

# SHERIDAN Safe Routes to School Plan

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

CITY OF SHERIDAN  
FAULCONER-CHAPMAN ELEMENTARY SCHOOL  
SHERIDAN HIGH SCHOOL

FINAL REPORT / SEPTEMBER 2023

Oregon Department of Transportation  
Safe Routes to School



ALTA · COMMUTE OPTIONS · THE STREET TRUST

# ACKNOWLEDGMENTS

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

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# TABLE OF CONTENTS

Acknowledgments..... ii  
Table of Contents..... iii

## INTRODUCTION.....IV

What Is Safe Routes to School? .....1  
Student Benefits of Safe Routes to School ..... 3  
Community Benefits of Safe Routes to School . 4  
City of Sheridan SRTS Project Identification Program..... 5  
The Sheridan SRTS Plan Process..... 5  
Plan Audience..... 6  
How to Use This Plan ..... 7

## VISION AND GOALS FOR SRTS..... 8

Vision and Goals ..... 9  
Community Vision for SRTS ..... 9  
Goals, Objectives, and Actions ..... 10  
SAFETY ..... 11  
EQUITY ..... 11  
HEALTH ..... 12  
ENVIRONMENT ..... 12  
A Community-Driven Planning Process ..... 12

## EXISTING CONDITIONS... 14

Existing Conditions ..... 15  
Faulconer-Chapman Safety Assessment ..... 16  
Sheridan High School Safety Assessment ..... 18  
Bike and Pedestrian Facilities Inventory ..... 22

## RECOMMENDATIONS..... 30

Recommendations .....31  
Construction Project Recommendations ..... 32  
Education and Encouragement Program Recommendations ..... 40  
Education and Encouragement Program Descriptions ..... 48  
Parent Education and Outreach ..... 48

## IMPLEMENTATION..... 52

Implementation ..... 53  
Project Prioritization Process..... 54  
High Priority Construction Projects ..... 55  
Next Steps..... 57

## APPENDICES ..... 58

Appendix A. For More Information ..... 60  
Appendix B. Planning Process ..... 61  
Appendix C. Existing Conditions ..... 63  
Appendix D. Funding and Implementation.... 68



01

INTRODUCTION

# WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll<sup>1</sup> 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 an SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefits adjacent neighborhoods, as well as students and their families, by reducing traffic conflicts and enabling walking and rolling trips for all purposes.*

*Learn more at [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org).*

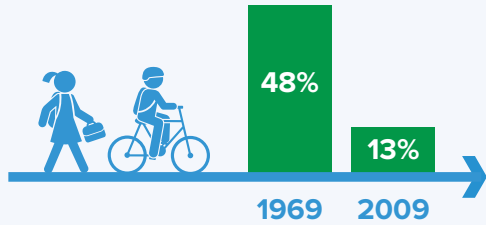
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<sup>1</sup>*The term roll is used in this Plan as an inclusive term that includes biking and using mobility devices, such as wheelchairs and scooters.*

# Why Safe Routes to School?

## THE PROBLEM

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



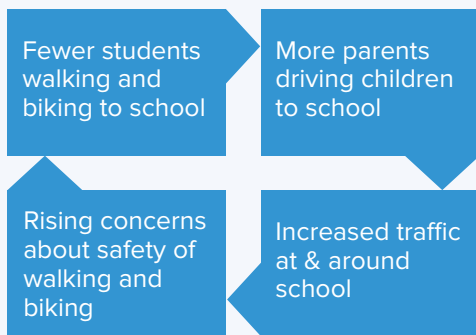
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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



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



## THE SOLUTION

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



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



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



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



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

# Student Benefits of Safe Routes to School

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

## INCREASED SAFETY FOR STUDENTS

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

## REDUCTION IN ABSENCES AND TARDINESS

Especially in historically disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as walking school buses and bike trains, which offer supervision and structure for walk or ride to school, provide alternative options for students to arrive on time and ready to learn.<sup>1</sup>

## HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people.<sup>2</sup> 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!

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

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

## IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity.<sup>3</sup>

## CLEANER AIR, FEWER EMISSIONS

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

## GREATER CONFIDENCE

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

## STRONGER SOCIAL CONNECTIONS

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

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

## Community Benefits of Safe Routes to School

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

### REDUCED TRAFFIC CONGESTION

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

### STRONGER SENSE OF COMMUNITY

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

### SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase.<sup>1</sup> 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.”

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



### LOWER COSTS

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

### IMPROVED ACCESSIBILITY

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

### ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales.<sup>2</sup>

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



# City of Sheridan SRTS Project Identification Program

The City of Sheridan, Oregon Department of Transportation (ODOT) Region 2 representatives, and the school community worked with ODOT’s SRTS Technical Assistance Providers—Alta Planning + Design and the Central, Eastern and Southern 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 ODOT technical assistance program that helps communities identify needs and opportunities near one or more schools, focusing on streets within a quarter mile of the school, as well as critical issues within a mile of the school.\*

This process did not include schools outside City boundaries.

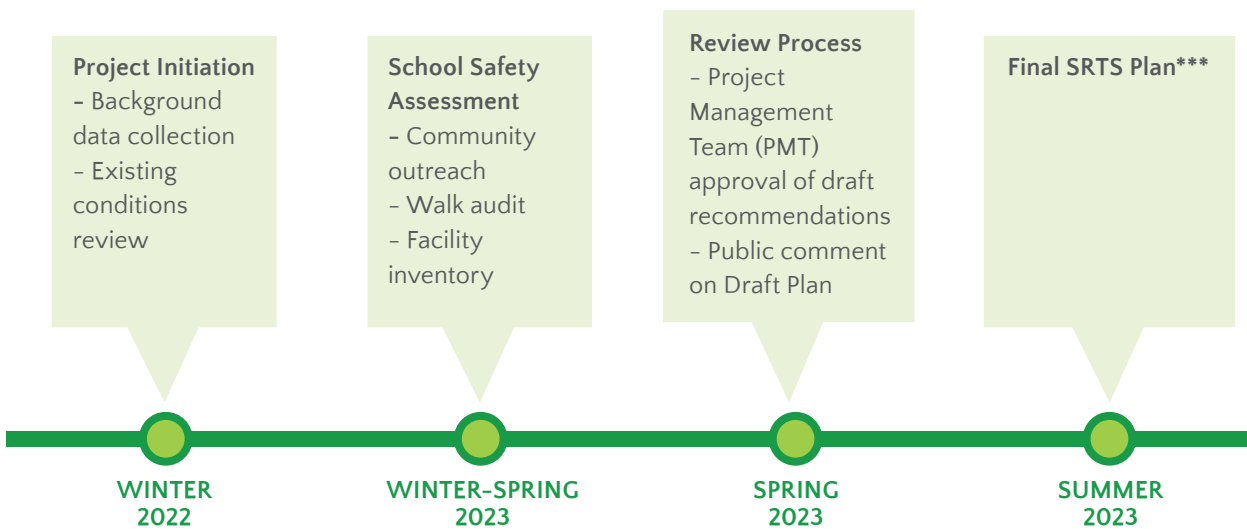
The goals of the PIP process are:

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



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## The Sheridan SRTS Plan Process



\*For more information on ODOT SRTS programs, visit <https://www.oregonsaferoutes.org/orsrts-programs/>

\*\*A detailed summary of the planning process is included in Appendix B.

\*\*\*Final SRTS Plans can be found at [www.OregonSafeRoutes.org](http://www.OregonSafeRoutes.org).

## Plan Audience

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

- **School, district, and local public agency staff:** The PIP process is usually initiated by a combination of these groups, which generally make up the Project Management Team (PMT) and have both a technical and experiential understanding of issues and needed improvements. At the same time, these stakeholders may or may not have an engineering background. The majority of this Plan is written to be read and understood by these important contributors.
- **Interested community members:** Because the success of any SRTS effort depends on engagement with the people who will ultimately use these routes, facilities, and programs, key sections of

this Plan are intended to be understandable to the general public, including the school community and residents in general. In particular, the Existing Conditions chapter (which takes inventory of barriers and issues) is important for interested community members to review and add to.

- **Planners, engineers and public works staff:** Ultimately, many of the recommendations in this Plan involve highly specialized and technical processes, as well as competitive funding applications, which is why the Recommendations chapter is written with this audience in mind.
- **Local decision-makers:** Elected officials, such as councilmembers, commissioners, and tribal governance bodies, are also a critical component of shaping active transportation. The Goals, Objectives, and Actions listed in the Vision and Goals chapter will be particularly relevant for this group, as well as the Recommendations chapter. However, the majority of this Plan is written to be accessible to this group.



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

## How to Use This Plan

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

### WHO ARE YOU?

#### I AM A STUDENT

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

#### I AM A CAREGIVER

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

#### I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely and SRTS talking points to caregivers and the school community.
- Tackle the SRTS objectives and actions from **Chapter 2** that are relevant to the school district, and develop **Chapter 4** programs that educate and encourage students and caregivers to seek alternatives to single family commutes to school.
- Prioritize facility improvements on district property.
- Work with multiple schools, sharing information and bringing efficiencies to programs at each school working on SRTS.
- Incorporate bike and pedestrian safety lessons into PE class and offer trainings for PE teachers to learn about available curricula.

#### I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson plans and school curriculum.
- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!

#### I AM A COMMUNITY MEMBER

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

#### I WORK FOR THE CITY OR COUNTY

- Identify city- or countywide issues and opportunities related to walking and rolling, prioritizing construction improvements provided in **Chapter 4**.
- Pursue funding for improvements, using sources listed in **Appendix D**.

#### I WORK FOR LAW ENFORCEMENT

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

#### I WORK IN PUBLIC HEALTH

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



02



VISION AND GOALS FOR SRTS

# VISION AND GOALS

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

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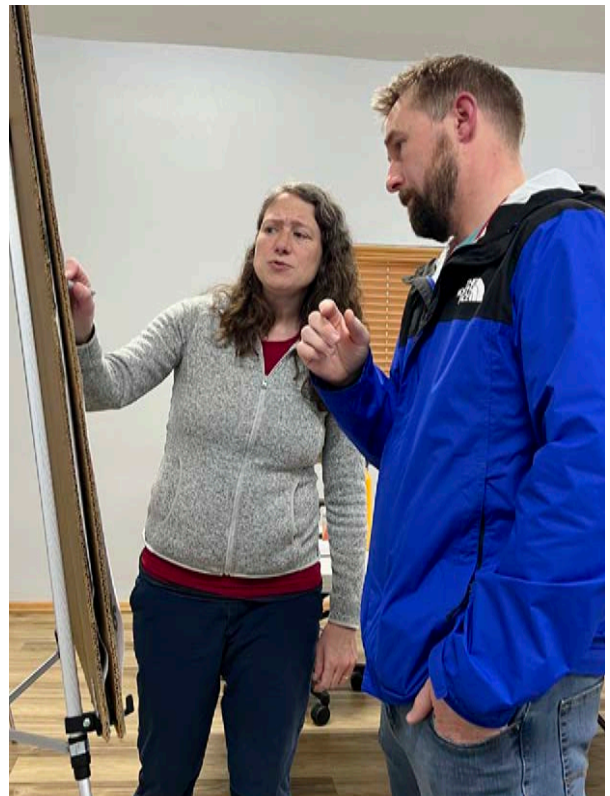
## Community Vision for SRTS

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

## Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, and the environment. Participants in the Sheridan PIP process selected safety and equity as the main priorities for the community. A summary of community engagement activities is included in the following section.

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



*Top: School buses at Faulconer-Chapman School.  
Bottom: The Safe Routes to School planning team debriefs after observing student dismissal.*

## SAFETY

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

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

- Action: Sheridan School District will integrate on-campus infrastructure improvements into their ongoing planning and maintenance processes.
- Action: The City of Sheridan will consider applying to the ODOT SRTS Competitive Construction Grant in 2023 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 Sheridan will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Sheridan 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 Sheridan and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: Falconer-Chapman School and Sheridan High School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

## EQUITY

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

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

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

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

- Action: The City of Sheridan will implement infrastructure recommendations with consideration for improvements that serve underserved and low-income communities.

## HEALTH

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

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

- Action: Faulconer–Chapman School and Sheridan High School will look for areas of overlap between SRTS efforts and other health initiatives and PE class.
- Action: Faulconer–Chapman School will support a walking school bus, bike train, and other similar initiatives to encourage students to walk and bike to school.

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

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

## ENVIRONMENT

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

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

- Action: Sheridan School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.

## A Community-Driven Planning Process

The vision, goals, objectives, and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by community input. Community-group representatives and 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 City of Sheridan, Sheridan School District, and school leadership from Faulconer–Chapman School and Sheridan High School spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The two schools promoted the PIP process and opportunities for community input on social media channels and through e-mail listservs. The City of Sheridan shared information via social media channels and the City website.

The project team hosted a walk audit in Sheridan on April 6, 2023. The entire public works department for the City of Sheridan participated in observing student dismissal at Faulconer–Chapman and Sheridan High. Following the observation of dismissal, members of the project team met to debrief what they'd observed. Sixteen people attended the morning walk audit and community meeting, providing feedback about specific barriers and challenging locations near the school.



## COMMUNITY ENGAGEMENT KEY THEMES

In addition to the community meeting, the project team collected feedback from respondents using a Public Input Map and a short survey. Of the eight responses collected this way, three participants were school or district staff, and five were parents or caretakers of students.

Respondents to the map helped call attention to specific locations of concern in Sheridan. The degree of concern at certain locations can be conveyed by the number of likes a submission has on the map.

Some areas on the Public Input Map received higher numbers of comments and likes, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- SW 3rd St
- 2nd St and Jefferson St
- Bridge St and Jefferson St
- Bridge St and Mill St
- Bridge St and Monroe St

Based on the feedback received through all engagement methods, it is clear that the Sheridan community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and roll. Participants who engaged with the SRTS planning process want to see more protected, continuous SRTS routes, particularly along Bridge Street, Jefferson Street, and SW 3rd St.

Other themes from community feedback include:

- A call to decrease dependency on cars for getting to school by increasing safety for pedestrians
- Concern about lack of crossing guards to help students navigate certain areas.

When asked through the Public Input Map about the most important goal for a Safe Routes to School Plan for Sheridan, survey respondents indicated that safety was their top priority, followed by equity, health.



*Public works staff, parents, and school leaders met after observing student dismissal to discuss SRTS issues.*



03



EXISTING CONDITIONS

# EXISTING CONDITIONS

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

---

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

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

SCHOOL CONTEXT:

# Faulconer-Chapman School

332 SW CORNWALL STREET

PRINCIPAL:

Adam DeLatta



ENROLLMENT:

485



GRADES SERVED:

K-8



EQUITY FACTORS:

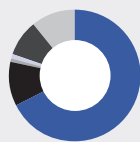
51% of students are below the poverty line.

5% of students are Ever English Learners.

15% of students have a disability.

34% of students are chronically absent.

Transportation Disadvantage Index (TDI): 0.99



DEMOGRAPHICS\*

- White, non-Hispanic, 69%
- Hispanic, 11%
- American Indian/Alaska Native, 9%
- Black / African American, 0%
- Asian, <1%
- Native Hawaiian/Pacific Islander, <1%
- Multiracial: 11%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT\*\*

English	872
Spanish	28

Total Languages Spoken: 5

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

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

# Faulconer-Chapman Safety Assessment

Date: April 6, 2023

## SCHOOL LAYOUT

Faulconer-Chapman School is located on the southwest edge of Sheridan on Cornwall St set atop a sloping hill. The school consists of two connected buildings. The main entrance to the school has a roof that overhangs a driveway entrance. There are two parking lots on the north side of the school buildings, and each connects to the intersection of Cornwall St and 3rd St, creating a five-point intersection. This intersection is used by students walking and biking as well as cars and buses. The surrounding neighborhood is residential, and the nearest collector street is Bridge St to the east.

## SITE CIRCULATION

**Vehicles:** Parents and caregivers often park their cars in one of the two parking lots and wait for students to be released and then walk to their location. Some cars line up on the west end of Cornwall Street, although the vast majority of vehicles enter the east parking lot from 2nd St and form two pick-up lines that then exit through the five-point intersection at 3rd St.

**School Buses:** Buses use the west parking lot and line up under the covered entrance on the north side of the school. School administrators say that the buses used to line up in the east lot, but that they found the west lot more convenient when it is raining.

**Pedestrians:** Students who walk to and from school use all three north-south streets that connect to the school campus: 2nd Street, 3rd Street, and 4th St. The vast majority of students enter and exit the school through the main entrance.

**Bicyclists:** Students arriving by bicycle will also use the same streets but are more likely to use the 2nd St connection because the bike racks are closer to the west parking lot.

**Transit:** Yamhill County Transit serves the city of Sheridan and Faulconer-Chapman School. The 22 bus route, serving McMinnville Transit Center, stops at NW Washington St and Willamina Sheridan Hwy 157. This bus runs every 2 hours Monday-Friday.



# FAULCONER-CHAPMAN SCHOOL

## SITE PLAN

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



SCHOOL CONTEXT:

# Sheridan High School

433 S BRIDGE STREET

PRINCIPAL:

Jason Hohnbaum



ENROLLMENT:

219



GRADES SERVED:

9-12



EQUITY FACTORS:

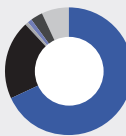
64% of students are below the poverty line.

N/A of students are Ever English Learners.

16% of students have a disability.

51% of students are chronically absent.

Transportation Disadvantage Index (TDI): 0.99



DEMOGRAPHICS\*

- White, non-Hispanic, 69%
- Hispanic, 20%
- American Indian/Alaska Native, 3%
- Black / African American, <1%
- Asian, <1%
- Native Hawaiian/Pacific Islander, 0%
- Multiracial: 7%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT\*\*

English	872
Spanish	28

Total Languages Spoken: 5

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

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

# Sheridan High School Safety Assessment

Date: April 6, 2023

## SCHOOL LAYOUT

Sheridan High School is located in south central Sheridan on a campus that spans from Bridge St to the west, Jefferson St to the south, and the railroad to the north. The school consists of multiple buildings. The main entrance to the school is on the west side of the school, adjacent to the parking lots. The parking lots are configured in a u-shape with two entrances on Bridge St. There is a covered walkway between the buildings and the parking lot. There is a fence along most of Jefferson Street, with one entrance to the school campus just south of the tennis courts.

## SITE CIRCULATION

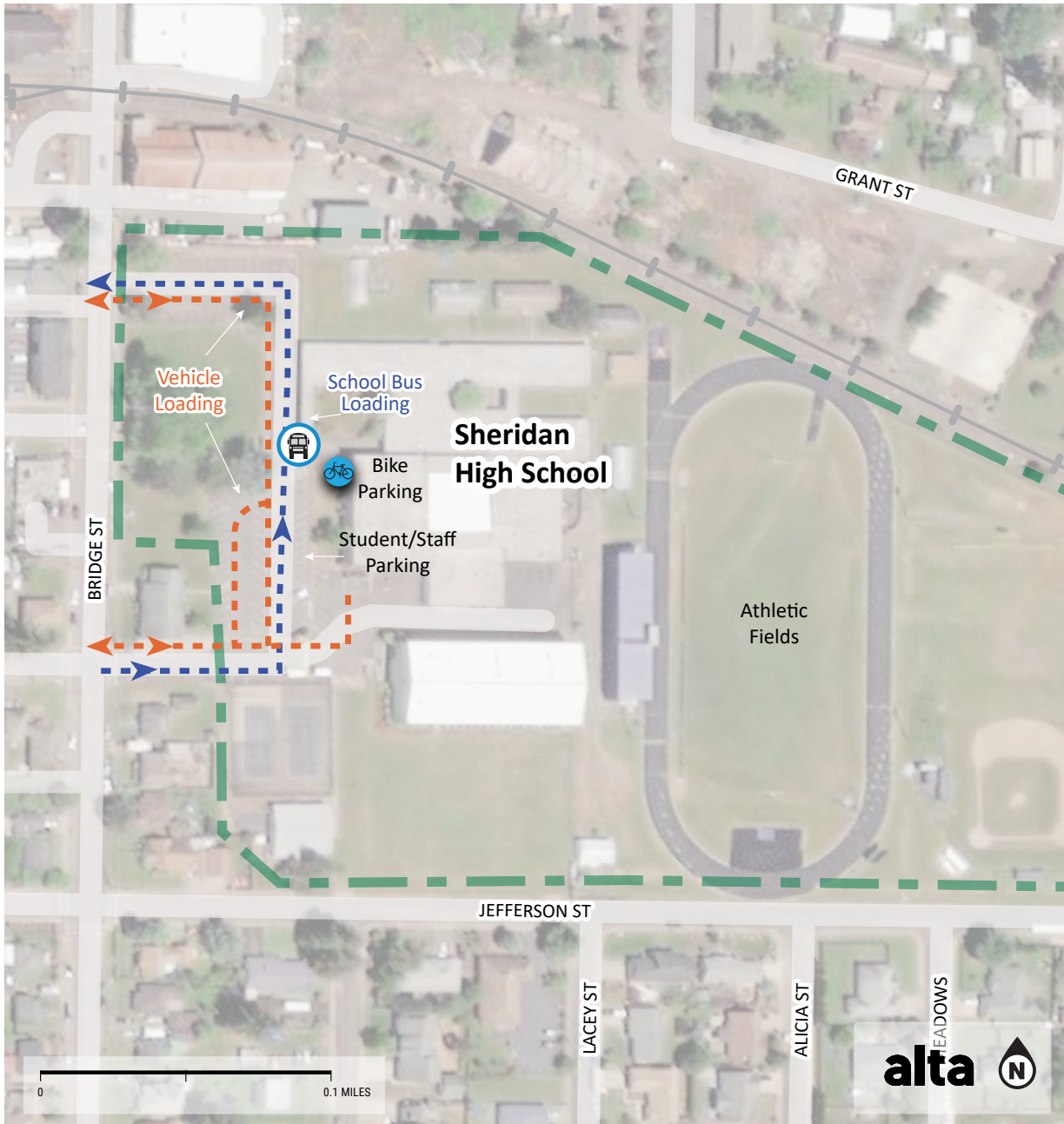
**Vehicles:** Students and faculty park in the parking lots on the west side of the school. The larger of the two parking lots is located at the south end of the loop. There is a sidewalk connecting the tennis courts north toward the main entrance that has parking on both sides.

**School Buses:** Buses enter the parking lots from Madison St and exit back onto Bridge St further north between Railroad St and Harrison St. These buses pick up students who wait under the covered walkway by the front entrance.

**Pedestrians:** While some students who walk to and from school come from Jefferson Street, most will cross Bridge St at some point. Many will either cross at Madison St or Harrison St where there are existing crosswalks. There is a sidewalk at Harrison St that connects the main entrance of the school to Bridge St.





**Bicyclists:** Students arriving by bicycle will also use the same streets and park their bikes to the south of the covered walkway by the front entrance to the school.

**Transit:** Yamhill County Transit serves the city of Sheridan and Sheridan High School. The bus stop at Sheridan - EB Hwy 18B (Main St) & NW Washington Street is the closest to Sheridan AllPrep Academy. The 22 bus route, serving McMinnville Transit Center,



## SHERIDAN HIGH SCHOOL SITE PLAN

### LEGEND

-  School Property
-  City Boundary
-  Railroad
-  Water



stops here every 2 hours Monday-Friday and Sunday.

### **PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES**

#### Education and Engagement Activities

Schools in Sheridan have engaged in some biking and walking encouragement activities, including back-to-school nights and bike rodeos. Organizations such as OHSU, Yamhill Community Care Organization, and the Rotary provided opportunities for students to have their helmets properly fitted.

#### Construction Activities

The most recent improvements have been installing continental crosswalk markings in front of Falconer-Chapman school on Cornwall St.



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# Bike and Pedestrian Facilities Inventory



## Key Observations

- The five-point intersection in front of Faulconer-Chapman School presents a challenge for safe navigation, regardless of the mode of transportation.
- Jefferson St and Harrison St are key east-west connections for students walking and bicycling to and from school.
- All students living in North Sheridan who walk or bike to school must use Bridge Street, which is a heavily trafficked road. Many observe cars exceeding the speed limit on Bridge St.
- Many corners lack ADA curb ramps and crosswalks are missing high-visibility continental-style markings, though they are steadily being installed.
- Many students walk and bike to school, even on rainy days.



*A bike is left inside the front entrance of Faulconer-Chapman School on a rainy day.*



*The bike racks at Faulconer-Chapman are located on the east side of the school campus.*



*Cornwall St, 3rd St, and the Faulconer-Chapman parking lots intersect, forming a five-point intersection.*



*Curb ramps with yellow tactile warning surfaces (in compliance with the ADA) are present at the intersection of Cornwall St and 3rd St, but concrete curbs hinder a smooth transition from roadway to sidewalk.*



*The front entrance to Faulconer-Chapman is covered. Unlike 2nd St and 4th St, there is no continuous sidewalk connecting the entrance to 3rd St; people must cross the bus lane and parking lot to walk on 3rd St.*



*Angled crosswalks diverge at the singular curb ramp at the front entrance to walkways in the parking lot, creating long crossing distances.*



*While helpful for managing traffic, this stop sign is not mounted at the correct height.*



*The curbs at the corners at Jefferson St and 3rd St are not ADA compliant.*



*The crosswalks at the intersection of Jefferson St and 2nd St do not use continental markings. The southeast corner of the intersection is a staircase rather than a curb ramp due to the hill.*



*ADA-compliant curb ramps are also missing on the north leg of the intersection of Jefferson St and 1st St. However, the curb ramps on the south leg of the intersection are up to date.*



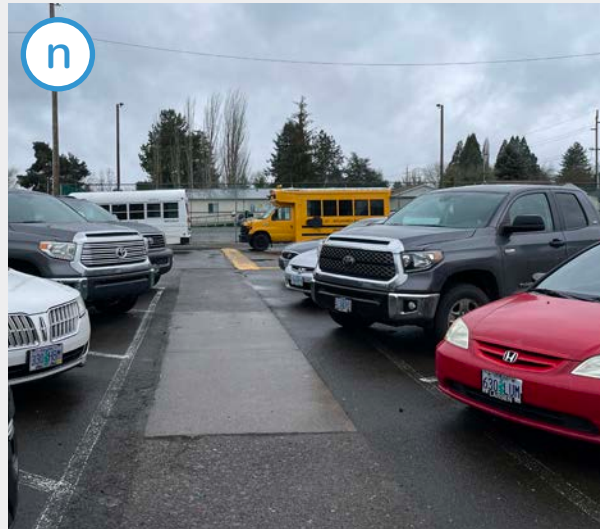
*The future CTE school in Sheridan will be located at the east end of Jefferson St.*



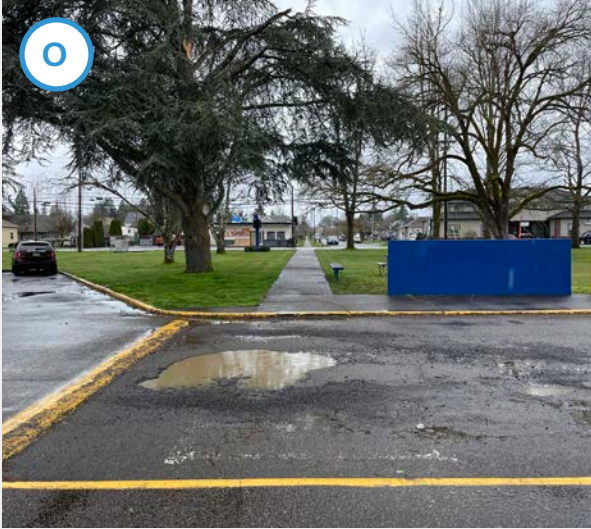
*East of Bridge Street on Jefferson St, sidewalk is only present on the southern side of the roadway. The north side of the roadway is immediately adjacent to the high school track.*



*Some students at Falconer-Chapman will walk after school to the high school field house, pictured above.*



*An at-grade sidewalk connects the tennis courts on the south side of the high school to the front entrance. With no curbs, vehicles encroach the space for pedestrians.*



*Many students cross the parking lot driveway in front of the high school entrance to reach Bridge St, but there are no crosswalks or curb ramps.*



*Most stalls in the high school parking lot lack concrete curbs to prevent encroaching into the pedestrian space.*



*The west side of the high school has a covered walkway where students can be picked up and dropped off.*



*Yellow-painted curbs are intended to prevent parked cars from blocking the visibility of pedestrians crossing the street, but are sometimes disregarded in the absence of proper signage to reinforce them.*



*The railroad crossing at Bridge St. Many students cross this every day when walking to and from school.*



*Multiple signs in downtown Sheridan prohibit rolling on the sidewalk.*



*The east sidewalk on the bridge is heavily used by students walking to and from school.*



*The intersection of Bridge St and Main St, an ODOT roadway, is a high traffic intersection that students navigate every day. The intersection lacks ADA curb ramps.*



*Outside the Sheridan All-Prep academy, large trucks park on the sidewalk.*



*Many crosswalks on local streets in Sheridan use standard stripes, but could be upgraded to high-visibility, continental markings.*



*Student dismissal at Faulconer-Chapman School.*



*Student dismissal at Sheridan High School.*



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04



RECOMMENDATIONS

# RECOMMENDATIONS

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

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Changes to the streetscape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements make it safer and more comfortable for families to walk and roll to school, as well as benefiting everyone who travels to school and through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS Plan. Often, programs that get more youth walking and rolling lead to increased public support for infrastructure projects. They can be an important first step toward building out the physical improvements to walking and rolling infrastructure. Also, relative to many construction projects, most education and encouragement programs cost less to implement.

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

## Construction Project Recommendations

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

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

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and rolling to school. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

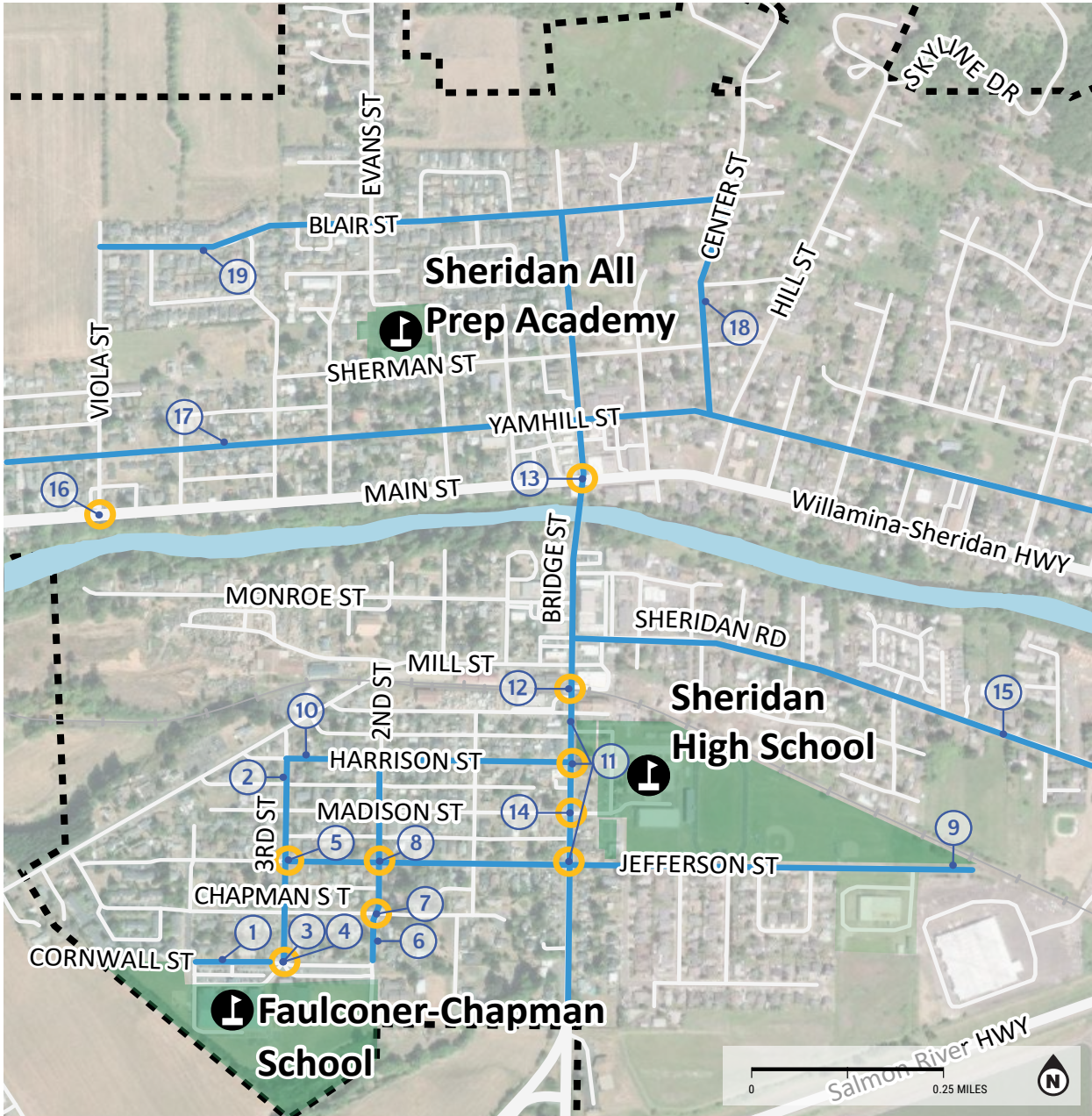
Recommendations may be flagged with implementation next steps to provide guidance about how to move them forward:

- **Requires Additional Traffic Analysis**
- **Requires More Detailed Design**
- [ODOT Community Paths Grant Eligible](#)
- **Quick Build Compatible**
- **Demonstration Project Compatible**
- **ODOT SRTS Construction Grant Priority**

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

### **How to read the recommendations map:**

The map on the following page shows the location of the recommended safe routes to school projects. Each project is numbered with a corresponding project description in the recommendations table. Due to the scale of the recommendations, city-wide (general) and specific school campus-related recommendations are not depicted on the map.



**IMPROVEMENT  
RECOMMENDATIONS**

**IMPROVEMENTS**

- On-Street Facilities
- Crossing

**LEGEND**

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



**Table 1. Sheridan SRTS Infrastructure Needs and Recommendations**

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
<b>General Recommendations</b>			
G1	Enforce Sheridan city code prohibiting encroachments in public rights-of-way, easement, or public property.	City Enforcement through Code	
G2	At minimum, enforce applicable Oregon laws prohibiting parking within 20ft of an intersection or crosswalk.  Consider additional measures to “daylight” intersections by painting the corner curb yellow or red to indicate no parking or constructing curb extensions.	City Enforcement through Code	
G3	Riding on the sidewalk is prohibited throughout town. Signs are posted with the policy; however, there is no safe place for students to ride on Bridge St as it is too narrow near the bridge. Consider eliminating this policy and removing signs.	City	Need Council Approval
G4	Upgrade crosswalks to standard high-visibility continental-style crosswalk markings throughout city.	City: Public Works	
G5	Stop lines are recommended with continental crosswalks* at intersections. Mid-block crossing treatments may vary based on road characteristics.	City: Public Works	
<b>Faulconer-Chapman Elementary School Campus</b>			
FC1	Reconstruct the loading zone on SW Cornwall to eliminate or restrict access to the intersection of 3rd St and Cornwall St. Circulate loading zone traffic back to 2nd St, maintaining circulation in a clockwise motion. Relocate ADA stalls on northeast corner of parking lot closer to the school or church entrance, depending on intended use.	City and School District	
FC2	Remove and replace existing transverse crosswalk markings with high-visibility continental-style crosswalk markings. Crosswalks should be perpendicular to the curb, encouraging the most direct and shortest path for pedestrians to cross.	City and School District	
FC3	Replace signs as needed. Update signage with standard sign options throughout campus.	City and School District	
FC4	Construct ADA curb ramps at all crosswalks.	City and School District	
FC5	Paint pavement markings as needed to improve visibility.	City and School District	
<b>Sheridan High School Campus</b>			
HS1	Repave, add high-visibility continental crosswalk* with ADA-compliant ramps.	School District	
HS2	Paint pavement markings as needed to improve visibility.	School District	
HS3	Consider adding curb stops to parking stalls to eliminate overhanging.	School District	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
<b>SW Cornwall St</b>			
01	Black out former parking configuration markings to prevent confusion and repaint faded markings.	City: Public Works	
<b>SW 3rd St</b>			
02	Add high-visibility continental crosswalk markings and construct ADA curb ramps at intersections along 3rd St from Cornwall St to Harrison St.  Add shared lane markings (“sharrows”) to facilitate students biking to school. Consider reallocating parking on the west side of the street to install a southbound “climbing” bike lane from Harrison St to Jefferson St to climb the hill.	City: Public Works	
<b>SW 3rd St and SW Cornwall St</b>			
03	Add high-visibility continental crosswalk* with ADA-compliant ramps.	City: Public Works	<b>ODOT SRTS Construction Grant Priority, Requires More Detailed Design</b>
04	Conduct an engineering study of the intersection.  Consider the following: Reconstruct the loading zone on SW Cornwall to eliminate or restrict access to the intersection of 3rd St and Cornwall St. Circulate loading zone traffic back to 2nd St, maintaining circulation in a clockwise motion. Relocate ADA stalls on northeast corner of parking lot closer to the school or church entrance, depending on intended use. Note that this is the same recommendation as FC1.	City: Public Works and School District	<b>ODOT SRTS Construction Grant Priority, Requires More Detailed Design</b>
<b>SW 3rd St and SW Jefferson</b>			
05	Evaluate the need for all-way stop control based on criteria provided in the Manual on Uniform Traffic Control (MUTCD), the national standard for all traffic control devices.  If the all-way stop control is justified, add stop signs and construct ADA curb ramps with continental crosswalks* at this intersection.	City: Public Works and Traffic Engineer	
<b>SW 2nd St</b>			
06	Add high-visibility continental crosswalk* and construct ADA curb ramps at intersections along 2nd St from Cornwall St to Harrison St.	City: Public Works	
<b>SW 2nd St and SW Chapman</b>			
07	Evaluate the need for all-way stop control based on criteria provided in the Manual on Uniform Traffic Control (MUTCD).  If the all-way stop control is justified, add stop signs to the north and south approaches to the intersection of 2nd St and Chapman St.  Restripe the existing crosswalks to have high-visibility continental crosswalk* and construct ADA curb ramps at this intersection.	City: Public Works: Traffic Engineer	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
<b>SW 2nd St and SW Jefferson</b>			
08	<p>Restripe the existing crosswalks to have high-visibility continental crosswalk* and construct ADA curb ramps at this intersection.</p> <p>At minimum, add standard crosswalk signage to the existing crosswalk across 2nd St.</p>	City: Public Works	
<b>Jefferson St</b>			
09	Designate Jefferson St between 3rd St and the future CTE School as a neighborhood greenway/bike boulevard and install any appropriate signage or pavement markings.	City	Include in City's new TSP
<b>SW Harrison St</b>			
10	<p>Designate Harrison St between 3rd St and Bridge St as a neighborhood greenway/bike boulevard and install any appropriate signage or pavement markings.</p> <p>Add neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds and discourage cut-through traffic along Harrison St.</p>	City	Include in City's new TSP
<b>Bridge St</b>			
11	<p>Restripe all existing transverse crosswalks across Bridge St with high-visibility continental-style pavement markings from SE Jefferson St to NE Blair St.</p> <p>At the south approach of Bridge St and Harrison St, install a Rapid Rectangular Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions at the existing crossing.</p> <p>At the south approach of Bridge St and Jefferson St, Install an RRFB with School Crossing Assembly (S1-1, W16-7P) in both directions at the existing crossing.</p> <p>Provide Leading Pedestrian Intervals (LPIs) at the crossing at W Main St.</p> <p>Add speed warning sign (w 3-5) and a speed feedback sign for southbound traffic on Bridge St between Jefferson St and Hwy 18.</p>	City: Public Works	Include in City's new TSP
<b>Bridge St at the Railroad</b>			
12	<p>Construct ADA walkways across railroad tracks.</p> <p>Install a combination of audible and visual devices to alert pedestrians on both sides of the railroad crossing.</p> <p>Install detectable warning surfaces on both sides of the railroad crossing.</p> <p>Install pedestrian automatic gates on either side of the railroad crossing.</p>	City: Public Works	<p>Large Project: Priority for City: Include in new TSP</p> <p><b>ODOT SRTS Construction Grant Priority</b></p>
<b>Bridge St and Willamina Sheridan Hwy 157 (W Main St)</b>			
13	<p>Restripe existing crosswalks with high-visibility continental-style pavement markings and construct ADA-compliant ramps.</p> <p>Provide LPIs at the crossing at W Main St.</p>	City/ODOT	



Rec #	Recommendation	Agency Responsible	Implementation Next Steps
<b>Bridge St and Madison St</b>			
14	Remove parking on the southeast corner of the intersection of Bridge St and Madison St.	City: Council: Public Works	
<b>Sheridan Rd</b>			
15	Construct a pedestrian facility along the north side of Sheridan Rd between SE Riverside Dr and Hwy 18.  Designate Sheridan x between Hwy 18 and Bridge St as a neighborhood greenway/bike boulevard and install any appropriate signage or pavement markings.  Add street lighting.	City	City is working on a large project- Sheridan RD for new sidewalks/ street surface
<b>Main St (Willamina Sheridan Hwy 157)</b>			
16	At Viola St, install a high-visibility continental-style crosswalk with School Crossing assembly (S1-1 with W16-7P) and advanced crossing warning signs (S1-1 with W16-9P) consistent with ODOT Traffic Manual Table 310.3-A: Uncontrolled Marked Crosswalk Treatments.	ODOT	Include in new City TSP
<b>Yamhill St</b>			
17	Designate Yamhill St between Western St and Cherry Hill Rd as a neighborhood greenway/bike boulevard and install any appropriate signage or pavement markings.  Add neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds and discourage cut-through traffic along Yamhill St.	City	Include in new City TSP
<b>NE Center St</b>			
18	Designate NE Center St between Blair St and Yamhill St as a neighborhood greenway/bike boulevard and install any appropriate signage or pavement markings. Add neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds.	City	Include in new City TSP
<b>NE Blair St</b>			
19	Designate NE Blair St between Viola St and Center St as a neighborhood greenway/bike boulevard and install any appropriate signage or pavement markings. Add neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds.	City	Include in new City TSP

\* Continental crosswalks comprise high-visibility longitudinal bars to provide a visual cue for drivers of where to expect pedestrian crossings. Per figure 'CW-SC' on ODOT standard drawing TM503, the continental crosswalks should be 10 ft in width (9 ft minimum), with 2 ft wide longitudinal bars. The longitudinal bars should be placed in the directional flow of traffic and spaced at minimum 3 ft apart to the extent feasible to avoid wheel paths. The 4 ft by 4 ft landing area in front of the curb ramp should be located within the crosswalk and the landing should be centered on the crosswalk. At intersections with stop or signal control, crosswalks should have stop lines installed at least 4 ft prior to the crosswalk approach. Additionally, crosswalks should follow guidance provided in the Manual on Uniform Traffic Control Devices (MUTCD).

## RECOMMENDATIONS HIGHLIGHT:

# Neighborhood Greenways

This Plan recommends designating some streets in Sheridan as neighborhood greenways. Sometimes referred to as “bicycle boulevards” or “slow streets,” neighborhood greenways are deliberately designed to reduce traffic speed and establish a secure environment for walking and biking. Rather than engineering the roadway to maximize vehicle speeds, a neighborhood greenway prioritizes the safety and comfort of people walking and bicycling. Neighborhood greenways are often designated on priority routes that connect key destinations within the community such as neighborhoods, parks, schools, and business districts.

A neighborhood greenway can be implemented by adding streetscape elements that slow motor vehicles and encourage sharing the road. Neighborhood greenways are distinct from other bike routes in the street network because they do not separate cars and bikes with bike lanes and sidepaths. Increased separation is helpful on corridors with higher speeds, but on neighborhood greenways, traffic should be calm enough that people of all ages and abilities are able to walk and roll on it safely. Specific streetscape design elements that work together to create a neighborhood greenway vary from city to city, but typically include some combination of the following:

- Speed humps or speed cushions
- Curb extensions
- Median islands
- Traffic circles
- Pavement markings (sharrows)
- Wayfinding signage
- Traffic diverters
- Raised intersections or crossings



*Speed humps help to slow traffic.*



*Curb extensions narrow the roadway, and pavement markings reinforce the greenway designation.*



*Planters can be used to divert traffic on neighborhood streets but allow bicyclists and pedestrians to pass through.*

For more information about these design elements, see NACTO's Urban Bikeway Design Guide: <https://nacto.org/publication/urban-bikeway-design-guide/bicycle-boulevards/>

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## Education and Encouragement Program Recommendations

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

Based on the input from the community and findings from the bike and pedestrian facility inventory, the project team developed the maps of Priority SRTS Routes on the following pages. These maps highlight the corridors that should be prioritized as comfortable travel routes for community members of all ages and abilities, particularly students. The route networks depicted on the maps include existing routes with sufficient infrastructure in place, as well as priority routes that are recommended for potential improvements as funding becomes available.

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

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

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

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

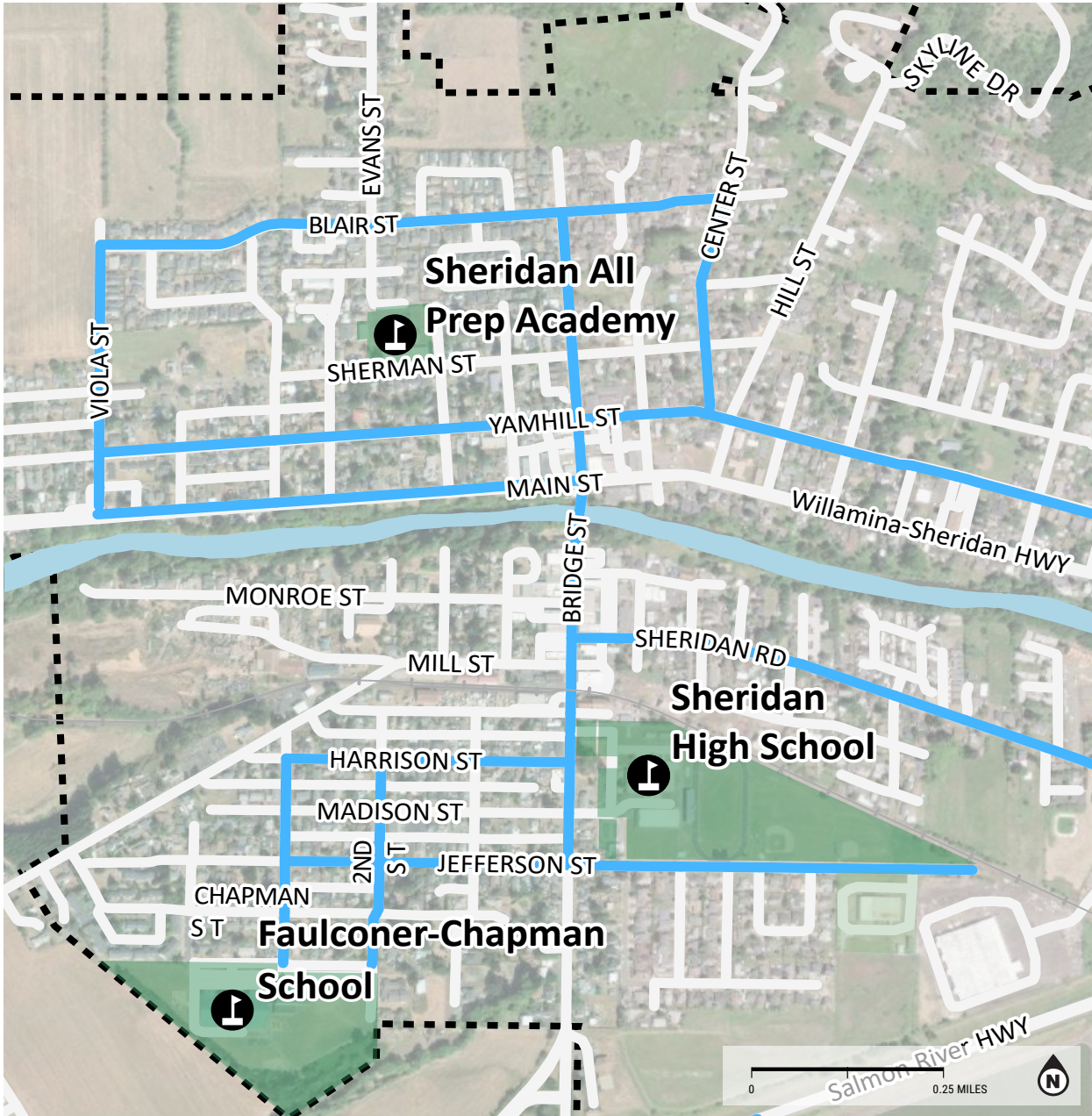
<https://www.oregonsaferoutes.org/>

### CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

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

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

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



**SHERIDAN PRIORITY ROUTES MAP**

- LEGEND**
- Priority Routes
  - +— Railroad
  - School Property
  - Water
  - Parks
  - City Boundary



**Table 2. Sheridan School District Education and Encouragement Recommendations**

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Crossing Guard Appreciation Event	Administration	Students can write thank you cards upon arrival or during the school day, and families can be invited to bring a gift or treat for the crossing guard.	Outreach materials about the event (i.e., posters, emails), art supplies	Offering multiple ways of expressing thanks. For example, if some students don't want to draw, they could sing a song or ask the crossing guard if they want a hug instead.	Number of students participating, number of crossing guards participating
Student Safety Patrol Program	Student Safety Patrol	Student volunteers can sign up to help the adult crossing guard at arrival and dismissal. The jobs of the children's safety patrol may include waving at cars as they pass, helping crossing guards prepare their materials, and guiding students across the street.	Safety vests, signs or flags, adult crossing guard	Offer multiple ways for students to participate. Host a pizza party for student safety patrol as a "thank you."	Number of students participating; number of communities participating
Parent Education and Outreach	Schools	Provide travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. Emphasize proper vehicle circulation procedures, safe routes for students, and traffic reduction at arrival and dismissal times, including the option to park and walk with students.	Seasonal travel tips for school communications, flyer	Provide materials in Spanish or other languages as needed.	Feedback from families; observations from school leadership
Pedestrian and Bike Safety Education	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety hand-out, messaging, curriculum	Communicate with families ahead of time to learn about what needs their children may have. Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating, feedback from families, observations from school leadership
School Zone Traffic Safety Campaign	School Administration	A school zone traffic safety campaign can be used to share simple safety messages, encourage attentive behavior, and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish or other languages as needed.	Feedback from families, observations from school leadership

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walking school Bus and Bike Train	Parent volunteers, administrators, SRTS Coordinator, Parents/Caregivers	Bike train or walking school bus events could be held periodically to raise awareness of these options among students and families (for example, as part of Walk+Roll to School Day). With interest from the school community, an SRTS coordinator could help staff and parents organize a regular walking school bus or bike train for students who usually walk alone or whose parents have work schedules that conflict with drop-off times.	Communications to parents, routes and meet-up points, signs, staff/volunteer time	Provide materials in Spanish or other languages as needed. Consider how students with mobility challenges can participate.	Number of students participating, feedback from families
Walk+Roll to School Day (one of five options listed below)	ODOT SRTS Team, SRTS Coordinator, Schools	Organize a Walk+Roll to School Day to encourage and celebrate walking and rolling at the school. Participate in International Walk+Roll to School Day in October to encourage and incentivize walking and rolling. The ODOT SRTS team can provide materials and activities to help support the event, including flyers, activity sheets, stickers, and more.	Food, music, decorations, printer, incentives or prizes for students (could be solicited from local businesses or ordered for free through ODOT), volunteers to pass out incentives	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
Ruby Bridges Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	The perfect opportunity to teach children about the civil rights movement and make connections to today's collective efforts for change. Ruby Bridges Walk to School Day gives children the opportunity to celebrate Ruby's courage by walking to school.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives	Ensure that students who live too far to walk or bike are able to participate on campus. For example, consider locations to hold a remote drop-off site, such as a park or other landmark, where students can meet and walk to school together.	Number of students and community members participating

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Winter Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	Winter Walk to School Day encourages kids to walk and roll to school even in winter and all year-round! As an accompanying activity, invite students to play bingo, take part in an art activity, organize a clothing swap, or have a fashion show, and be sure to share the event on social media.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives	Those who have disabilities may have trouble moving through the snow. Consider options for a remote drop-off and suggested travel route that is accessible for all students considering the weather conditions.	Number of students and community members participating
Earth Month	ODOT SRTS Team, SRTS Coordinator, Schools	As part of an Earth Month celebration, host Walk+Roll events and encourage students to learn more about how they can be kind to the Earth. Plant seeds at your school or around your community, write a thank you card to the Earth, create a collaborative mural at your school about biking and walking to school, or invite students to make posters about why they love the Earth.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
The Walk+Roll May Challenge	ODOT SRTS Team, SRTS Coordinator, Schools	This annual event encourages kids and families to walk, bike, and roll to school and to stay active and healthy.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives	Ensure that 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, Roadway Jurisdiction 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.	Cones, barricades, paint, signage	Provide materials in Spanish or other languages as needed.	Feedback from families and community members



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

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walk+Roll Anywhere	Teachers/School Staff	Schools can organize Walk+Roll encouragement days that involve walking and rolling around the community. To further incentivize participation, on walks in local parks or along popular trails, families could scan a QR code to log their trip and be entered into a contest to win great prizes. This event allows students and families to explore other beautiful trails, parks, and places that may be less car-centric.	QR code to enter, raffle for winners	Routes to schools may be along busy, high-speed highways, making daily biking and walking difficult for students.	Number of students participating, skills learned, number of volunteers

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# Education and Encouragement Program Descriptions

## PARENT EDUCATION AND OUTREACH

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

Resources include the following:

- The Oregon SRTS website has a host of safety tips for parents who are interested in their student



walking and biking to school. Also, sign up for the [newsletter](#) to get current materials and seasonal safety tips.

- The [National Center for SRTS](#) offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

## SAFE ROUTES TO SCHOOL COORDINATOR POSITION

A designated individual who is tasked with coordinating and championing Safe Routes to School can greatly increase the likelihood of program success. An SRTS coordinator is usually charged with scheduling, publicizing, and administering SRTS programming, including encouragement events, educational activities, safety campaigns, walking school buses and bike trains for students and their families. This person is also responsible for coordinating between various involved jurisdictions, community groups, and community stakeholders to promote SRTS as a priority. The SRTS coordinator position is best housed at an agency that can work across the whole school district.

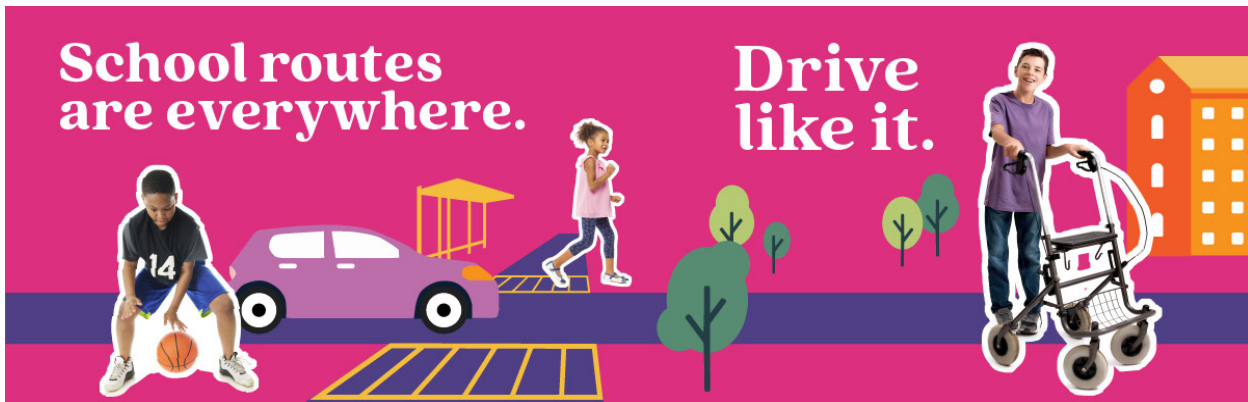
Funding for SRTS coordinators is available through [ODOT's competitive Education Grant](#) process, as well as some regional and local governments. This grant can also provide technical assistance with hiring a coordinator, developing a work plan, and getting the program off the ground.

## TRAFFIC SAFETY CAMPAIGN

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

Resources include the following:

- The Oregon SRTS website has a host of [banners, brochures, and other materials](#) that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT [Storeroom](#) and check the [ODOT SRTS](#) website for current incentives and outreach materials available.



- The [Drive Like It](#) campaign offers yard signs, safety kits, and other materials with a simple, clear message.

## PEDESTRIAN AND BIKE SAFETY EDUCATION

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

Resources include the following:

- The Oregon SRTS Team is available to train PE teachers to deliver bicycle and pedestrian education in classes through the new Jump Start program! You can sign up for training or to borrow a bike fleet for an event such as a bike rodeo by



visiting the [Jump Start program page of the ODOT SRTS website](#).

- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations Plan bike safety skills events.

## WALKING SCHOOL BUS/BIKE TRAIN

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

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

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

## WALK+ROLL TO SCHOOL DAYS

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

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

**September:** Back to School

**October:** International Walk to School Day

**November:** Ruby Bridges Walk to School

**February and March:** Winter Walk+Roll

**April:** Earth Month

**May:** Bike Month

Parents can set up a table on the event day to provide refreshments and small rewards for families who participate, as well as maps, lights, and safety information to encourage more students and families to join in the fun. Even families who live too far from school to walk and bike can participate by driving to

a designated central location and walking together from there. Coffee and breakfast can be provided, and students can dress up or hold posters to make a fun, parent-supervised parade to school. Walks could also take place as a part of another health-related event or to benefit a cause.

Resources include the following:

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



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05



IMPLEMENTATION



# IMPLEMENTATION

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

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

## Project Prioritization Process

Walk audit and community meeting participants provided feedback on how actions and recommendations should be prioritized in their community, ranking various criteria (see sidebar on this page) on a sliding scale of “Not Important” to “Very Important.” This exercise requires thinking about trade-offs between different goals and actions. Participants generally felt that most of the prioritization measures were quite important to consider for SRTS projects in the community.

Participants found safety to be the most important factor, while also recognizing that equity, student density, and proximity to school were essential when considering projects. Participants discussed the trade-offs between feasibility and safety, deciding that they would be interested in looking at both short-term highly feasible improvements but also considering a long-term approach that maximized safety.



## Prioritization Criteria

*How should we prioritize projects in your community?*

### **SAFETY** ★

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

### **EQUITY**

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

### **PROXIMITY TO SCHOOL**

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

### **COMMUNITY-IDENTIFIED NEED**

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

### **STUDENT DENSITY**

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

### **FEASIBILITY**

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



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

## High Priority Construction Projects

Table 3 lists the top priority improvements recommended for the ODOT SRTS Competitive Construction Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The table also provides a planning-level cost estimate for each project. Table 4 (page 56) provides additional project-specific information needed for ODOT grant applications.

The City of Sheridan and Sheridan School District will be the relevant parties to prepare the ODOT SRTS Competitive Construction Grant and ODOT Community Path Applications for these projects.

**Table 3. City of Sheridan Implementation Priority Projects**

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Add high-visibility continental crosswalk markings and construct ADA curb ramps at intersections along 3rd St from Cornwall St to Harrison St.	\$109,098
Add shared lane markings (“sharrows”) to facilitate students biking to school. Consider reallocating parking on the west side of the street to install a southbound “climbing” bike lane from Harrison St to Jefferson St to climb the hill.	
At the south approach of Bridge St and Harrison St, install a Rapid Rectangular Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions at the existing crossing.	\$115,780
Construct ADA walkways across railroad tracks. Install a combination of audible and visual devices to alert pedestrians on both sides of the railroad crossing. Install detectable warning surfaces on both sides of the railroad crossing. Install pedestrian automatic gates on either side of the railroad crossing.	\$162,000
<b>Total (Including additional engineering costs)</b>	<b>\$808,678</b>

Table 4. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF HOOD RIVER
Relevant Right of Way ownership	City
Utility implications	N/A
Environmental resource implications	N/A
Stormwater management implications	N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?	For the Bridge/Railroad recommendation, yes
AADT	N/A
Priority Safety Corridor	N/A

## 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 roll to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

### BUILD PARTNERSHIPS

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

## EMPOWER STUDENTS AS LEADERS

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

## TRACK PROGRESS

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

## CELEBRATE SUCCESS

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

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



## APPENDICES

Appendix A. For More Information . . . . .	66
Appendix B. Planning Process . . . . .	67
Appendix C. Existing Conditions . . . . .	69
Appendix D. Funding and Implementation . . . . .	78

# APPENDIX A. FOR MORE INFORMATION

This appendix provides contact information for state and national SRTS program resources as well as school partners.

## NATIONAL RESOURCES

Safe Routes to School Data Collection System

<http://www.saferoutesdata.org/>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide

[http://www.saferoutespartnership.org/sites/default/files/pdf/Local\\_Policy\\_Guide\\_2011.pdf](http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf)

School District Policy Workbook Tool

<https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook>

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

[http://guide.saferoutesinfo.org/walking\\_school\\_bus/bicycle\\_trains.cfm](http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm)

10 Tips for SRTS Programs and Liability

[http://apps.saferoutesinfo.org/training/walking\\_school\\_bus/liabilitytipsheet.pdf](http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf)

Tactical Urbanism and Safe Routes to School

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

## STATE RESOURCES

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

1. Coordination between practitioners through Regional Hubs that meet monthly  
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website  
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events  
<https://www.oregonsaferoutes.org/walkroll/>
4. Jump Start Bicycle and pedestrian safety trainings and a loaner bike fleet  
<https://www.oregonsaferoutes.org/train-the-trainer/>

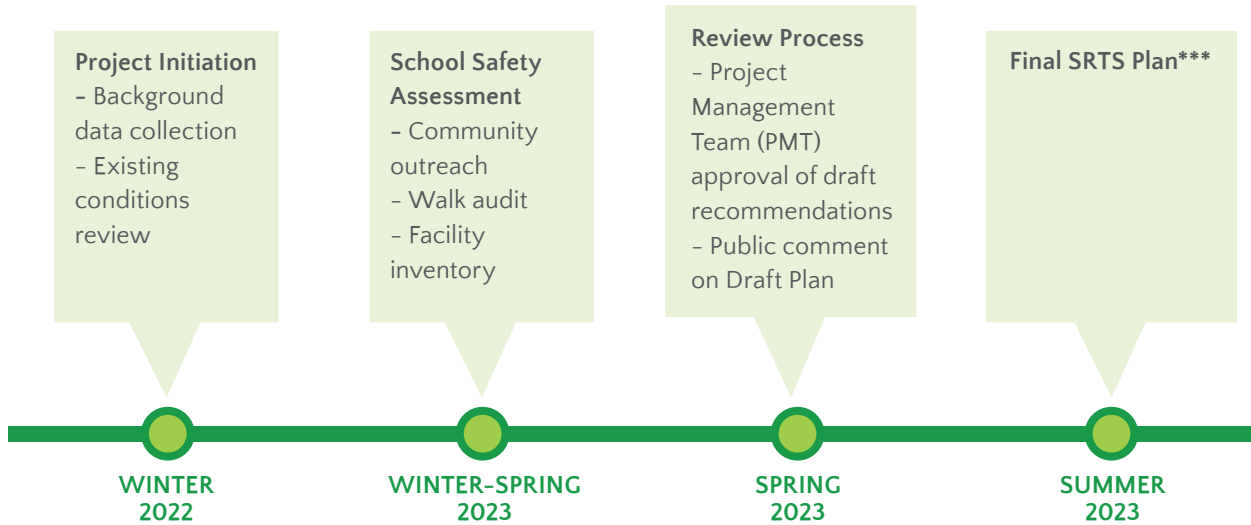
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

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



# APPENDIX B. PLANNING PROCESS

## The Sheridan SRTS Plan Process



### Project Initiation

The first step in the Planning process was to collect data and information to support evaluation of existing conditions. This included two meetings with the PMT to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix C.

### School Safety Assessment

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

#### WALK AUDIT

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

#### COMMUNITY MEETING

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

## BIKE AND PEDESTRIAN FACILITY INVENTORY

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

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

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

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

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

## Review Process

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

# APPENDIX C. EXISTING CONDITIONS

## Plan Review

### YAMHILL COUNTY TRANSPORTATION SYSTEM PLAN (2015)

The most recent Transportation System Plan (TSP) for Yamhill County was adopted in 2015 and considers future transportation needs through the year 2035. The recommended bicycle and pedestrian improvements in the Plan are located throughout the County and consist mainly of shoulder widening or paving to accommodate bicycle and pedestrian use. Importantly, Willamina Sheridan Highway 157 in Sheridan is classified as a Local Street in the plan (Yamhill County Transportation System Plan map on next page), with implications for its future design (i.e., potentially to become 10ft wide travel lanes). No specific bicycle or pedestrian infrastructure needs in Sheridan were identified in the Plan.

In recent (2023) discussions with ODOT representatives, Yamhill St north of Willamina Sheridan Highway 157 in Sheridan was identified as a parallel route with high potential for bicycle and pedestrian use.

### CITY OF SHERIDAN TRANSPORTATION SYSTEM PLAN (1999)

According to the latest TSP, which was adopted in 1999, the street system should be sufficient through 2020. The Plan includes policies and priority infrastructure improvements that will inform this Safe Routes to School Plan. For example, the plan lists several key transportation system improvements in Sheridan, some of which may have been completed at the time of writing this Plan (2023).

- Bridge improvements across the Yamhill River on Bridge Street
- Bikeway and sidewalk improvements along Willamina Sheridan Highway 157

The TSP notes the importance of the intersection of Bridge St and Main St as all north/south traffic across the river must pass through it. The plan also includes

a bicycle and pedestrian component, noting that Sheridan's small size provides a unique opportunity to encourage bicyclists and pedestrians, especially for connections to downtown and across the river. The Plan calls for the City to work with ODOT and the County to implement the following streets as designated bikeways (see bike route map on next page).

### CITY OF SHERIDAN COMPREHENSIVE LAND USE PLAN (1992)

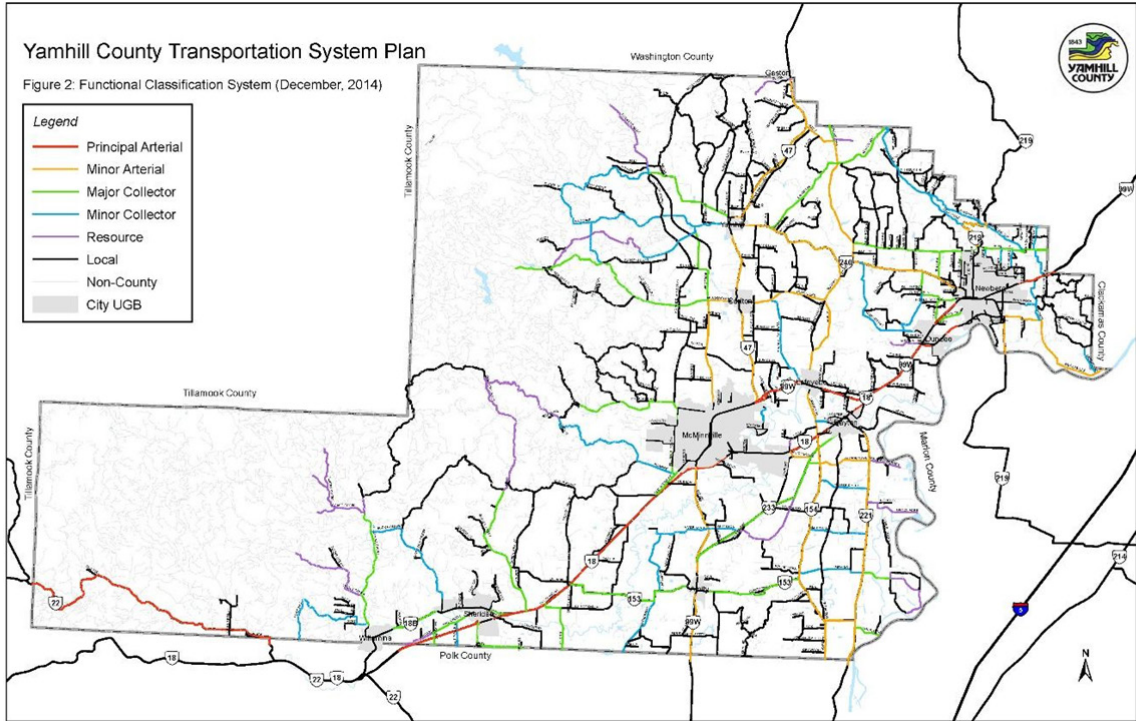
According to the City of Sheridan Comprehensive Land Use Plan, the greatest demand in regards to transportation is for improvement of the City's street network. The City seeks to accommodate multiple modes of transportation including rail transportation, transit, biking, and walking. The Plan emphasizes the importance of promoting transportation improvements and actions that address the special needs of residents who are low income, disabled, or elderly.

As one of the primary transportation planning documents for the City, the 1992 Comprehensive Land Use Plan provides various infrastructure recommendations, including:

- A gateway on Bridge St north of Willamina Sheridan Highway 157
- Transportation links between community activity centers

It is the City's policy to encourage bicycling and walking by providing the maintenance and development of bikeways and walkways (Policy 10, 11,12). It is also the City's policy to promote alternative modes of transportation that will be energy conserving and will provide maximum efficiency and utilization (Policy 5).

Yamhill County TSP: Street Functional Classifications



Sheridan TSP: City of Sheridan Bike Routes



## Previous SRTS Efforts or Walking/Biking Encouragement Activities

### EDUCATION AND ENGAGEMENT ACTIVITIES

Schools in Sheridan have engaged in some walking and rolling encouragement activities, including back-to-school nights and bike rodeos. Organizations such as OHSU, Yamhill Community Care Organization, and the Rotary have supplied helmet fitting opportunities to students.

### CONSTRUCTION ACTIVITIES

The most recent improvements include installing continental crosswalk markings in front of Faulconer-Chapman School on Cornwall St.

## Crash History

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

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

### PEDESTRIAN AND BICYCLIST COLLISIONS

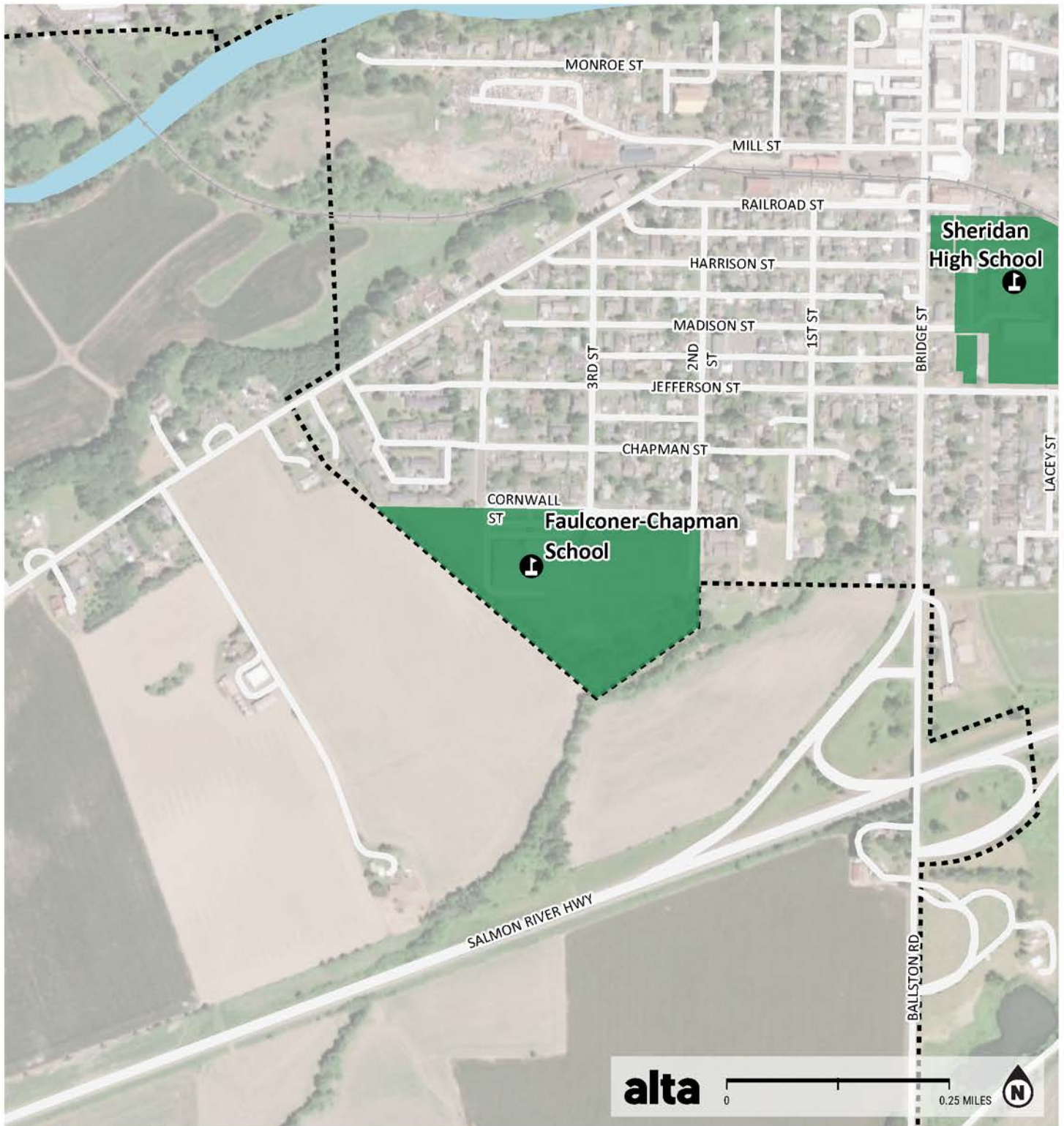
Between 2016 and 2020, there was one reported vehicle collision involving people walking and biking within one mile of any school in Sheridan (see map on next page). Notable information about the collision is outlined below:

- The collision occurred at the intersection of Bridge St and Main St in January 2018 between 7 and 8 p.m.

- The report cited lighting as a conditional factor in the collision.

### VEHICLE-ONLY COLLISIONS

The second crash map (next page) illustrates the locations of vehicle-only crashes. While these crashes did not involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users. According to the reported data for the years 2016 through 2020, most crashes occurred on Bridge St or Main St (Willamina Sheridan Highway 157).










## COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

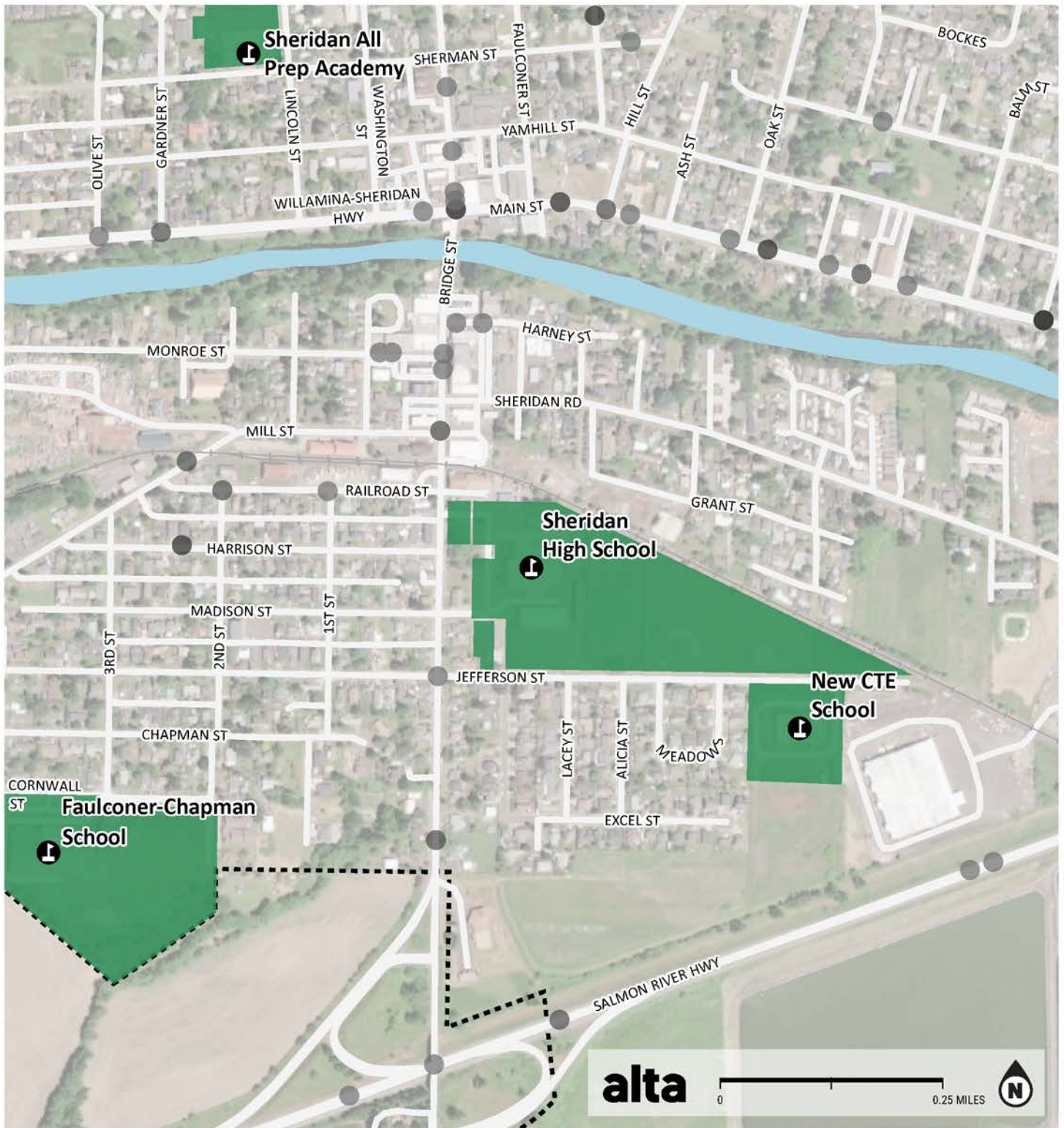
### COLLISIONS

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

### LEGEND

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





## ALL CRASHES INVOLVING VEHICLES 2016-2020



### CRASH SEVERITY

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

### LEGEND

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

# APPENDIX D. FUNDING AND IMPLEMENTATION

This section lists a variety of funding sources that can be used to implement the recommendations outlined in Chapter 4. These funding sources are accurate as of July 2021, but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

This section also includes a graphical flowchart of the ODOT SRTS Competitive Infrastructure Grant eligibility process, to help guide partners in the application process.

Finally, this section includes a detailed construction recommendations table building on Table 1 in Chapter 4, and includes: needs identified at each location and ensuing construction recommendations, the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction. The final table includes detailed planning-level cost estimates for the High Priority Projects identified in Chapter 5.

## Statewide Funding Opportunities

### ODOT SRTS GRANTS

ODOT currently offers Safe Routes to School specific funding pools for local jurisdictions interested in improving walking and biking conditions near schools, including a competitive infrastructure grant program, a rapid response infrastructure grant, and an education (non-infrastructure) grant.

### COMPETITIVE INFRASTRUCTURE GRANT

ODOT's SRTS Competitive Infrastructure Grant program funds roadway safety projects located within a one-mile radius of an educational facility that improves walking and biking conditions for students on their way to school. Funding requests may range between \$60,000 and \$2 million, with a 40% local match (special circumstances may allow a 20% reduction in match requirements). These funds are awarded on a competitive application basis to cities, counties, transit districts, ODOT, any other roadway authority, and tribes are in compliance with existing jurisdictional Plans and receive school or

school district support. Learn more about the 2021-2022 grant cycle at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Competitive-Infrastructure-Grant.aspx>.

### RAPID RESPONSE INFRASTRUCTURE GRANT

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

### EDUCATION GRANT

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

### SMALL CITY ALLOTMENT PROGRAM (SCA)

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



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

## OREGON COMMUNITY PATHS PROGRAM

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

## TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

## STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

## CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

## Federal Funds

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

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

## Local Funding Opportunities

### POTENTIAL SCHOOL BOND OPPORTUNITIES

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

### SRTS PROJECTS AND THE TSP

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

### QUICK BUILDS

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

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

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$38,700	1	\$38,700
TRAFFIC CONTROL	15%	\$58,100	1	\$58,100
EROSION CONTROL	2%	\$7,800	1	\$7,800
<b>2) 3RD ST BETWEEN CORNWALL ST AND HARRISON ST</b>				
INTERSECTION CURB RAMP AND CROSSING IMPROVEMENTS				
REMOVE PAVEMENT MARKING	SF	\$5	368	\$1,840
REMOVE CONCRETE PAVEMENT	SF	\$12	1224	\$14,688
CLEARING AND GRUBBING	LS	\$8,000	1	\$8,000
INSTALL AGGREGATE BASE	CY	\$60	15	\$900
INSTALL ADA CURB RAMP	EA	\$6,000	10	\$60,000
INSTALL CONCRETE SIDEWALK	SF	\$30	315	\$9,450
INSTALL CROSSWALK MARKINGS	SF	\$15	500	\$7,500
INSTALL 1' WIDE STOP LINE	LF	\$15	48	\$720
INSTALL BICYCLE WAYFINDING SIGN	EA	\$800	4	\$3,200
INSTALL SHARED LANE MARKING ("SHARROW")	EA	\$350	8	\$2,800
INSTALL SHARED LANE MARKING ("SHARROW")	EA	\$350	8	\$2,800
<b>11) BRIDGE ST AT HARRISON</b>				
BRIDGE ST AND HARRISON RRFB CROSSWALK IMPROVEMENTS				
REMOVE PAVEMENT MARKING	SF	\$5	80	\$400
REMOVE CONCRETE PAVEMENT	SF	\$12	320	\$3,840
REMOVE ASPHALT PAVEMENT	SF	\$7	40	\$280
INSTALL AGGREGATE BASE	CY	\$60	4	\$240
INSTALL CATCH BASIN	EA	\$10,000	2	\$20,000
INSTALL CROSSWALK MARKINGS	SF	\$15	80	\$1,200

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL 1' WIDE STOP LINE	LF	\$15	30	\$450
INSTALL 'STOP HERE FOR PEDESTRIANS' SIGN	EA	\$800	2	\$1,600
INSTALL SET OF TWO (2) RRFB ASSEMBLIES - POST-MOUNTED	EA	\$28,000	1	\$28,000
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	36	\$1,440
INSTALL CONCRETE CURB RAMPS	SF	\$30	1247	\$37,410
INSTALL ASPHALT PAVEMENT	TON	\$230	4	\$920
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
<b>12) BRIDGE ST AT RAILROAD CROSSING</b>				
BRIDGE ST AND HARRISON RAILROAD CROSSING				
INSTALL RAILROAD CROSSING WITH GATES AND WARNING LIGHTS	EA	\$75,000	2	\$150,000
INSTALL ADA CURB RAMP	EA	\$6,000	2	\$12,000
<b>ADDITIONAL COSTS</b>	<b>% or MEASUREMENT</b>	<b>COST/UNIT</b>	<b>UNITS</b>	<b>ESTIMATE</b>
CONSTRUCTION ENGINEERING	15% of SUBTOTAL	\$73,800	1	\$73,800
CONTINGENCY	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	\$169,600	1	\$169,600
	<b>TOTAL CONSTRUCTION COST =</b>			<b>\$734,878</b>
SOFT COSTS (DESIGN ENGINEERING)	15% of SUBTOTAL	\$73,800	1	\$73,800
	<b>TOTAL PROJECT COST =</b>			<b>\$808,678</b>

