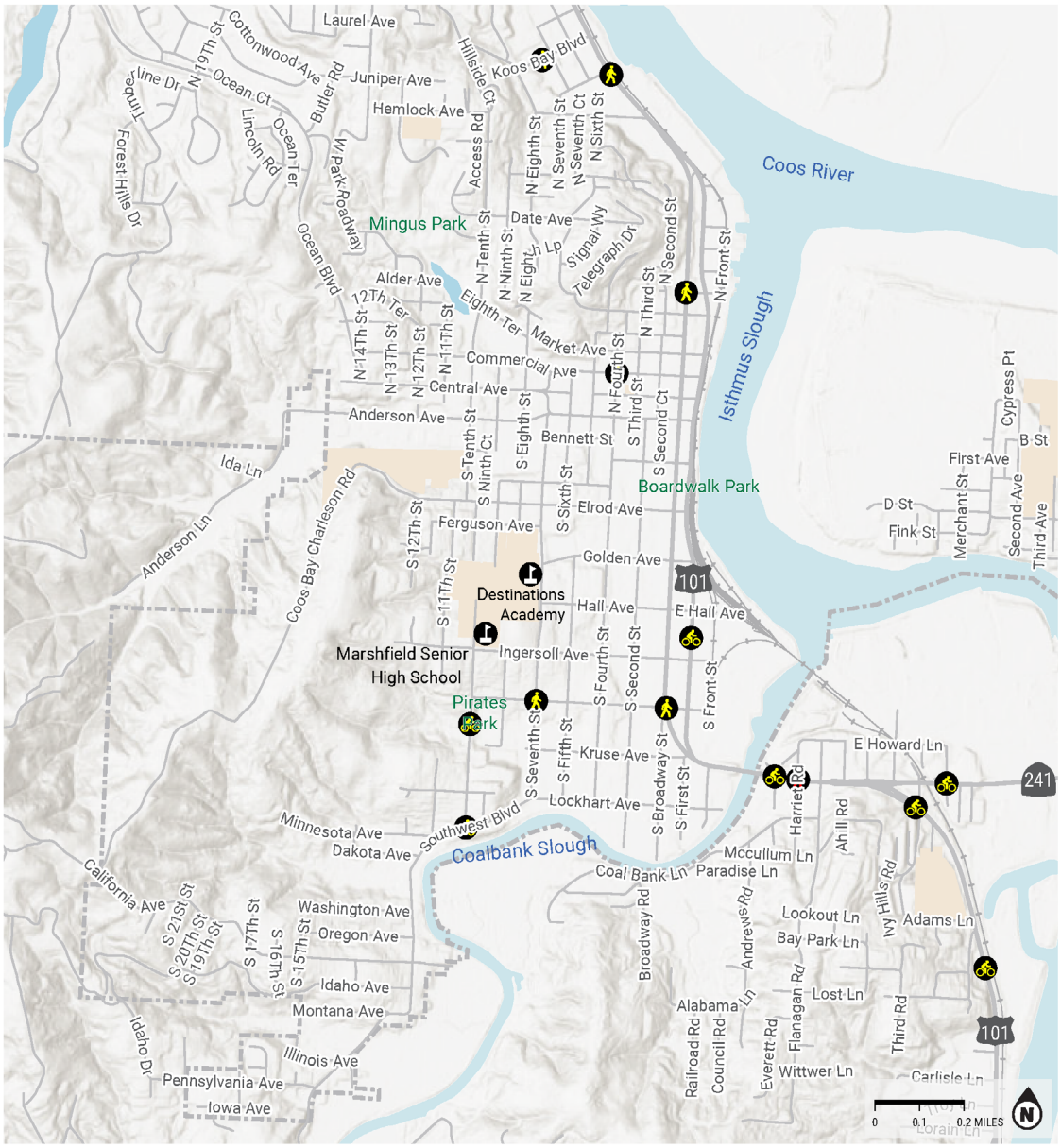
COLLISIONS INVOLVING PEOPLE WALKING OR BIKING 2018-2022

Pedestrian-involved
- Fatality
- Non-Fatal Injury

Bicycle-involved
- Fatality
- Non-Fatal Injury

BACKGROUND
- PIP School
- Waterway
- Railroad
- School Campus
- City Limits

Figure 9. Pedestrian and Bicyclist Collisions within One-Mile Radius of Destinations Academy and Marshfield High School



DESTINATIONS ACADEMY & MARSHFIELD SENIOR HIGH SCHOOL

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

COLLISIONS INVOLVING PEOPLE WALKING OR BIKING 2018-2022

Pedestrian-involved
- Fatality
- Non-Fatal Injury

Bicycle-involved

BACKGROUND
- PIP School
- Waterway
- Railroad
- School Campus
- City Limits

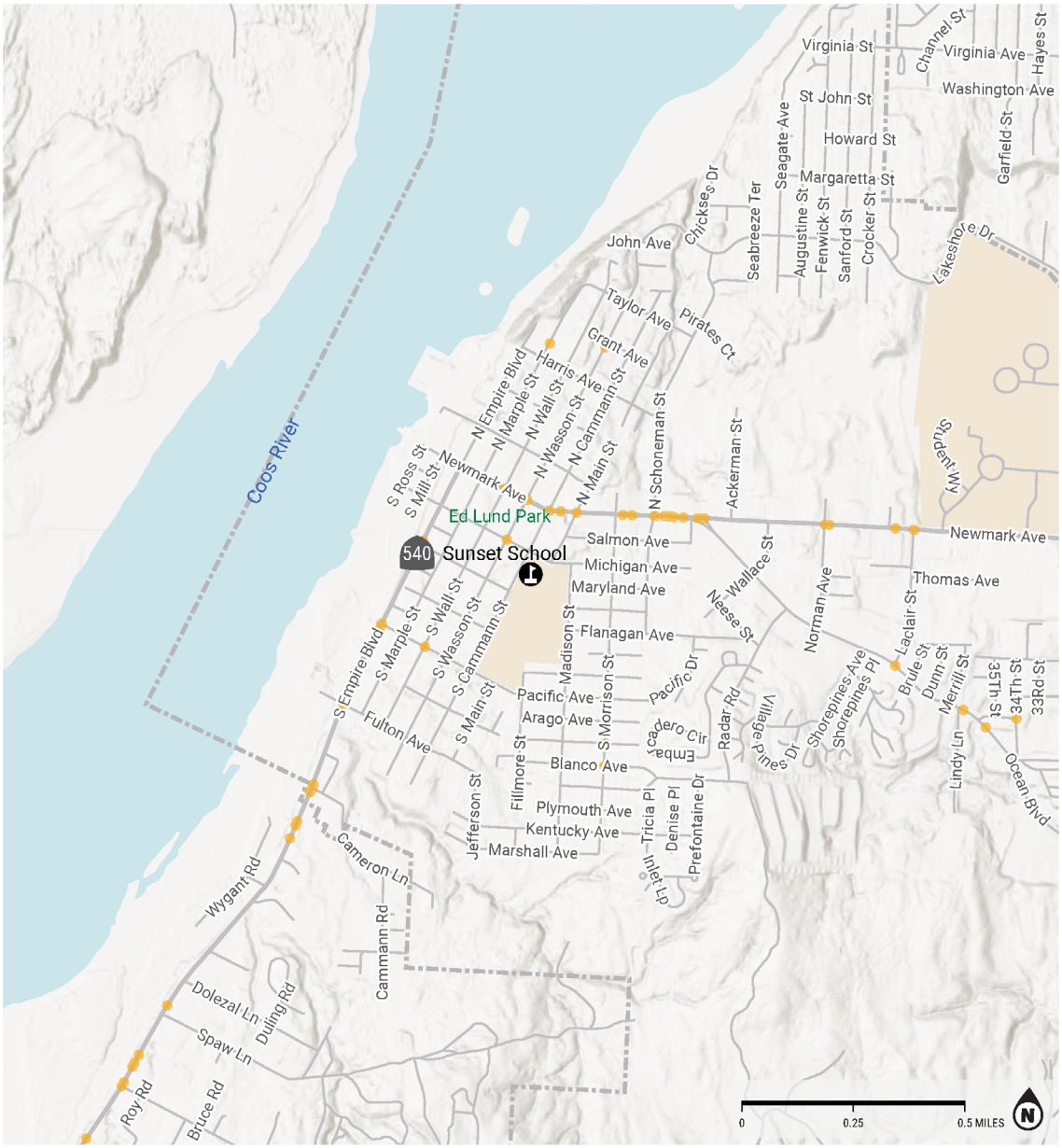
The Newmark Avenue Corridor (Newmark Ave to Cammann Street to Michigan Avenue to Arago Hwy) has been identified as lower stress alternative local street network connection, that also enhances multimodal connectivity to Sunset School. Additional recommendations of this project are shown in Table 4.

Additionally, the Oregon Coast Bike Route traverses the Empire Area Blueprint study area, along Newmark Avenue and continuing along Cape Arago Highway/OR 540, providing the opportunity for the City to further strengthen this stretch as a safe biking route.

Parks and Recreation

Local parks and recreation plans and policies strongly articulate principles of safety. The *2023/2033 Parks, Recreational and Cultural Facilities Plan* (2022) lists safety as a top priority and includes recommendations to "perform selected safety audits on parks and facilities to develop solutions to alleviate citizen safety concerns." Parks and trails most notable to this study include the John Topits Park Trail (one of the city's largest trail systems), Pirate Park (where previous improvements were completed in partnership with the Marshfield High School Key Club), and Millicoma Marsh Trail (a strong community interest exists to improve this area). *Mingus Park Master Plan 2024-2034* is developing new strategies to further support and prioritize projects for both pedestrians and bicyclists. Table 8 describes future improvements from these plans that are relevant to this SRTS study.

Table 5. Parks and Recreation Plan Improvements



SUNSET SCHOOL

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

COLLISIONS INVOLVING VEHICLES ONLY
2018-2022

- Fatality
- Non-Fatal Injury

BACKGROUND

- PIP School
- Waterway
- Railroad
- School Campus
- City Limits

alta Oregon Department of Transportation Safe Routes to School

Figure 11. Vehicle-Only Collisions within One-Mile Radius of Destinations Academy and Marshfield High

DESTINATIONS ACADEMY & MARSHFIELD SENIOR HIGH SCHOOL

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

COLLISIONS INVOLVING VEHICLES ONLY
2018-2022

- Fatality
- Non-Fatal Injury

BACKGROUND

- PIP School
- Waterway
- Railroad
- School Campus
- City Limits

alta

Oregon Department of Transportation Safe Routes to School

LOCATION	DESCRIPTION
Southwest corner of Marshfield Pioneer Cemetery	• Install ADA-compliant pedestrian walkway at the Marshfield Pioneer Cemetery's southwest corner in partnership with School District 9
Pirate Park	• Addition of a concrete pad for a bike rack
Mingus Park	• Priority repairs include bicycle parking structures

Transit Information

Sunset School

Coos County Area Transportation District provides daily fixed-route transit service throughout Coos County. The transit operator provides 12 daily round trips between North Bend Medical Center and Charleston on its Blue Line, which provides service to Sunset School. The closest bus stop pairs to Sunset School are located at Star of Hope for service to North Bend Medical Center and at Empire USPS for service to Charleston.

Destinations Academy

Coos County Area Transportation District provides daily fixed-route transit service throughout Coos County. Destinations Academy is located near both the Red Line and the Green Line. The closest bus stops on these lines to Destinations Academy are located at Koos Bay Boulevard and 7th Street for service to Coos Bay and at T.H.E. House for service to North Bend.

Marshfield High School

Coos County Area Transportation District provides daily fixed-route transit service throughout Coos County. The closest bus stop to Marshfield High School is located at 4th Street and Ingersoll Avenue with service on the Red Line and Yellow Line to the Eastside neighborhood and to areas of north Coos Bay.

APPENDIX D. 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 February 2025, but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

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 Construction Grant, a rapid response infrastructure grant, construction technical assistance services, and education (non-infrastructure) grants.

COMPETITIVE CONSTRUCTION GRANT

ODOT's SRTS Competitive Construction Grant program funds roadway safety projects located within a two-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 for projects that are in compliance with existing jurisdictional Plans and receive school or school district support. Learn more about the available ODOT funding at https://www.oregonsaferoutes.org/find-funding/.

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 two-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.oregonsaferoutes.org/rapid-response-grants/.

CONSTRUCTION TECHNICAL ASSISTANCE

The Construction Technical Assistance program provides professional consultant technical support to communities in designing priority infrastructure that enables students to walk or roll to school. Services include the preparation of technical studies and engineering documents that allow communities to increase their readiness to apply for funding programs such as the ODOT SRTS Competitive Construction Grant.. For more information, visit https://www.oregonsaferoutes.org/construction-technical-assistance/.

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.oregonsaferoutes.org/find-funding/.

INNOVATIVE MOBILITY PROGRAM

The Innovative Mobility Program is an initiative created in 2022 that aims to improve historically underserved communities' access to public and active transportation. The program has a total of $20 million for grants and contracts, and funding can support micromobility (bike, e-bike) improvements, bicycle racks, bicycle and pedestrian saftey gear, translation of outreach materials, and other special events such as bike rodeos. Local government agencies, as well as public schools, school districts, and nonprofits with 501(c) status may apply. Learn more at https://www.oregon.gov/odot/rptd/pages/innovative-mobility-program.aspx.

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program funds 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 use temporary barriers (such as traffic cones, planters, or hay barrels) 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.

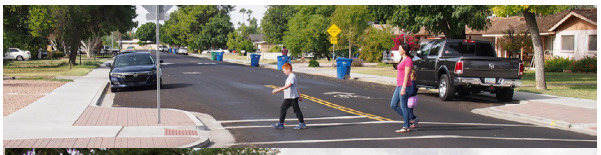
APPENDIX E. TRAFFIC CALMING MEASURES

A wide range of traffic calming measures may be used alone or in combination near school zones to address vehicular speeds and/or volumes. All measures should be properly designed, with appropriate spacing and use of signs, striping, lighting, and vertical elements where necessary to improve visibility.

Traffic Calming Measures

CURB EXTENSIONS

Curb extensions are installed to reduce the roadway width from curb to curb at an intersection, shortening the crossing distance for pedestrians and making it easier for motorists to see pedestrians.



SPEED HUMPS

Speed humps are raised sections of pavement placed across the street to force motorists to reduce speeds. They are effective in reducing traffic speeds and are relatively low cost.

RAISED CROSSWALKS

Raised crosswalks are similar to speed humps, except they include a flat section on top, sometimes constructed with decorative surface material. Raised crosswalks are speed tables marked as pedestrian crossing, which allows pedestrians to cross without stepping down and up between the curb and the road. Speed tables permit slightly higher motorist speeds and smoother transitions than speed humps.

REDUCED CORNER RADII

There is a direct relationship between the size of the curb radius and the speed of turning motor vehicles. A large radius may easily accommodate large fire trucks and other large trucks and school buses, but it also allows other drivers to make high-speed turns and it increases the crossing distance for pedestrians. The reduction of a corner radius to produce a tighter turn results in decreases in turning speeds and improved motor vehicle and pedestrian site distances, and a shortened pedestrian crossing distance.

LANE REDUCTION

The narrower lanes can reduce motor vehicle speed, which may reduce total pedestrian crashes. They also reduce the lengths of pedestrian crossings. There are several ways to narrow a street. Paint is a simple, low-cost, and easy way to narrow the street or travel lanes.

PAVEMENT MARKINGS

Pavement markings define vehicle spaces and contribute to reducing speed by providing clear visual cues to drivers, enhancing safety on the roadway.

RADAR SPEED DISPLAY SIGN

Speed feedback signs, equipped with electronic displays, are effective tools for encouraging drivers to slow down. By providing real-time feedback on their vehicle's operating speed, these signs alert drivers and promote self-awareness, ultimately improving road safety. They can be installed either

Rumble strips (also known as sleeper lines or alert strips) are a road safety feature designed as a traffic calming, speed reduction and driver alert system. It aims to alert inattentive drivers of potential danger by causing a tactile vibration and audible rumbling transmitted through the wheels into the vehicle interior.

RUMBLE STRIPS

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