



Safe Routes to School: Creating an Action Plan Template

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SECTION 1: School information

School name:	Buena Vista Spanish Immersion				
Street address:	1500 Queens Way				
City:	Eugene	State:	OR	ZIP:	97401
County:	Lane	School district:	4J Eugene		
Type of school:	Public school Private school Charter school				
School Web site (if any):	http://schools.4j.lane.edu/buonavista				
Total student enrollment:	320	Grades served:	K - 5		
Percentage of total enrollment for each grade:	K- 15% 1-17% 2-17% 3-18% 4-17% 5-16%				
Contact for Action Plan:	Tina Fisher		Phone:	541-790-6500	
E-mail:	fisher_t@4j.lane.edu				

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:	Juan Cuadros, School Principal
• A parent who represents or has the endorsement of a recognized school/parent organization or site council:	Pam Olsen
• City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc.	Lee Shoemaker, Bicycle and Pedestrian Coordinator, City of Eugene
• Member of the local traffic safety committee (if one exists):	

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

School or district representation: facilities, maintenance, pupil transportation, etc.	Shane MacRhodes, SRTS Coordinator Eugene District 4J
Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc.	
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.	Elaine Pandolfi, parent

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:

Our building was home to two (2) schools. A neighborhood school (Meadowlark) and an alternative school (Buena Vista). The attendance area was primarily made up of the neighborhood surrounding the school (generally a one-mile radius) with additional students attending from across the 4J district. Now with the neighborhood school closure we are attracting from the neighborhood but also from a wider area in 4j.

- 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?

Students that live within the neighborhood that attend the school and live either more than one mile away from the school or are on an established bus route may ride the school bus to school. Students who live less than a mile away from school must provide their own transportation. Walking, biking, carpooling, family car, transit, etc. are all permitted.

- 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?

If they have applied for a hardship or are in Kindergarten or have a sibling in Kindergarten.

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

We identified (check the statements that apply):

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.

the routes taken by students to and from school.

the difficult street crossings and discussed possible alternate routes.

off-road paths that are available for walking/biking to school.

areas where School Patrol or Adult Crossing Guard assistance occurs or where it could be beneficial if provided.

streets where heavy traffic congestion may be hazardous to walking and/or biking.

the areas where School Bus transportation is available.

the areas where Supplemental Busing for hazardous busing is available.

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?

The school sits at the end of short street within the neighborhood. It is surrounded by busy streets to the south (Cal Young), east (Willakenzie), and west (Gilham). Generally, walk and bikeability within the neighborhood is good, although it does lack some marked crosswalks, school zone signs, children present signs, and traffic calming devices. The largest percentage of our students must cross Cal Young and Gilham to get to school. Both of these streets are very busy and are not safe to cross without parents or other adults.

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

Principal greets students in the front of the building during the beginning of school and educates parents about the traffic flow and expectations at the beginning of each school year. Teachers monitor the flow of traffic in the afternoon and assist students in crossing the parking lot. Parent volunteers monitor the crosswalk on Queens Way in front of the school in the morning. Bus delivery and pick up zone is marked and monitored in the morning and afternoon. The street in front of the school was redesigned and repainted over the summer of 2012 to create a more pedestrian friendly flow of traffic. The school participates in the Walk + Bike to school day each year and has done the Walk + Bike Challenge one year.

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

The busy streets have clearly marked bike lanes and are wide enough, but the business of the street is a large concern for elementary students to ride in those lanes. The low-use residential streets lack bike lanes, but do offer bike route signs and are generally safe for students to ride by the curb.

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

In the front of the school there is a covered bike rack that holds 8 bikes. It is an older version and does not provide an effective way to lock the bikes to the racks. At the southeast end of the building, there is an uncovered bike rack that holds 54 bikes. However, it does not provide an effective way to lock the bikes and they are prone to damaging wheels when bikes fall over are knocked over. Bikes are exposed to the elements here also. Beside the gym there is a semi-covered bike rack that holds 12 bikes. This rack is in good condition, but does not provide an ideal locking structure or the best coverage from the elements. It is also often misused (by bikes being placed perpendicular to the rack, reducing capacity).

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

The school participates in Walk+Bike to school day and has worked to educate students and parents on safe biking skills in newsletters.

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	6%	3%	26%	54%	9%	0.7%	0.7%

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

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**
- Amount of Traffic Along Route**
- Speed of Traffic Along Route**
- Safety of intersections & crossings**
- Weather or Climate**

Section 4: Summarizing the findings

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

Buena Vista will always have students who travel across the city, which will impact the distance and time required to get to school. However, for students who live within a reasonable walking and bikings distance from the school the biggest hazard and barrier to walking and biking is the speed of traffic and the amount of traffic on Cal Young, Willakenzie, and Gilham. The next biggest barrier is the lack of safety and supervision at intersections and crosswalks. Then finally infrastructure that supports walking and biking.

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

The school zone is marked on Cal Young, but the signs are not alerting enough. There are no crossing guards on the busy streets. Teachers and parents are not trained in crossing guard procedures. Ignoring current signage. The school could promote walk+bike to school more and get the community involved. Bike parking facilities are out dated and uncovered.

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:

- 1. Digital school zone signs on Cal Young to alert drivers of their speed.**
- 2. Raised crosswalk on Queen’s Way as cars enter the school traffic area.**
- 3. Repaint the crosswalk leading to the ball field and the “No Parking” area it crosses.**
- 4. Paint a crosswalk to the parking lot on the west side of the building.**
- 5. “Children Present,” “Pedestrian Crossing,” and “No Parking” signs for unmarked areas.**
- 6. Covered bike parking with updated bike racks.**
- 7. Close the rear fence off with a gate to prevent pedestrians from walking in the parking lot where there are no crosswalks.**

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

- 1. Bring in guest speakers/demonstrators to promote bicycle and pedestrian safety.**
- 2. Offer training and incentives for crossing guards.**
- 3. Promote bike+walk to school days, etc.**
- 4. Contact local police regarding periodically monitoring the speed of traffic along our busiest streets.**

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

Items listed in Section 5:A can be completed as early as Fall 2010 with the exception of number 6. We would like to complete the bike parking area by Fall of 2013.

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. 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:
 school patrol or crossing guard or safety supervisor
 law enforcement
 school bus driver or dispatcher
 local roadway or traffic safety engineer
 city planner

Highlight information learned:

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3.

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
# of Students							

Check here if Observational Survey was completed.

This is how our students travel to and from school:

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

