

MCMINNVILLE SCHOOL DISTRICT Safe Routes to School Plan

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

MCMINNVILLE SCHOOL DISTRICT
SUE BUEL ELEMENTARY SCHOOL
WASCHER ELEMENTARY SCHOOL
PATTON MIDDLE SCHOOL

DRAFT REPORT / FEBRUARY 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

ACKNOWLEDGEMENTS

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IN PROGRESS



WHAT IS SAFE ROUTES TO SCHOOL?

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

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

Learn more at: www.oregonsaferoutes.org

Why Safe Routes to School?

THE PROBLEM

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



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

60 MINUTES

Roads near schools are congested, **decreasing safety and air quality** for children.



This movement away from active transportation is a **self-perpetuating cycle**.

Fewer students walking & biking to school

More parents driving children to school

Rising concerns about safety of walking & biking

Increased traffic at & around school

THE SOLUTION

Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **fun and convenient for everyone**.



SRTS education and encouragement programs can result in a **25%** increase in walking and biking over five years.

25% INCREASE

When education and encouragement programs are combined with infrastructure improvements, such as sidewalks and safe crossings, SRTS can result in a **45%** increase in walking and biking.



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



Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically-disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains provide alternative options for students to get to school on time, and ready to learn¹.

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people². 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 activity³.

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

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

GREATER CONFIDENCE

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

STRONGER SOCIAL CONNECTIONS

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

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

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

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

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

Community Benefits of Safe Routes to School

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

REDUCED TRAFFIC CONGESTION

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



STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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

LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

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

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

ODOT’s Project Identification Program



The McMinnville School District, City of McMinnville, ODOT Region 2 representatives, and the school community worked with ODOT’s SRTS Technical Assistance Providers- Alta Planning + Design and the Willamette Valley and Coast Regional SRTS Hub- to complete this SRTS Plan.



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



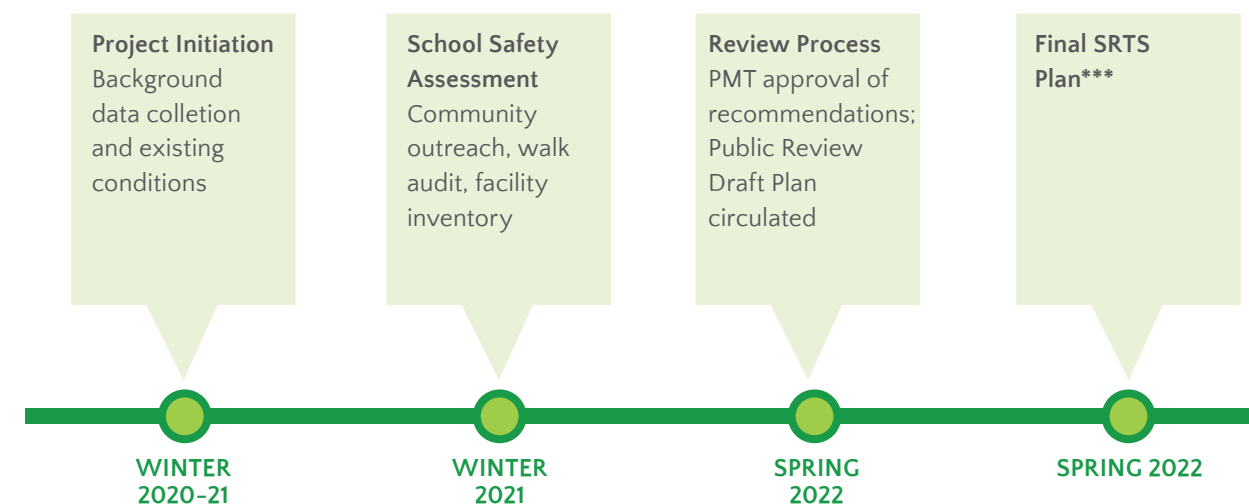
in Oregon with Planning assistance to identify needs and opportunities near one or more schools, focusing on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.*



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 McMinnville School District SRTS Plan Process**



*For more information on the program, visit:

www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx

**The COVID-19 pandemic impacted the timeline and approach to the planning process.

A detailed summary of the planning process is included in Appendix C.

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

Using this Plan

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

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

WHO ARE YOU?

Each partner has a key role to play in contributing to this Plan's success.

I AM A STUDENT

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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

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

I AM A TEACHER OR OTHER STAFF MEMBER

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

I AM A COMMUNITY MEMBER

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

I WORK FOR THE CITY OR COUNTY

- Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4
- Pursue funding for improvements, using sources listed in Appendix E

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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



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



INTRODUCTION

This chapter includes an overall vision as well as specific actions that school district, city and school leadership can take to support SRTS. It also includes an overview of the public input process that shaped this Plan.

Vision

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



Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the McMinnville School District PIP process selected Safety as the main priority for the community.

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



SAFETY

Goal: Increase safety for families traveling to school, including perceptions of safety, since perceived barriers can have a real impact on whether parents allow their students to walk or bike.

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

- Action: McMinnville School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of McMinnville and the City of Lafayette will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2022 for infrastructure improvements, outlined in Chapter 4.

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

- Action: The City of McMinnville and the City of Lafayette will adopt the long-term infrastructure recommendations as a part of its planning processes.
- Action: The City of McMinnville and the City of Lafayette will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school.
- Action: The City of McMinnville and its partners will explore opportunities for educational demonstrations of safe streets through the ODOT Quick Build program.

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

- Action: The McMinnville School District will consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize safety, education and encouragement activities for student in the district.

- Action: Sue Buel Elementary, Patton Middle School, and Wascher Elementary School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

Goal: Increase access and opportunity to walk and bike to school for all residents, with a particular focus on transportation-disadvantaged populations (non-white and Latinx, low-income and low-wealth households, those with limited English proficiency, households without access to a vehicle, people with disabilities, crowded households, elderly, youth).

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

- Action: McMinnville School District and its partners will provide SRTS information and educational materials in English and Spanish.
- Action: McMinnville School District and its partners will work with existing groups and organizations that serve historically-disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: McMinnville School District 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 McMinnville and the City of Lafayette will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.

- Action: If McMinnville School District implements a SRTS Education and Outreach Program, it will work to include lower income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups.

HEALTH

Goal: Increase student access to physical activity and reduce emissions near schools.

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

- Action: Schools will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.
- Action: Staff champions from Wascher Elementary School will work with parents to re-establish a Walking School Bus and/or Bike Train for students.

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

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

ENVIRONMENT

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

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

- Action: McMinnville School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.
- Action: Wascher Elementary will continue to promote park-and-walk as an alternative to dropping students off on the school campus.

A Community-Driven Planning Process

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

- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey

The McMinnville School District and its partners on this project worked diligently to spread the word about the walk audits, community meetings, and the online Public Input Map and survey.

The project team hosted a series of three walk audits in McMinnville and Lafayette over a two-day period (November 3-4, 2021). In order to comply with CDC guidance on COVID-19 prevention, in-person gatherings were limited to 12 people, participants were required to stay 6 ft apart, and masks were required on school campus.

Six people attended the afternoon walk audit and community meeting at Wascher Elementary School, providing feedback about specific barriers and challenging locations near the school. The following day, four people participated in the morning walk audit at Buel Elementary, and four participated in the afternoon walk audit at Patton Middle School. Following each observation of arrival or dismissal, members of the project team met to debrief what they'd observed.





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COMMUNITY ENGAGEMENT KEY THEMES

According to comments on the Public Input Map, parents and caregivers were most concerned with addressing the following issues and barriers for each school:

SUE BUEL ELEMENTARY SCHOOL

- Sidewalks in disrepair along Davis St, as well as in the neighborhoods east of the school

PATTON MIDDLE SCHOOL

- The crossing of Hwy 99 at McDonald Ln
- The crossing of McDonald at the west school entrance
- The important four-way intersection of 19th St and McDonald Ln

- Frustration with the closure of the school's drop-off and pick-up lane

WASCHER ELEMENTARY SCHOOL

- The crossing of Hwy 99 / 3rd St (including at Washington St and Bridge St)
- Dangerous crossing at 7th St and Bridge St
- Speeding vehicles and poor visibility of pedestrians when crossing Grant St
- The need for a crossing guard in the parking lot

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



INTRODUCTION

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

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

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



SCHOOL CONTEXT:

Sue Buel Elementary

1985 SE DAVIS ST, MCMINNVILLE

PRINCIPAL:

Veronica Chase



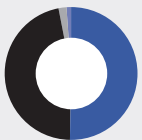
ENROLLMENT: *
417



GRADES SERVED:
K-5



>95% of students eligible for free or reduced lunch *



DEMOGRAPHICS*

- Hispanic, 50%
- White, non-Hispanic, 46%
- Multiracial, 2%
- Native Hawaiian / Pacific Islander, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	5,188
Spanish	1,785
French	10
Chinese	6
Panjabi	6

Total Languages Spoken: 13

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

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

Sue Buel Elementary Safety Assessment

Date: November 4th, 2021

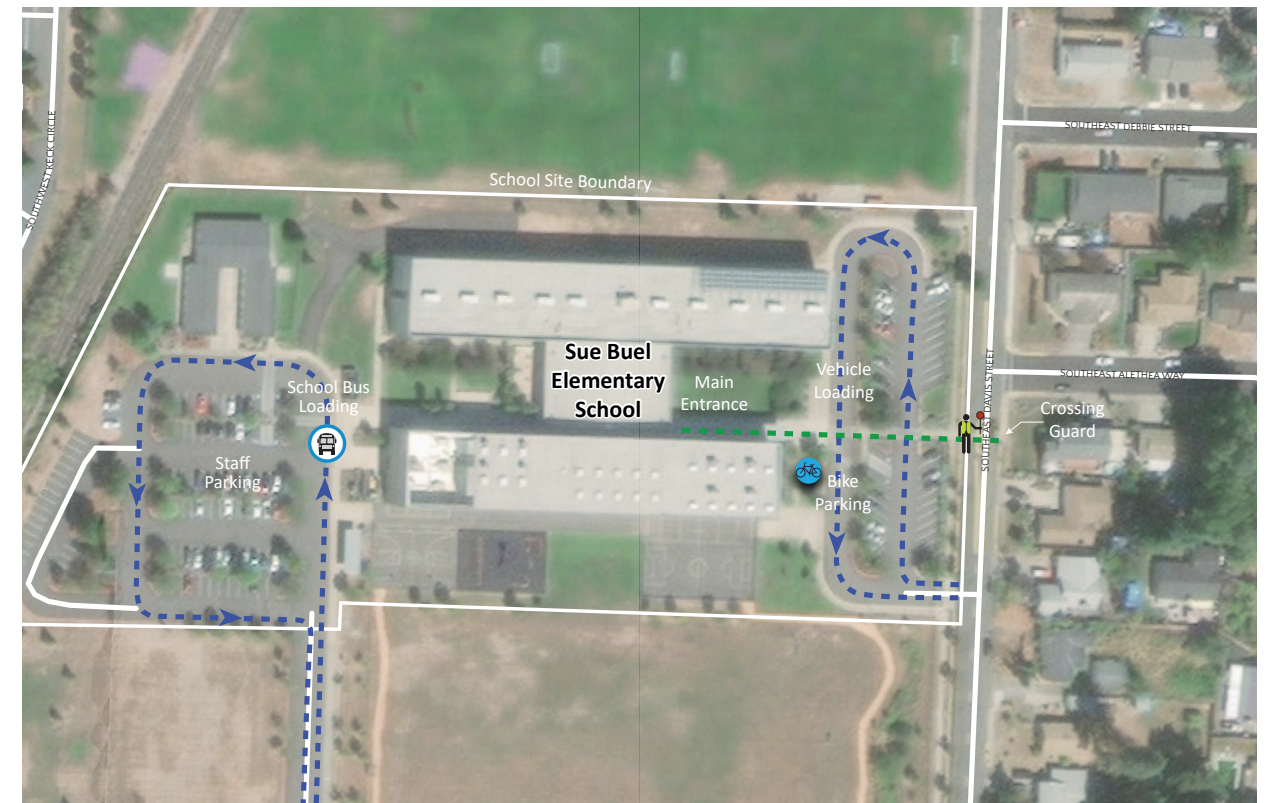
SCHOOL LAYOUT

Sue Buel Elementary School is a public school located just east of Hwy 99 in the southern area of McMinnville. The school was constructed in the 2000s and is a LEED Gold Certified building. The parking lot and pickup/dropoff area are located on the east side of the campus with a single entrance/exit on Davis St. Students walking, biking, or getting dropped off/picked up in family vehicles use this main entrance. Students taking the bus are dropped off at a separate entrance of the west side of the building, which is accessed from Booth Bend Rd.

SITE CIRCULATION

Vehicles: School staff recommend that parents drop off and pick up students along the circular driveway/parking lot off of Davis St. School staff report that when students returned to school after the height of the COVID-19 pandemic, there was a large increase in students being dropped off and picked up, which caused considerable traffic problems as cars backed up onto streets around the schools. However, between instituting a staggered dismissal schedule, providing education/enforcement for parents, and more students now taking the school bus, these problems have diminished significantly. Vehicle infrastructure is functioning well, and the biggest issues still experienced by staff are mostly related to parent/caregiver behavior at pickup and dropoff.

School Buses: Buses approach the school from Booth Bend Rd (south), dropping students off at the southwest side of the school building. They then circle around the west parking lot counterclockwise and exit the campus through the same point where they entered. Private vehicles and school buses use different dropoff/pickup areas, which prevents conflict between the two modes.



Sue Buel Elementary School Site Plan



Pedestrians: Students were observed walking campus along the Davis St frontage, most coming from the neighborhoods to the east of the school or traveling south along Davis St. Students primarily used the sidewalk on the east side of Davis St, crossing to the school where the crossing guard is located (south of Alethea Way). Students who walk regularly have been trained to stop at the center median until southbound cars have come to a stop.

Bicyclists/Micromobility: A few students were observed biking to school on the day of the walk audit along Davis St (though the weather was dark and rainy). Bike parking is located to the left of the main entrance to the school building, but this parking is uncovered.

Transit: Route 1 of the Yamhill County Transit system travels to the southern part of McMinnville. The nearest stop to Sue Buel Elementary School is at Davis St and Linfield Ave, which is 0.5 miles from the school.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Sue Buel Elementary School has not yet participated in SRTS activities. However, McMinnville School District hopes to bring education and encouragement activities to schools and reduce barriers to walking and biking.

Bike and Pedestrian Facilities Inventory

Key Themes



The school's main crosswalk on Davis St includes high-visibility markings, a pedestrian refuge island, and School Crossing signage. However, staff has to move the portable in-street pedestrian signage to the crosswalk each day, and lighting is inadequate.



The crosswalk leads directly into a pedestrian route through the school parking lot. There is another crossing guard assisting students as they cross the parking lot.



For the most part, the pickup/dropoff area in front of the school functions well. However, some drivers were observed parking and passing unsafely in the drop off and pick up queue.

- While the main school crossing at Davis St functions well in general, the in-street signage is not permanent and lighting is inadequate during the winter months.
- Crosswalks at side streets adjacent to Davis St would benefit from pavement markings to deter people driving from pulling out onto Davis St without looking out for pedestrians.
- Booth Bend Rd is not currently safe for students to walk on west of the railroad tracks, as there are no sidewalks.
- Students are bussed to school from the Horizon Homeowner Cooperative despite this neighborhood being within walking distance of the school.
- The pedestrian approach to the intersection of Hwy 99 and Booth Bend Rd is not accessible and is overgrown with vegetation.



Bike parking is provided, but is not covered. During rainy or windy weather, bicycles are not protected.



Pedestrians can also enter the campus by the paved path at the north end of the school building. This allows them to avoid the path of vehicles altogether.



Sidewalks along the west side of Davis St facilitate student travel.



Radar speed feedback signage along Davis St lets cars know if they're exceeding the speed limit as they pass the school campus.



Sidewalks along the east side of Davis St are inconsistent. Some sidewalks near the school were observed to be partially overgrown by vegetation.



Several residential streets intersect with the east side of Davis St along the school frontage. Many drivers were observed pulling out into the intersections. Low visibility during dark morning or evening hours make



There is no sidewalk beyond the railroad tracks on Booth Bend Rd to facilitate safe travel, and pedestrians use the shoulder of the road.



There is a railroad intersecting Booth Bend Rd west of the school.



Students that live in the Horizon Homeowner's Cooperative west of the school have no safe walking route to the school along Booth Bend Rd, and are currently bussed in.



The intersection of Booth Bend Rd and Hwy 99 is an important location for accessing both the school and commercial areas.



The approach to the NE corner of Booth Bend Rd and Hwy 99 lacks an accessible sidewalk and is overgrown with vegetation.

SCHOOL CONTEXT:

Patton Middle School

1175 NE 19TH ST, MCMINNVILLE

PRINCIPAL:

Matt Combe



ENROLLMENT: *
821



GRADES SERVED:
6-8



>95% of students eligible for free or reduced lunch *



DEMOGRAPHICS*

- White, non-Hispanic, 53%
- Hispanic, 43%
- Multiracial, 2%
- American Indian/Alaska Native, 1%
- Asian, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	5,188
Spanish	1,785
French	10
Chinese	6
Panjabi	6

Total Languages Spoken: 13

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

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

Patton Middle School Safety Assessment

Date: November 4th, 2021

SCHOOL LAYOUT

Patton Middle School is a public school located just south of Hwy 99 in McMinnville. The school is on the east side of McDonald Ln and north of 19th St. There is one main school building with entrances on both the north and the south. The parking lot is on the north side of the campus, and sports fields are located to the east, toward McDaniel Ln.

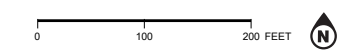
SITE CIRCULATION

Vehicles: Parent drop-off occurs along both McDonald Ln and 19th St. Vehicles line up along the streets, and students walk to where their parents or caregivers are waiting. Outside the south entrance on 19th St, there is a pick-up and drop-off area that was not operational at the time of the facilities inventory. The McMinnville School District plans to make striping improvements to this driveway and reopen it in Spring 2022.

School Buses: Buses enter the school parking lot from McDonald Ln. Students are dropped off at the north entrance to the school.

Pedestrians: Many students were observed walking home from school, as well as walking to reach vehicles. The majority of students traveled through the intersection of McDonald Ln and 19th St, going in different directions from that point. A large number of students used the sidewalk on the east side of McDonald up to the crossing of Hwy 99. Ruby's Mart, on McDonald Ln just north of Hwy 99, is a popular after-school location for Patton students, and there are also residential neighborhoods north of Hwy 99.

Bicyclists/Micromobility: Students traveling by bicycle entered the school through the pedestrian path that leads between McDonald Ln and the north entrance of the school. The bike racks are located near this entrance.



Patton Middle School Site Plan



Transit: Route 3 of the Yamhill County Transit system is a loop that travels south along Hwy 99 and north along Evans St. The nearest stop to Patton Middle School is on Hwy 99 near Mikey's Pizzeria, which is 0.3 miles from the school. Students could also access the bus from the stop at Evans St and 19th St, which is 0.6 miles from the campus.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Patton Middle School has not yet participated in SRTS activities. However, McMinnville School District hopes to bring education and encouragement activities to schools and reduce barriers to walking and biking.

Bike and Pedestrian Facilities Inventory

Key Themes



Because the pick-up / drop-off area is currently closed, many parents park across the street from the school on 19th St to wait for their students.



Some students exit from the south entrance of the school and either walk home or are picked up by a parent or caregiver.



19th St and McDonald Ln is a heavily-utilized four-way stop at the southwest corner of the campus. This crossing does not have adequate lighting during the winter months, and it lacks high-visibility crosswalk markings, which could help with visibility.



Many students also use the west entrance to access the building. A covered walkway leads from McDonald Ln to the bike racks and school entrance.



The path on the west side of the building leads to the sidewalk, but there is no crossing for students being dropped off or picked up on the west side of McDonald Ln.



Because there is no designated mid-block crossing of McDonald Ln near the school's west entrance, students tend to run across the road to reach vehicles parked on the other side.

- The circular pick-up and drop-off area at Patton was closed because of lack of ADA accessibility. However, the school district has a restriping plan and plans to reopen this circular driveway in Spring 2022..
- The intersection of McDonald Ln and 19th St is a popular intersection for students, but it lacks high-visibility crosswalks.
- Students tend to cross McDonald Ln midblock on the west side of the campus in order to reach vehicles during pickup, and a midblock crossing would make this area safer.
- The crosswalk at the school driveway is not high-visibility despite being used frequently by many students during arrival and dismissal.
- Students report not feeling safe at the crossing of Hwy 99 at McDonald Ln. This is a wide highway with a large number of vehicles and considerable traffic during pick-up and drop-off.
- Students attempting to reach the popular destination Ruby's Mart on the west side of McDonald tend to cross north of the Hwy 99 crosswalk, where there is no designated crossing.



The crosswalk at the parking lot entrance/exit (on McDonald Ln) is very busy during arrival and dismissal.



Many students who walk home from school travel north along the east side of McDonald Ln to reach residential neighborhoods north of Hwy 99.

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The crossing of Hwy 99 at McDonald Ln is one of the more hazardous crossings for students. Some reported feeling uncomfortable when traveling through this intersection.



Ruby's Mart is a popular after-school destination for students. However, it is located on the west side of McDonald Ln just north of Hwy 99, and students often run across the street to reach it instead of crossing at Hwy 99.

SCHOOL CONTEXT:

Wascher Elementary

986 7TH ST EXT, LAFAYETTE

PRINCIPAL:

Lauren Berg



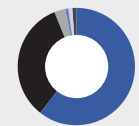
ENROLLMENT: *
374



GRADES SERVED:
K-5



>95% of students eligible for free or reduced lunch *



DEMOGRAPHICS*

- White, non-Hispanic, 62%
- Hispanic, 34%
- Multiracial, 3%
- Asian, 1%
- Black/African American, 1%
- Native Hawaiian / Pacific Islander, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	5,188
Spanish	1,785
French	10
Chinese	6
Panjabi	6

Total Languages Spoken: 13

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

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

Wascher Elementary School Safety Assessment

Date: November 3rd, 2021

SCHOOL LAYOUT

Wascher Elementary School is located on 7th St Extension in Lafayette, in the eastern portion of the City, a hill on the west side of the city. The school grounds include a school building, a long parking lots stretching north-south along the east side of the school, and a play area north of the building. Students enter and are dismissed through multiple doorways on the east and south sides of the primary building.

SITE CIRCULATION

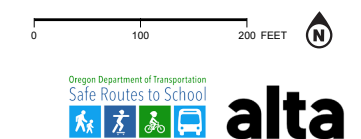
Vehicles: Vehicle dropoff and pickup happen primarily along the east side of the school where the long parking lot is located. Vehicles line up in the parking lot before the dismissal bell, usually reaching 7th St and continuing in both directions. Caregivers have found creative ways to avoid this long line, including parking in the neighborhoods surrounding the school and then either walking to meet their children at the campus or waiting for their children to walk to them. School staff report that although many students live within walking distance, many parents prefer to drive their children to avoid unsafe crossings at major roads including Hwy 99 and Bridge St.

School Buses: School buses load and unload passengers at the circular driveway at the south end of the school. Buses enter the school's circular driveway through the east entrance, line up along the driveway to the west of the school's main doors, and exit the driveway.

Pedestrians: Some students were observed walking home from school traveling along 7th St Extension. Some of these students were walking to meet caregivers who were parked at a designated meeting spot, and some walked with their caregiver to a car parked in the neighborhood.



Wascher Elementary School Site Plan



Bicyclists/Micromobility: Students were observed biking home from school on the day of the walk audit, traveling west on 7th St Extension. Bicycle parking is located to the left of the school's main doors. This parking is uncovered.

Transit: Route 44 of the Yamhill County Transit system connects the City of McMinnville with surrounding cities. The nearest stop to Wascher Elementary School is at the Lafayette City Hall, which is 0.5 miles from the school.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES
Because of support and interest from staff and parents at Wascher Elementary, the school has organized some previous SRTS activities, including a walking school bus.

The City of Lafayette applied for CDBG funding to improve Monroe St as a pedestrian route but did not receive this funding. However, the City built a sidewalk from 3rd St to 7th St using local funds.

Bike and Pedestrian Facilities Inventory

Key Themes



The circular drive at the school entrance is used primarily for school bus pick-up and drop-off. There is also short-term parking on the left side of the driveway.



The circular driveway has wide sidewalks to accommodate students walking in and out of the school. Many parents park in the neighborhoods nearby, and students walk to meet them. The school encourages this behavior to minimize traffic.



Many parents park in the neighborhoods nearby, and students walk to meet them. The school encourages this behavior to minimize traffic.



Bike parking is provided near the school entrance, but is not covered.



Vehicle pick-up and drop-off occur to the east of the school building. Parents and caregivers drive alongside the school, turn around in the back parking lot, and exit through the same route.



Especially during the COVID-19 pandemic, vehicle traffic has backed up on 7th St and caused traffic jams during arrival and dismissal.

- There is considerable vehicle congestion at pick-up and drop-off times. Students and parents are encouraged by school staff to park and walk from nearby streets to lessen this congestion.
- Many students and parents were seen traveling along 7th St and 7th St Extension. Curb ramps are needed at some of the crossings on 7th St, and there is a sidewalk gap between Jefferson St and Bridge St.
- The crossing of Bridge St at 7th St is a barrier to safe travel for students and families who live west of Bridge St. This intersection has been improved but needs additional measures to improve visibility and safety for pedestrians.
- Students who live in Pioneer Park are bussed to school because there is no safe route for them to travel. There is a locked gate on 6th St that prevents them from taking a direct route, and Hwy 99 is not a comfortable road for pedestrians of all ages and abilities.
- Vehicles entering Lafayette on Hwy 99 may not realize they are traveling over the speed limit until they are approaching downtown crossings where students commonly travel, such as Bridge St or Monroe St.



7th St is a popular route for students walking and biking to and from school. Some are accompanied by parents, and others walk alone or with friends and siblings.



There are two high-visibility crossings on 7th St. However, curb ramps are needed to facilitate access at these crossings.



Several residential streets intersect with the north side of 7th St/7th St Ext. Many drivers were observed coming to a stop relatively far out into the intersections. Low visibility during dark morning or evening hours make it difficult to see pedestrians.



School Zone signage informs drivers of the 20 mph speed limit on 7th St as they approach the school.



7th St is an important travel route for students who live west of the school. However, there is not a complete walking path for students because of sidewalk gaps between Bridge St and Jefferson St.



Vehicle speed and volume along Bridge St is high, and many do not anticipate students traveling across the intersection of 7th St and Bridge St. There are no curb ramps for pedestrians at this intersection.



Due to a permanently closed gate along 6th St west of the Providence Park neighborhood, there is no direct route for students to travel between school and neighborhoods to the east, or to the Dollar General located on Pioneer Dr and Highway 99.



Vehicles entering Lafayette from the west are traveling at high speed with no prior stop controls, and may not anticipate students crossing at this intersection to reach Bill's Market on the south side of the intersection or neighborhoods to the southwest.



INTRODUCTION

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

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

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

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



Construction Project Recommendations

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

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

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

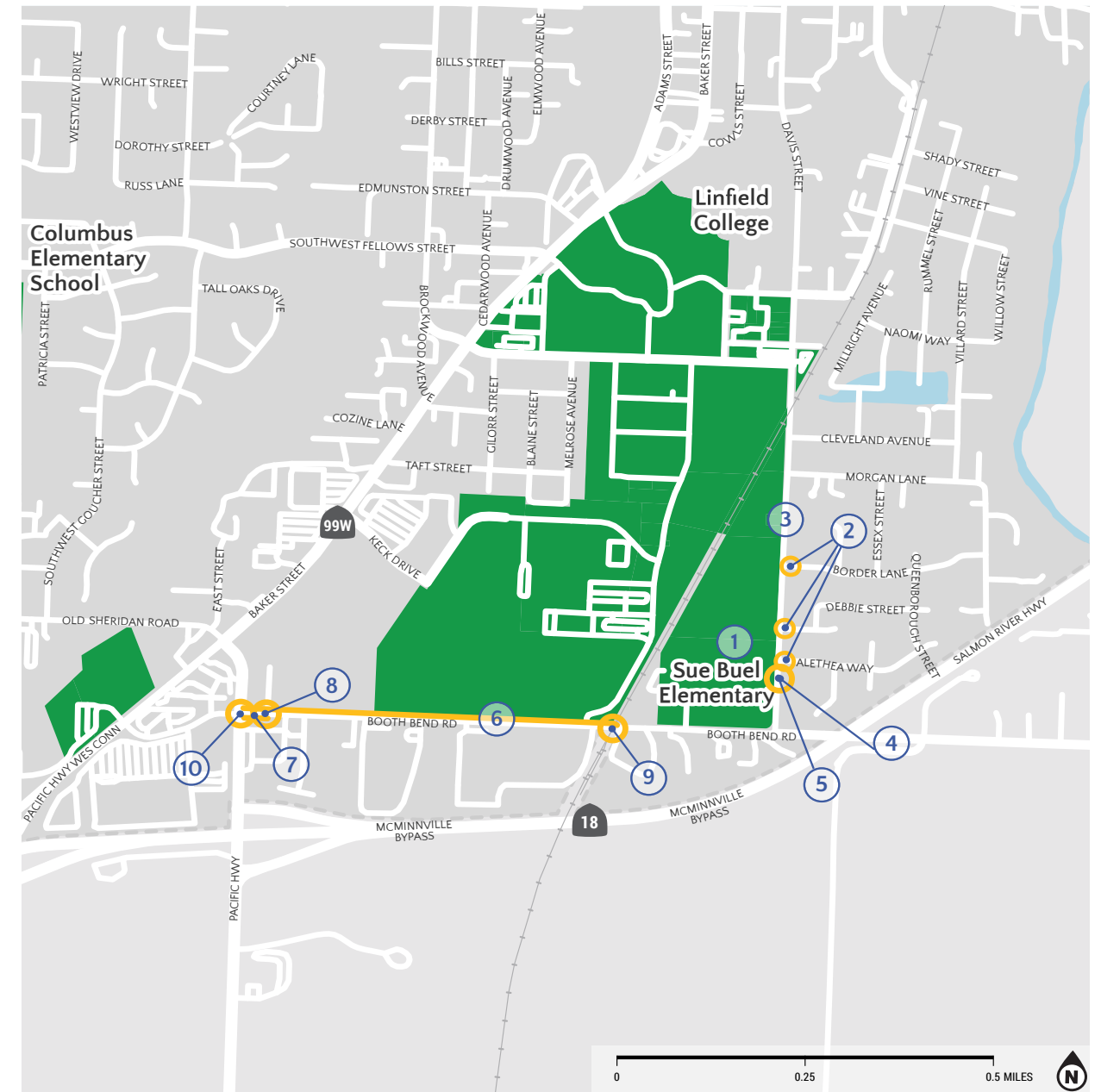
- **Short term:** within a year
- **Medium term:** 1-3 years
- **Long term:** 3-5 years

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



Table 1. Sue Buel Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
01	Consider locating bike parking under a covered, lit area to provide shelter from weather.	Medium term
Davis Street		
02	Install high-visibility continental crosswalk markings and stop bars as old crosswalk markings need to be replaced, or where crosswalk markings currently are not present, across all of the roads that intersect with the east side of Davis St between the railroad crossing to the north and Alethea Way to the south (Cleveland Ave, Morgan Ln, Border Ln, Debbie St, Alethea Way). Install ADA-compliant curb ramps serving the marked crossings in locations where existing ramps are not compliant.	Long term
03	Trim vegetation as needed along sidewalks and walking paths.	Short term
04	Install pedestrian-oriented lighting at the Davis St crosswalk. Consider installation of a rapid rectangular flashing beacon (RRFB) to accompany existing school crossing assembly. Alternatively, change wattage of existing street lamp to provide more illumination of the crossing.	Medium term
05	Install permanent R1-6c signage atop the raised median reminding drivers to stop for pedestrians in crosswalk per state law for both the northbound and southbound approaches at the existing crosswalk along Davis St at the school frontage (just south of Alethea Way).	Short term
Booth Bend Road		
06	Install approximately 1/2 mile of sidewalk along the north side of Booth Bend Rd between Highway 99W to the west and the railroad crossing to the east. Coordinate with future development plans of the vacant lot on the north side of the street, as appropriate.	Medium term
07	Install approximately 450 feet of sidewalk along the south side of Booth Bend Rd between Highway 99W to the west and Horizon Homeowners Cooperative to the east.	Medium term
08	Consider installation of high-visibility continental crosswalk markings on the east side of the intersection of Booth Bend Rd and the Horizon Homeowners Cooperative driveway. Install curb ramps on both sides of the crossing. Install a School Crossing assembly (S1-1 with W16-7P) in both directions at the crossing. Install a School Advance Crossing assembly (S1-1 with W16-9P) for both approaches.	Long term
09	Install "Look" pavement markings on the sidewalk on both sides of the railroad crossing to alert pedestrians. Install detectable warning surfaces on both sides of the railroad crossing. Optional: Install pedestrian automatic gates on either side of the railroad crossing. (These gates have "arms" that lower in front of the sidewalk path)	
Hwy 99 and Booth Bend Road		
10	Install ADA-accessible perpendicular curb ramps at all four corners of the intersection of Highway 99W and Booth Bend Rd	



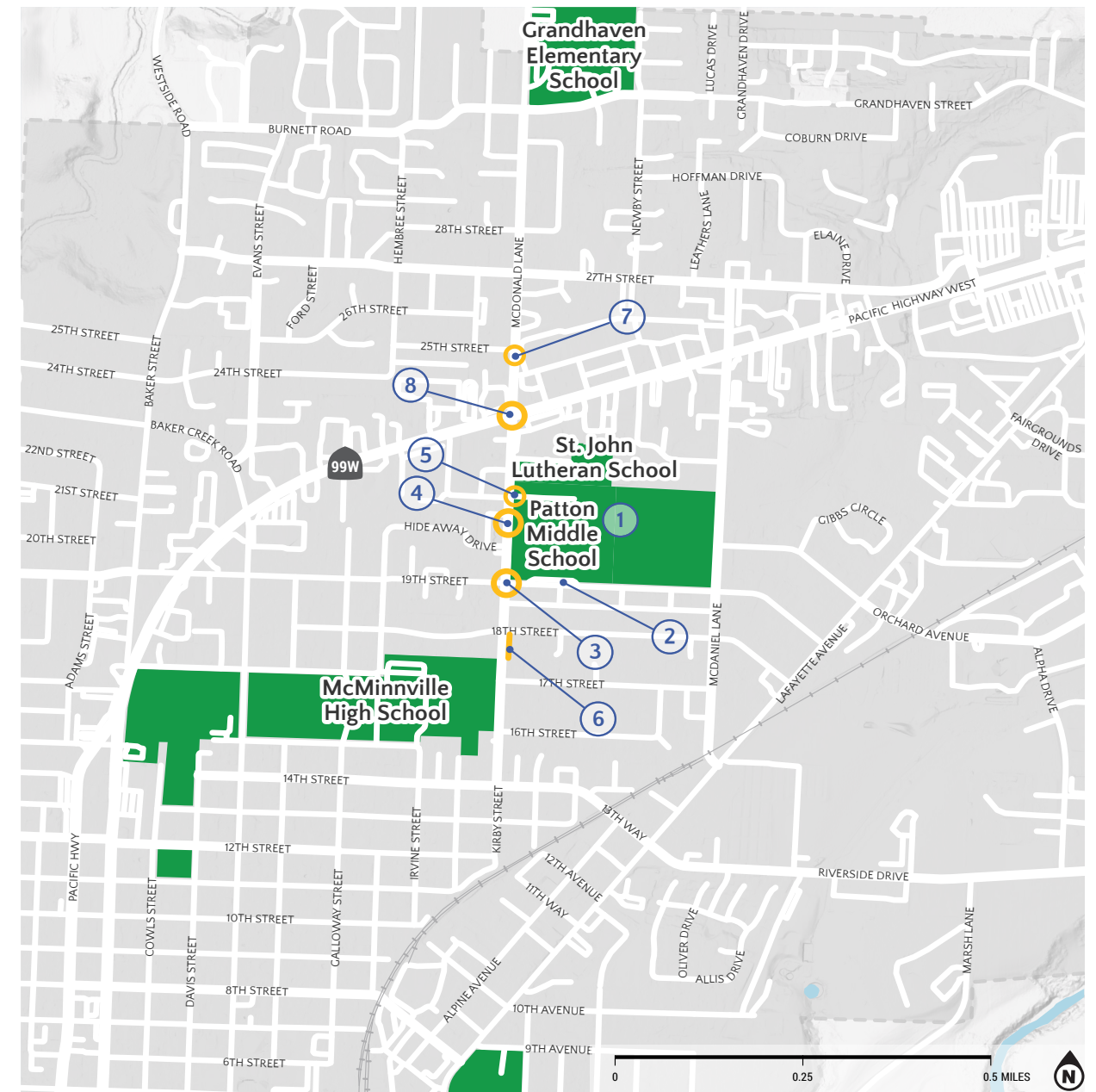
IMPROVEMENT RECOMMENDATIONS

- Street Improvement
- Crossing Improvement
- Railroad
- School Property
- Parks
- Water
- City Boundary



Table 1. Patton Middle School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
01	Consider locating bike parking under a covered, lit area to provide shelter from weather.	Medium term
02	Reopen vehicle pickup and drop off driveway along 19th St, per the School District signing and striping plan.	Short term
McDonald Lane		
03	Install high-visibility continental crosswalks at all four legs of the intersection of McDonald Ln and 19th St. Optional: Install stop bars in advance of each crosswalk and install pedestrian-oriented lighting at the intersection.	Medium term
04	Install high-visibility continental crosswalk markings across McDonald Lane midblock between 21st St and Hideaway Dr connecting with the existing pathway to the school. If feasible (considering driveway locations on the west side of the street), install bulbouts and curb ramps on one or both sides of McDonald Ln. Install a School Crossing Assembly (S1-1 with W16-7P) in both directions. Install a School Advance Crossing Assembly (S1-1 with W16-9P) for both approaches. Install in-street pedestrian crossing sign (R1-6c) to alert vehicles of crosswalk. Consider installation of RRFBs at this crossing.	Medium term
05	Install high-visibility continental crosswalk across the east side of the intersection of McDonald Ln and 21st St.	Short term
06	Fill in the sidewalk gap along McDonald Lane just south of 18th St on the east side of the street (approximately 80 ft).	Long term
07	Consider installing high visibility continental crosswalk markings across the south side of the intersection of McDonald Ln and 25th St. Install a west-facing curb ramp on the southeast corner. Install an ADA-compliant curb ramp on the southwest corner. Install a School Crossing Assembly (S1-1 with W16-7P) in both directions at the south crossing. Install a School Advance Crossing Assembly (S1-1 with W16-9P) for both approaches.	Long term
Hwy 99 and McDonald Lane		
08	Work with ODOT to consider establishing a Leading Pedestrian Interval (LPI) to provide pedestrians with a few second head start to enter the intersection before vehicles are granted a green light. In the long term, consider rebuilding the southeast and northeast corners of the intersection to reduce the vehicle turning radius and therefore reduce the pedestrian crossing distance.	Medium term



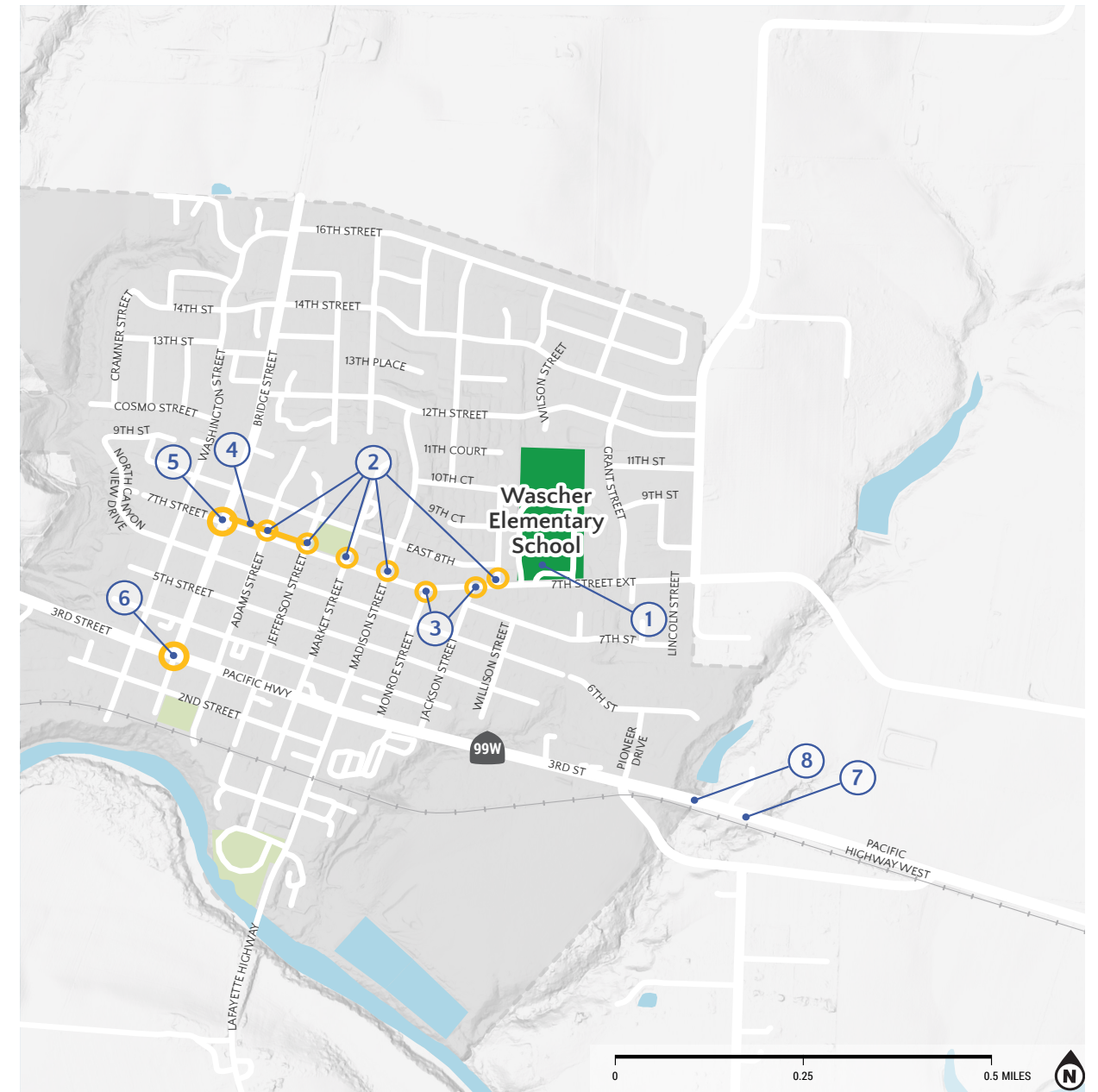
IMPROVEMENT RECOMMENDATIONS

- Street Improvement
- Crossing Improvement
- Railroad
- School Property
- Parks
- Water
- City Boundary



Table 1. Wachter Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
01	Consider locating bike parking under a covered, lit area to provide shelter from weather.	Medium term
7th Street / 7th Street Extension		
02	Install high-visibility continental crosswalk markings and stop bars where crosswalk markings are currently faded, non-standard, or not present, across all of the roads that intersect with the north side of 7th St/7th St Ext between Bridge St to the west and Grant St to the east (Adams St, Jefferson St, Market St, Madison St, Jackson St, west and east school driveways, and Grant St). Install ADA-compliant curb ramps serving each marked crossing, if currently non-compliant.	Medium term
03	Install two south facing curb ramps on the north side of 7th St/7th St Ext at Monroe St and Jackson St, to align with the newly painted crosswalk markings across 7th St/7th St Extension. Replace non-standard crosswalk markings across Jackson St with standard high-visibility continental crosswalk. Install School Crossing Assembly with downward diagonal arrow (S1-1, W16-7P) at all crossings where this assembly is not present.	Medium term
04	Install approximately 575 linear ft of sidewalk and curb ramps along the north side of 7th St between Bridge Rd and Jefferson St.	Medium term
05	At the intersection of 7th St and Bridge St, install RRFBs with School Crossing Assembly (S1-1, W16-7P) in both directions on the north side of the intersection. Install School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Install south and east-facing perpendicular curb ramps on the northwest corner of the intersection. Install west-facing curb ramp on the northeast corner, and a north-facing curb ramp on the southwest corner. Repaint faded continental crosswalk markings on the north and west sides of the intersection.	Medium term
Hwy 99		
06	At Bridge St and Hwy 99, install Pedestrian Crossing Assembly (W11-2, W16-7P) in both directions on the west side of the intersection along Highway 99 at Bridge St. Install Pedestrian Advance Crossing Assembly (W11-2, W16-9P) in both directions. Consider installation of an RRFB. Repaint faded continental crosswalk markings on the west side of the intersection. Install continental crosswalk markings on the north side of the intersection. Install south and east-facing perpendicular curb ramps on the northwest corner of the intersection. Install east and north-facing perpendicular curb ramps on the southwest corner of the intersection. Consider installing a speed feedback sign facing eastbound drivers.	Medium term
07	On the east side of Hwy 99 as it travels through Lafayette, consider installing a speed feedback sign facing westbound drivers.	Medium term
08	Consider additional traffic calming measures to enhance pedestrian safety and comfort along the constrained stretch of Highway 99 that provides access between the school and Pioneer Park.	Long term



**IMPROVEMENT
RECOMMENDATIONS**

- Street Improvement
- Crossing Improvement
- Railroad
- School Property
- Parks
- Water
- City Boundary



Education and Encouragement Program Recommendations

The programs outlined in this section are intended to increase awareness, understanding, and excitement for walking and rolling to school. Table 2 includes additional details about each recommended program including a brief description, suggested leads, timeline, and resources.

Suggested walking routes were also developed with project partners, based on community input and findings from the bike and pedestrian facility inventory. The Suggested Route Maps provided on page 54 encourages students and families to consider walking and biking to school. They also provide a School Commute network for the City to focus future infrastructure investments along the most important routes to school.

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

1. Coordination between practitioners through Regional Hubs (see call-out below)
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet - coming in 2022

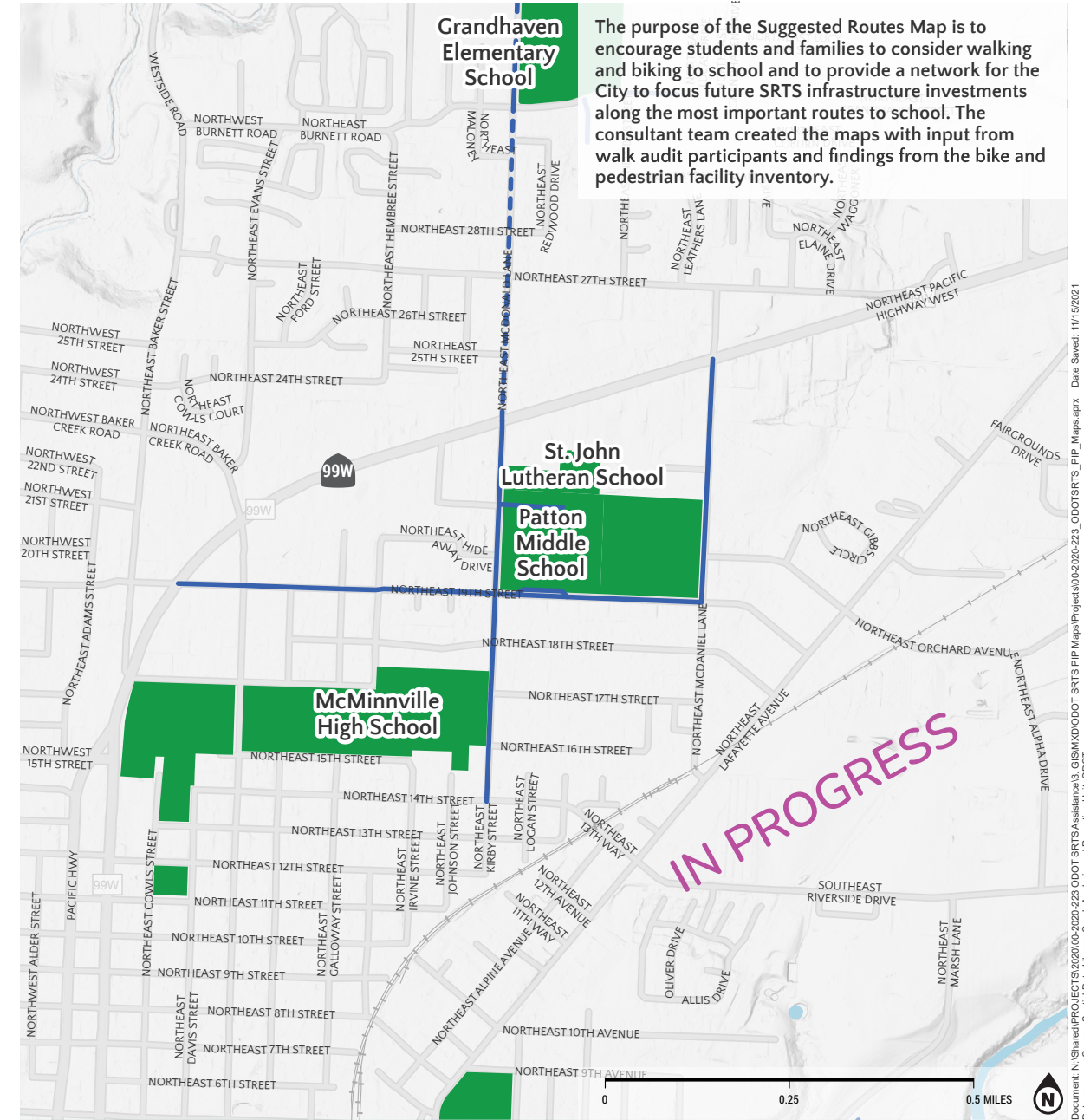
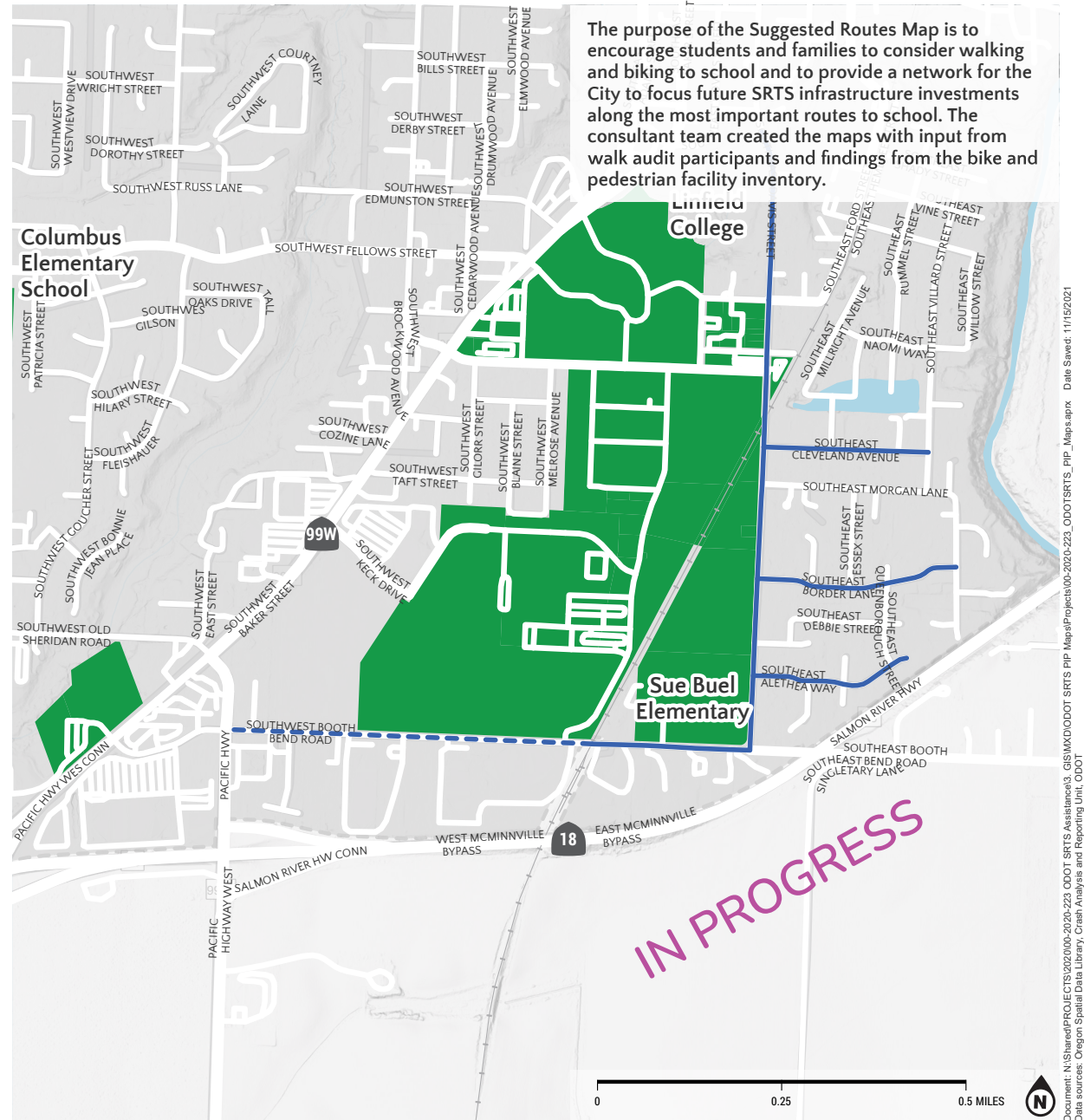
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

The ODOT SRTS Program can provide free resources, materials, and guidance to implement education and encouragement programs. The ODOT SRTS Education team is working in parallel with the Construction team to help communities across the state implement education and encouragement efforts. The team holds Regional Hub meetings to discuss statewide and regional SRTS strategies and efforts. Regional Hub Coordinators are a resource for local SRTS coordinators and regions without a coordinator to help create and sustain successful SRTS programs.

SRTS champions or involved staff in or near McMinnville and Lafayette are a part of the Willamette Valley and Coast Hub. Register for the meetings and office hours [here](#) or fill out the [contact form](#) to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



SUGGESTED WALKING AND BIKING ROUTES

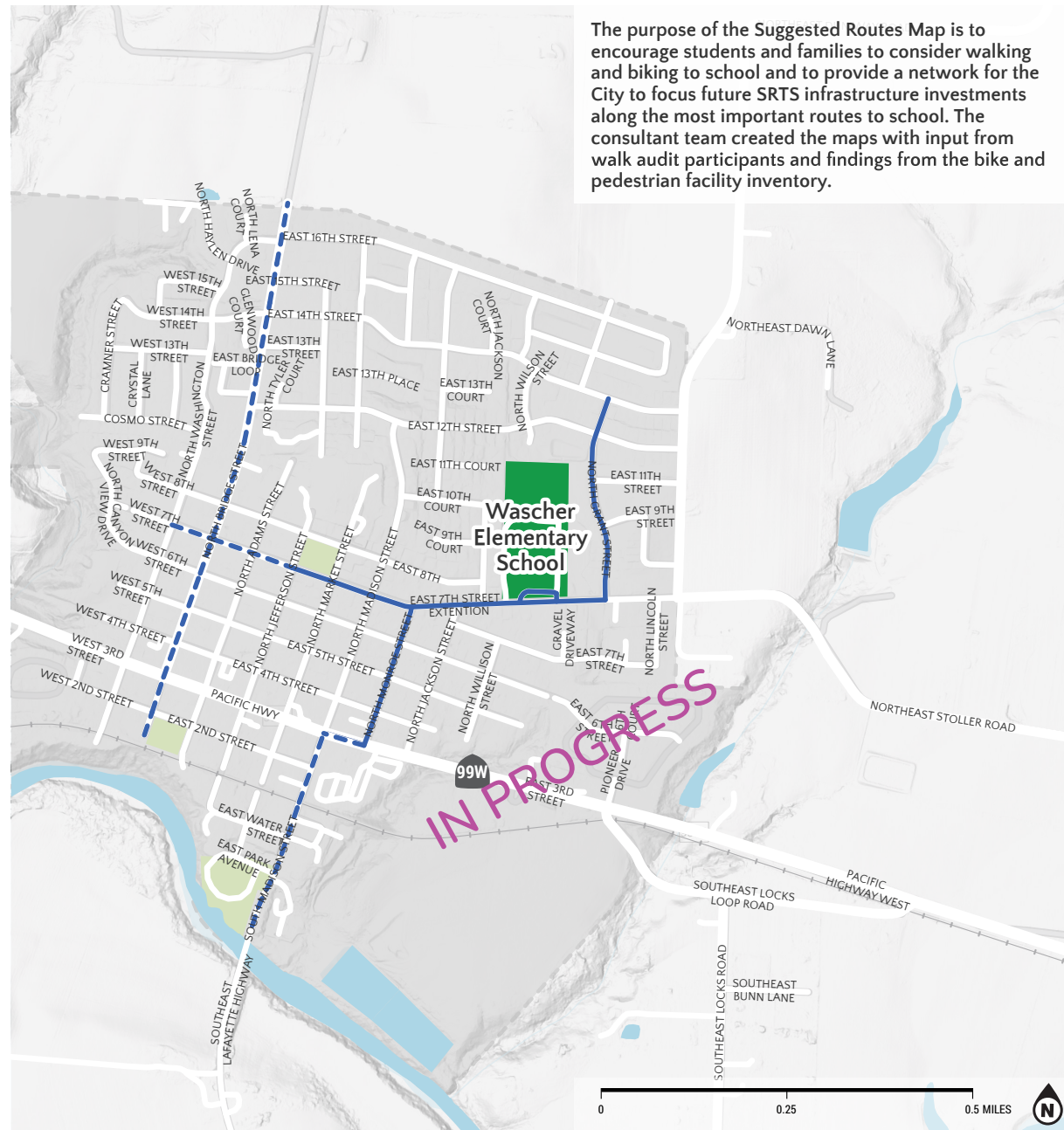


- Suggested Route
- - - Future SRTS Route
- Railroad
- School Property
- Parks
- Water
- City Boundary

SUGGESTED WALKING AND BIKING ROUTES



- Suggested Route
- - - Future SRTS Route
- Railroad
- School Property
- Parks
- Water
- City Boundary



SUGGESTED WALKING AND BIKING ROUTES



- Suggested Route
- - - Future SRTS Route
- Railroad
- School Property
- Parks
- Water
- City Boundary

Table 2. McMinnville School District Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Individual schools	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. <ul style="list-style-type: none"> Sue Buel Elementary School: Place a particular emphasis on proper vehicle circulation procedures. Patton Middle School: Inform parents of proper use of the circular driveway after it is reopened with new striping. Wascher Elementary: Place an emphasis on safe routes for students and traffic reduction at arrival and dismissal times, including the option to park and walk with students. 	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	McMinnville School District	Apply for funding for a Safe Routes to School Coordinator for the entire McMinnville School District through the ODOT Competitive Education Grant.	Short term	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Pedestrian and Bike Safety Education	SRTS Coordinator, Individual schools	Where feasible, work through after-school programs or within existing education curriculum to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips	Number of students participating; feedback from families
Community School Safety Campaign	Individual schools	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed..	Feedback from families; observations from school leadership
Walking School Bus and/or Bike Train	SRTS Coordinator, Champions from individual schools	Interested parents from Wascher Elementary School have organized WSBs in the past, and there are staff members interested in reviving these. Parents from other schools may also be willing to accompany a WSB or Bike Train if they receive support from a SRTS Coordinator. Additionally, events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll to School Day	SRTS Coordinator, Individual schools	Organize participation in Walk + Roll to School Day to encourage and celebrate walking and biking at the school. This could also be a good time to organize a pilot Walking School Bus or Bike Train. Prize/incentive donations could be solicited from local businesses.	Short term	Food, music, decorations, incentives or prizes for students	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
SRTS Demonstration Projects	SRTS Coordinator, City staff	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Medium term	Support from the ODOT Quick Build program; Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers about how their students get to school. Informing parents about their options for walking and bicycling, as well as communicating the benefits of active transportation, can encourage more families to walk and bike. This can occur through school e-news or announcements, and other informational resources. After high-priority construction recommendations are implemented, suggested route maps can show parents the best walking or biking route to the school and help overcome concerns about barriers.

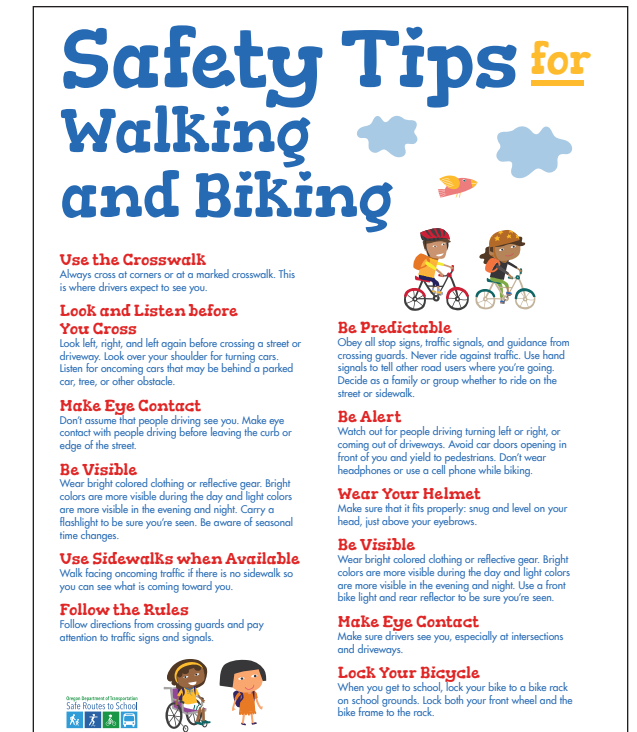
Resources include:

- The Oregon SRTS website has a host of safety tips for parents who are interested in their student [walking](#) and [biking](#) to school. Also, sign up for the [newsletter](#) to get current materials and seasonal safety tips
- The [National Center for SRTS](#) offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

A designated individual who is tasked with coordinating and championing Safe Routes to School can greatly increase the likelihood of program success. A SRTS coordinator is usually charged with scheduling, publicizing, and administering SRTS programming, including encouragement events, educational activities, safety campaigns, Walking School Buses and Bike Trains for students and their families. This person is also responsible for coordinating between various involved jurisdictions, community groups, and community stakeholders to promote SRTS as a priority.

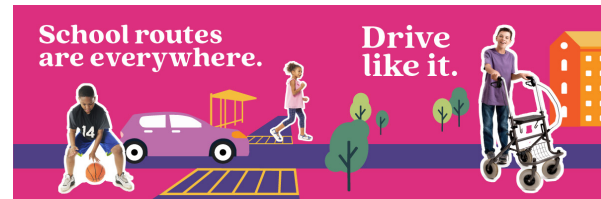
Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments.



TRAFFIC SAFETY CAMPAIGN

A school traffic safety campaign can share simple safety messages and increase the visibility of the school zone and families traveling in the area. Focus outreach during back to school time, as the weather turns and time changes in the late fall, and during the early spring months, to address seasonal visibility issues. Resources include:

- The Oregon SRTS website has a host of [banners, brochures, and other materials](#) that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT [Storeroom](#) and check the [www.oregonsaferoutes.org](#) website for current incentives and outreach materials available.
- The [Drive Like It](#) campaign offers yard signs, safety kits, and other materials with a simple, clear message.



PEDESTRIAN AND BIKE SAFETY EDUCATION

Pedestrian and bike safety education teaches students basic traffic laws and safety rules. Lessons are usually during PE classes or after school and may be one-time Bike Rodeos or multi-day courses.

Resources include:

- The ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter or join the Regional Hub meetings to learn when these will launch.
- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations Plan bike safety skills events.



WALKING SCHOOL BUS/BIKE TRAIN

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

Bike trains and walking school buses for elementary school students are typically led by a parent, however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they



enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

ODOT's SRTS Website has [resources and tips](#) to get started, including a [2021 webinar](#) on the topic

WALK + ROLL TO SCHOOL DAYS

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

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

September: Back to School

October: International Walk to School Day

November: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

April: Earth Month

May: Bike Month

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



Resources include:

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



INTRODUCTION

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

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

Project Prioritization Process

PMT members provided feedback on how actions and recommendations should be prioritized in their community. This exercise requires thinking about trade-offs between different goals and actions.

The PMT found safety to be the most important prioritization factor while also recognizing that equity, student density, and proximity to school were essential when considering projects. In order to make active transportation a reality for students, a long-term approach that maximized safety was essential.



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.

PROXIMITY TO SCHOOL

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

EQUITY

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

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

High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The City of McMinnville and the City of Lafayette will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant applications for these projects.

Tables 3, 5, and 7 (**page 60**) provides a planning-level cost estimate for each recommendation to the Cities of McMinnville and Lafayette. To help facilitate the application preparation, the recommendations are organized by relevant school. Tables 4, 6, and 8 (**page 60**) provide additional project-specific information needed for ODOT grant applications. Appendix E includes more detailed project cost estimates.

Table 3. Sue Buel Elementary (City of McMinnville) Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	\$76,800
Traffic Control	\$115,200
Erosion Control	\$15,400
Clearing and Grubbing	\$7,700
Booth Bend Road (North Sidewalk)	\$496,074
Booth Bend Road (South Sidewalk)	\$225,770
Davis Street Crossing Improvements	\$45,900
Additional Costs	\$663,000
Total Project Cost	\$1,645,844

Table 4. Project Details for Sue Buel Elementary ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF McMINNVILLE
Relevant Right of Way ownership	City of McMinnville
Utility implications and opportunities to mitigate	N/A
Environmental resource implications	N/A
Stormwater management implications	Sidewalks on the north side of Booth Bend Rd will need to be pulled far enough back from the roadway to allow for stormwater modifications if/when the parcel north of this road is developed.
Near a railroad? Or bridge, tunnel, retaining wall affected?	Booth Bend Rd is bisected by railroad, and a pedestrian crossing is needed at this location.
AADT	
Priority Safety Corridor	No

Table 5. Patton Middle School (City of McMinnville) Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	\$8,700
Traffic Control	\$13,100
Erosion Control	\$1,800
McDonald Lane at 19th Street Crossing Improvements	\$4,040
McDonald Lane Midblock Crossing	\$82,900
Additional Costs	\$74,700
Total Project Cost	\$185,240

Table 6. Project Details for Patton Middle School ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF McMINNVILLE
Relevant Right of Way ownership	City of McMinnville
Utility implications and opportunities to mitigate	N/A
Environmental resource implications	N/A
Stormwater management implications	N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	
Priority Safety Corridor	No

Table 7. Wascher Elementary (City of Lafayette) Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	\$22,700
Traffic Control	\$34,100
Erosion Control	\$4,600
Clearing and Grubbing	\$2,300
7th Street / 7th Street Extension (North Sidewalk)	\$159,000
7th Street at Bridge Street Crossing Improvements	\$67,920
Additional Costs	\$196,100
Total Project Cost	\$486,720

Table 8. Project Details for Wascher Elementary School ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF McMINNVILLE
Relevant Right of Way ownership	City of Lafayette
Utility implications and opportunities to mitigate	N/A
Environmental resource implications	N/A
Stormwater management implications	N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	
Priority Safety Corridor	No

IN PROGRESS

Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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