



Safe Routes to School: Creating an Action Plan Template

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SECTION 1: School information

School name:	Findley Elementary School				
Street address:	1455 NW Saltzman Rd				
City:	Beaverton	State:	OR	ZIP:	97229
County:	Washington	School district:	Beaverton SD		
Type of school:	<input checked="" type="checkbox"/> Public school <input type="checkbox"/> Private school <input type="checkbox"/> Charter school				
School Web site (if any):	http://www.beaverton.k12.or.us/findley/				
Total student enrollment:	813	Grades served:	K-5		
Percentage of total enrollment each grade:	K-116=14%, 1st-148=18%, 2nd-140=17%, 3rd-128=16% 4th-145=18%, 5th-136=17%				
Contact for Action Plan:	Kathleen Skidmore Principal	Phone:	(503) 533-1830		
E-mail:	Kathleen_Skidmore @beavton.k12.or.us				

SECTION 2: Forming the School Team

1. The key partners of the School Team are (Instructions, Page 1):

• School principal or designated school staff representative endorsed by the school district:	Kathleen Skidmore Principal Rhett Boudreau Asst. Principal
• A parent who represents or has the endorsement of a recognized school/parent organization or site council:	Local School Committee Members
• City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.	Cecilia Hagel - Wash Co. Land Use and Transportation Engineering Technician II
• Member of the local traffic safety committee (if one exists):	Mike Mills – Wash Co. Neighborhood Streets Program

2. Identify all other participants of the School Team (Instructions, Page 1):

<ul style="list-style-type: none"> School or district representation: facilities, maintenance, pupil transportation, etc. 	Kevin Sutherland-BSD Public Safety Office Mgr, Ron Porterfield Deputy Superintendent, Jane Langlois-BSD Transportation, and Dan Owens-BSD Risk Management, Jim Owens-Facilities
<ul style="list-style-type: none"> Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc. 	Desari Strader: Wash Co Commissioner District #2 Dick Schouten Washington Co Commissioner District #1
<ul style="list-style-type: none"> Community representation: neighborhood association, chamber of commerce or business association, bike/ped advocates, public health, community groups, non-profit organizations, rail, trucking industry, media, marketing, etc. 	Bruce Bartlett CPO-1 Chair CPO-1 Connecting Neighborhoods Sub-committee

SECTION 3: Assessing the modes of student travel

- Briefly describe the school attendance area. Boundary maps may be available from the school district or can be downloaded and printed from the school website. If available, please include as supplemental information:

The Findley school area has a fairly central location in newer dense communities with sidewalks. There are some missing sidewalks/path in a few key areas that hinder walking from the south. The area is bisected by two busy 40mph arterials, Saltzman Rd and Thompson Rd. There are two entrances and exits for vehicle traffic, one for bus traffic at restricted times is on the north side of the property via Saltzman, the second for parking, drop off and pick up cars is on the western side of the property on Thompson. A creek creates a northern natural barrier.

- What is the school or the school district policy regarding students' mode of travel to school? Is there a "preferred method of travel" recommended by the school or the district's pupil transportation office? Are there any travel modes not allowed? Why?

The following is Beaverton School District's policy for bus use. Busing is preferred, but because of the reduction of bus service the BSD recommends walking on a safe route.

School Board supports more walking and biking to school: please see attached letter from the district.

Students are eligible to ride if they meet one or more of the following criteria:

- They are a primary student who resides more than one mile from school.**
- They are a primary student who resides less than one mile from the school, but within a hazardous area, that has been approved by the State Board of Education and the Beaverton School District School Board for Transportation**
- They are a kindergarten student with mid-day (10:30 AM to 12:30 PM) pick up or drop off**
- They are a secondary student who resides more than one and one half miles from school**
- They are a secondary student who resides less than 1 ½ mile from the school, but**

within a hazardous area, that has been approved by the State Board of Education and the Beaverton School District School Board for Transportation

3. Does the school have a Supplemental Plan in place that allows students to be bused to school who live within the mile walking distance of the elementary school, or 1.5 miles for the middle school? If so, what are the health or safety reasons for the Plan?

**Yes. There are areas of school bus hazard busing for northern traffic isolated communities served by narrow, no shoulder and non-sidewalk areas of Saltzman. Other areas are out of the 1 mile distance due to natural dividers with no paths or road connection.
Posted Speed limit is 40mph**

4. X Mapping and brainstorming session held. Include copies of maps with Action Plan write-up.

We identified (check the statements that apply):

- x the residential areas where students are known to walk and/or bike, within the one mile walking distance for elementary students or 1.5 mile distance for middle school students.
- x the routes taken by students to and from school.
- x the difficult street crossings and discussed possible alternate routes.
- x off-road paths that are available for walking/biking to school.
- x areas where School Patrol or Adult Crossing Guard assistance occurs or where it could be beneficial if provided.
- x streets where heavy traffic congestion may be hazardous to walking and/or biking.
- x the areas where School Bus transportation is available.
- x the areas where Supplemental Busing for hazardous busing is available.
- x the arrival/departure zone (for bus, staff and parent vehicles) and how the flow of traffic influenced the safety and convenience of students walking and biking to school.

5. We walked (or biked) around the routes students take to and from school (see Instructions, Page 3.):

- a. What generalizations may be drawn from the information gathered on the “walkability” of the area around the school site?

- **Crossing Saltzman & Thomson is challenging due to speed and volume of traffic created by school parents and local traffic. Four Crossing guards are stationed here.**
- **Good crossing guards who clump students for crossing**
- **School stations greeter at western entrance to keep kids from crossing vehicle entrance and moving along safer sidewalk to school**
- **Has 4 Wash Co. installed solar flashing lights in all directions**
- **Stop sign is traffic control device at school entrances/exits**
- **North entrances has one lane in and one turn lane out**
- **West entrances has one lane in and two turn lanes out**
- **Sidewalks exist in surrounding neighborhoods and around school property.**

- **Parents routinely drive and drop off students**
- **Parents and unhappy with “narrow” 6’ sidewalk on Thompson due to traffic speed**
- **Parents want crossing mid street on Thompson/Forest Spring so they don’t have to walk 2 blocks to the light - some still cross illegally and school is against this**

b. In what ways does the school promote pedestrian safety?

- **200-2010 started being active - it is discussed regularly in newsletters and meetings**
- **Bethany has a goal to be a pro-walking school and reducing traffic**
- **Introduced walking school buses with meeting, information and free vests with good feedback, but little action this spring**
- **Parents tend to walk their own children only to and from school**

c. What generalizations may be drawn from the information gathered on the “bikeability” of the area around the school site?.

- **No visible marked bike routes to the school.**
- **Arterials Thompson/Saltzman are not suitable for elementary bike riders due to no shoulder/narrow status or speed and volume of traffic. Off road paths do exist, but shared with walkers and that causes safety concerns.**
- **Neighborhood routes and can be appropriate for biking.**

d. Evaluate the bicycle facilities provided for the students’ use:

- **bike racks in front- not covered and in rear (covered?)**

e. In what ways does the school promote bicycle safety?

- **Not at this time,**
- **We usually see aprox 6 bikes and 3-4 scooters on bike rack.**
- **We can probably increase biking from surrounding neighborhood areas with parent/student safety education and review of policy, bike rack placement & racks.**

6. We conducted the In-Class Student Tally (see page 4 of Instructions) and this is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	27%	1%	42%	26%	3%	1%	0%

7. We conducted the Parent Survey (see page 4 of Instructions).

Of the surveys that were returned, these are the TOP 5 Issues of parents whose students do NOT walk/bike to school:

- ☒ Distance
- ☐ Convenience of driving
- ☐ Time
- ☐ Before / after-school activities
- ☒ Traffic speed along route to school
- ☒ Traffic volume along route
- ☐ Adults to walk / bike with
- ☒ Sidewalks or pathways
- ☒ Safety of intersections & crossings
- ☐ Crossing guards
- ☐ Violence or crime
- ☐ Weather or climate

Section 4: Summarizing the findings

1. List the physical environment barriers and hazards. (See Instructions, Page 4.)

- **Lack of continuous sidewalk on N/S bisecting arterial; Saltzman which diners some walkers south of the school.**
- **Vehicles back up on both Saltzman, Thompson and in drop off/pick up parking lot during rainy weather**
- **Overgrown bushes and sight distance concerns though out area.**
- **Narrow sidewalk on south side of Thompson across from school**
- **No sidewalks available north of school**
- **No bike lanes available.**

2. List the education/encouragement/enforcement barriers and hazards.
(See Instructions, Page 4.)

- **No formal walking or biking safety education regularly used.**
- **No safer routes walk maps for this school is posted on website or given in BTS packet.**
- **A few communities are not linked by connections**
- **Members of communities need help getting to know possible walking partners and leaders.**
- **No bike safety education currently available to school**
- **No drop off/pick up guidelines for parents is published, so increased traffic, , speed, cell phones, and idling.makes concerns of safety for current walkers/bikers**
- **Adult crossing guards at Thompson/Saltzman. Currently there exist no incentives or yearly training plan or information about safe walking or biking to school activities**

Section 5: Identifying the solutions and making the Action Plan

See Instructions, Pages 4-5, for details on how to complete this section, and consider the “Five E’s” in your response.

A. List the physical improvements and possible strategies for implementation:

- **According to the 2010-11 supplemental bus transportation plan, students within the one mile radius of the school have good walking and crossing facilities with area north on Thompson exception area noted.**
- **Parents there have safety concerns and we will work as a team over the next few months to identify and prioritize needed infrastructure improvements to Wash CO.**
- **We plan to educate parents regarding Wash Co code education shrubbery trimming and to help increase visibility of walkers and open up paths**
- **Review sidewalk area with BSD to see if fencing along 6’ sidewalk to increase safety at high traffic entrance is appropriate.**

B. List the needed safety enforcement/educational/encouragement programs and possible strategies for improvement:

Education: Inform and promote information on SRTS program to students, staff and community.

- **Distribute basic Pedestrian and Biking safety information at BTS time frame**
- **Distribute a safer routes map with above**
- **BTS packet will include info and outreach to identify parents who are interested to lead walking school buses**
- **School team to develop guidelines for drop off pick up for BTS packet/web site**
- **Recognition and posting of crossing guard duties/time**

Encouragement

- **Encourage students, staff and community to try walking or biking to school with second Walk to School Day Oct 6th**
- **Monthly themed walking/biking day chosen and promoted via newsletter and student made signs, to get a repetitive message to adopt a change to active transportation and provide reinforcement**
- **Regular SRTS safety tips and updates in monthly school newsletter Sept & ongoing**

Evaluation

- **Parent survey in Spring 2011- initial done June 2009**
- **Teacher Hand raise survey in Mid Fall and Spring 2011**

Enforcement

- **Traffic reduction: examine and enforce rules at school level with encouragement and reinforcement in BTS packet, educate for safety**
- **Saltzman/Thompson speed reduction, law enforcement at BTS time frame & as needed**

C. Prioritize the strategies. Assign a time schedule for implementing these strategies. If there are areas earmarked for improvements, include maps identifying those areas:

1. Identify & review with school team, safer walk routes to school and create a school map to be sent out and posted on web site Sept-Oct & ongoing
2. Identify & review with school team drop off/ pick up safety procedures in coordination with BSD safety/transportation and risk/mgt- completion in Oct 2010 with posting on web site after approval Sept-Oct & ongoing
3. Regular SRTS Ped and Bike safety tips placed in monthly school newsletters Sept & ongoing
4. Educate & Introduce parents: introduction to SRTS program, safety information regarding walking/biking options, including health benefits Sept PTO meeting and ongoing
5. Promote walking school bus to help address parent safety concerns- Sept & ongoing
6. Encourage students to try and continue walking with a “themed” monthly walk to school day supported by student made promotional posters- Oct & ongoing
7. Utilize neighborhood navigators curriculum in one grade 2010-11
8. List and prioritize infrastructure improvements to BSD and county for review Sept-Dec & ongoing

Section 6: Submitting the Action Plan

Submit this completed Action Plan Template and all supplemental materials including any optional collected information, along with the Safe Routes to School Application.

Optional Assessments Page – Not Required

You may use this page to record additional information for the school team’s use.

1. X Pictures and/or video footage were taken to document the barriers and hazards.
2. If information was gathered by interviewing additional sources, check all that apply:
 - X school patrol or crossing guard or safety supervisor
 - ☐ law enforcement
 - X **Transportation Management & Bus Safety Team** or school bus driver
 - X local roadway or traffic safety engineer
 - X city planner

Highlight information learned:

- Many parental vehicles blocking buses and Thompson/Saltzman on rainy days
- Traffic moving fast or aggressively at lighted, marked school ped crossing (Thompson/Saltzman)
- Some parents encouraging short cuts in unsafe manner / illegal crossings
- Too many vehicles traveling thru lot to pick up drop off

3. X Check here if Observational Survey was completed.

This is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit-daycare bus	Other
# of Students	117	3	184	167	15		0

4.

Record any additional information gathered, such as traffic volume data, speed study data, etc.

Total Traffic Volume- 4 Wash Co count locations surround school

Speed Limit Thompson ____ Saltzman ____

		<u>N</u>	<u>S</u>
#113 Thompson Rd 0.1 west Saltzman Rd 4/9/09	5,937 total vehicles	2,957	2,980
#157 Thompson Rd 0.09 east Saltzman Rd 4/9/09	4,023 total vehicles	2,155	1,908
		<u>E</u>	<u>W</u>
#156 Saltzman Rd 0.15 south of Thompson Rd	8,323 total vehicles	4,030	4,293
#137 Saltzman Rd 0.16 north of Thompson Rd	5,207 total vehicles	2,455	2,755