



SEASIDE
**Safe Routes
to School Plan**

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

CITY OF SEASIDE
PACIFIC RIDGE ELEMENTARY SCHOOL
SEASIDE MIDDLE/HIGH SCHOOL

FINAL REPORT / JUNE 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

ACKNOWLEDGEMENTS

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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NW Transportation Options

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WHAT IS SAFE ROUTES TO SCHOOL?

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

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

Learn more at: www.oregonsaferoutes.org

Why Safe Routes to School?

THE PROBLEM

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



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

60

MINUTES

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



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

Fewer students walking & biking to school


More parents driving children to school

Rising concerns about safety of walking & biking

Increased traffic at & around school

THE SOLUTION

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



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

25%

INCREASE

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



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



Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

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

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people². Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended amount!

IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity³.

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

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

GREATER CONFIDENCE

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

STRONGER SOCIAL CONNECTIONS

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

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

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

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

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

Community Benefits of Safe Routes to School

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

REDUCED TRAFFIC CONGESTION

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

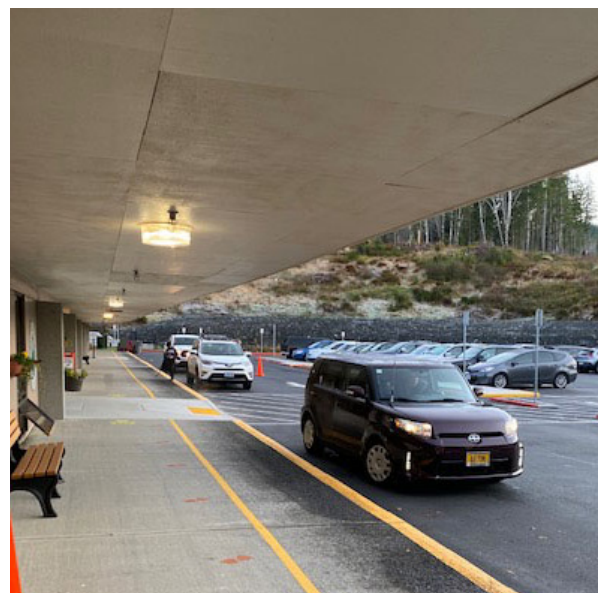
STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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



LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

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

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

ODOT's Project Identification Program



The City of Seaside, 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 Oregon Department of Transportation (ODOT) technical grant program that connects communities in Oregon with Planning assistance to



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

The goals of the PIP process are:



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

The Seaside SRTS Plan Process



*For more information on the program, visit:

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

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

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

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

Using this Plan

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

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

WHO ARE YOU?

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

I AM A STUDENT

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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

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

I AM A TEACHER OR OTHER STAFF MEMBER

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

I AM A COMMUNITY MEMBER

- Learn about walking and bicycling conditions in your neighborhood and how a SRTS program can improve them (see Chapter 2)
- Connect with your local SRTS coordinator and/or ODOT Hub Lead to learn about the various ways to engage with the safe routes community. (see Chapter 4)
- Participate as an advocate to support education and encouragement programs (see Chapter 4)

I WORK FOR THE CITY OR COUNTY

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

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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



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



INTRODUCTION

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

Vision

The Seaside 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.

02



VISION AND GOALS FOR SRTS

Goals, Objectives, and Actions

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

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



SAFETY

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

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

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

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

- Action: The City of Seaside will adopt the long-term infrastructure recommendations as a part of its planning processes, and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Seaside will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school.

Objective 3: Pedestrian and bicycle safety education is available to students in Seaside.

- Action: The Seaside School District will work with school leadership at Pacific Ridge Elementary and Seaside Middle/High to consider applying for the ODOT SRTS Education Grant to fund bike and pedestrian education, potentially incorporating opportunities for older students to learn and then teach younger students.

- Action: Pacific Ridge Elementary and Seaside Middle/High School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes. The local SRTS coordinator can assist when implementing programs or engaging with the SRTS community. (more information in Chapter 4).

EQUITY

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

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

- Action: Seaside School District, Pacific Ridge Elementary, Seaside Middle/High School, and City of Seaside will provide SRTS information and educational materials in English and Spanish. Consider engaging with the local SRTS coordinator when providing this information to the schools and communities.
- Action: Pacific Ridge Elementary and Seaside Middle/High 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 Seaside will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.

HEALTH

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

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

- Action: Seaside School District will look for areas of overlap between SRTS efforts and other health initiatives and P.E. classes.

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

- Action: Seaside School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Pacific Ridge Elementary and Seaside Middle/High School will share relevant health statistics and messages in school newsletters, back to school night, or through other communication channels.

ENVIRONMENT

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

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

- Action: Seaside School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.
- NW Transportation Options (<https://www.nworegontransit.org/transportation-options/>) has tools to help establish school specific “School-Pools” that can be implemented during school commute hours.



A Community-Driven Planning Process

The Project Team hosted one walk audit in Seaside on November 17, 2021. The walk audit was directly advertised to the Seaside community via outreach materials and messaging on the school website. Parents were invited to participate, but no parents or family members took part in the audit. Nine project team members attended the walk audit, representing the City of Seaside, NW Transportation Options, and Seaside School District.

Additionally, a link to the Public Input Map was provided on all outreach materials, giving stakeholders the opportunity to provide feedback about safe routes to school without having to attend the in-person walk audit.

DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the Project Team collected information about respondents through the Public Input Map using a short survey. Twelve people used the public input map to share comments and ideas for SRTS infrastructure and other school transportation needs. Eleven respondents identified as white, and one respondent chose “prefer not to say.” All respondents are parents or caregivers of students at the schools.

COMMUNITY ENGAGEMENT KEY THEMES

The public input map comments provided important insights and informed the SRTS Plan recommendations. Key themes included the following:

- Broadway St and Wahanna Rd
- Wahanna Rd and Spruce Dr
- Spruce Dr and Alder Dr
- Wahanna Rd at Providence Hospital entrance
- Wahanna Rd and Cooper St
- Ave S curve and Wahanna Rd
- Spruce Loop up to Seaside Middle/High school and the Pacific Ridge Elementary School intersection



INTRODUCTION

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

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

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



SCHOOL CONTEXT:

Pacific Ridge Elementary

2000 SPRUCE DR

PRINCIPAL:

Juli Wozniak



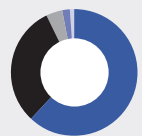
ENROLLMENT:
654



GRADES SERVED:
K-5



70% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 62%
- Hispanic, 31%
- Multiracial, 4%
- Asian, 2%
- American Indian/Alaska Native, 1%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,159
Spanish	327
Other Languages	11

Total Languages Spoken: 13

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

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

Pacific Ridge Elementary Safety Assessment

Date: November 17th, 2021

SCHOOL LAYOUT

Pacific Ridge Elementary is a public school on the southeast side of Seaside, Oregon and is comprised of K-5 students. The school is located on Spruce Dr, east of S Wahanna Rd. There is one main school building, with the main entrance on Spruce Dr. In addition to the main building, there are portable classroom buildings that provide additional classroom space. The parking lot is located on the east side of the building, directly in front of the main entrance. There is a play area located in the rear of the school as well as covered tables located throughout campus.

Students walking or biking to school primarily use Spruce Dr and enter through the front of the main building. Students are often dropped off along Cooper St, located just south of Spruce Dr and travel to school by heading north on Alder to Spruce. Wahanna Rd. is also a well-traveled route for students, as they travel down Wahanna to head east on Spruce Dr towards campus. Students also access campus via the trail system north of campus, which connects the Sunset Hills neighborhood to campus. Another important destination near the school is the Providence Seaside Hospital on Wahanna Rd.

SITE CIRCULATION

Vehicles: Parents entering Pacific Ridge Elementary via Spruce Dr. are encouraged to use the driveway loop along the outside perimeter of the parking lot to pick-up/drop-off students. For student arrival and dismissal, parents navigate a one-way loop, split into two lanes (one lane in the AM and two in the PM) and pull up to the front of the school to pick-up/drop-off students and continue back onto Spruce Dr. During commute hours, vehicles often back up all the way down Spruce Dr onto Wahanna Dr. Vehicles were also observed dropping off students at the Alder and Spruce intersection before turning back and heading west on Spruce Dr to exit. Many vehicles are driving up to the middle/high school and are not required to stop when turning right.



Pacific Ridge Elementary Site Plan



School Buses: Buses enter the school via Spruce Dr and have an isolated drop-off/pick-up on the south side of campus. There is ample room for bus turnaround and nine school buses arrived in quick succession during the walk audit observation. Buses stop at Pacific Ridge Elementary before traveling up the hill to Seaside Middle/High School.

Pedestrians: Students who walk to and from school are encouraged to use sidewalks along the northside of Spruce Dr, in addition to other access points to the school campus. It should be noted there are incomplete sidewalks on the southside of Spruce Dr, and the sidewalks on the northside are in poor condition (tilting and tripping hazards, non-ADA compliant). There was one crossing guard present at the Spruce intersection in front of campus, but no flagger.

Students also utilize the nearby trail system, located north of campus, when traveling to school. There is an unofficial pathway that connects Hilltop Dr to the back of the school. Oftentimes to avoid congestion at the main turnaround area in front of campus, parents use the nearby neighborhoods to drop-off/pick-up students; these areas included the Spruce Dr/Alder Dr intersection and along Cooper St, south of Spruce Dr. Staff noted that some parents work at the nearby hospital and students walk down Wahanna to Spruce Dr when traveling to school.

Bicyclists/Micromobility: Students arriving by bicycle (or students rolling in general) are accessing the school via Spruce Dr. Bike racks are located near the front entrance of the school. One biker was observed traveling down Spruce Dr. and heading up the hill to the middle/high school.

Transit: Bus Route 20 of the Sunset Empire Transportation District connects Seaside and Cannon Beach. The nearest stop is at the Seaside Hospital, which is 0.7 miles away from Pacific Ridge Elementary. This route runs Monday through Friday from 6am to 9pm every hour. The Seaside Streetcar also serves the local Seaside community, but the nearest stop is over a mile away at the Seaside Pool.

Additionally, the streetcar can accommodate bicycles and kids/teens would ride fare free. At this time the streetcar only runs on weekends, during its seasonal schedule. Plans for route expansions in Seaside exist and are dependent on staffing and funding. At this time the Streetcar would not be considered viable school transportation.

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SCHOOL CONTEXT:

Seaside Middle/High School

2600 SPRUCE DR

PRINCIPAL:

Jeff Roberts



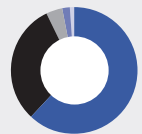
ENROLLMENT:
855



GRADES SERVED:
6-12



60% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 69%
- Hispanic, 25%
- Multiracial, 3%
- Asian, 2%
- Black/African American, 1%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,159
Spanish	327
Other Languages	11

Total Languages Spoken: ?

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

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

Seaside Middle/High School Safety Assessment

Date: November 17th, 2021

SCHOOL LAYOUT

Seaside Middle/High School is a public school on the southeast side of Seaside, Oregon and is comprised of 6th-12th grade students. The school is located on Spruce Dr, directly up the hill from Pacific Ridge Elementary. The school is a newly built building with construction having been completed Summer 2021. Students from Broadway Middle School (previous middle school) and high school students were combined.

There are five interconnected buildings that make up Seaside Middle/High School, with two primary entrance points- one on the southside (front) and one on the northside of the building (rear entrance). There are two parking lots as well, one in the front and one in the back. The front parking lot is primarily used for staff parking, with the rear parking lot used for both staff and student parking.

Students walking or biking to school travel up the hill from Spruce Dr (in front of Pacific Ridge Elementary) to access Seaside Middle/High School. The doors at the front entrance of school lock at 8:30am, and many students have to travel to the rear entrance to access the building in the morning.

SITE CIRCULATION

Vehicles: Parents dropping off/picking up at Seaside Middle/High School travel up the hill directly from Spruce Dr. Parents use the school's back entrance, forming a que line along the curb and stopping when they get to the front of the line. Vehicles were not utilizing the full curb area and not pulling up to the front of the curb; this caused vehicles to easily get congested while waiting. When exiting, vehicles loop around and exit down the hill back onto Spruce Dr. It should be noted that when coming down the hill to exit onto Spruce, vehicles encounter congestion from Pacific Ridge Elementary School drop-off/pick-up.

There is parking allowed on the road up to campus, though most vehicles park in the rear parking lot.



Seaside Middle/High School Site Plan



School Buses: Buses enter the school via Spruce Dr and head up the hill to campus after dropping off students at the elementary school (if applicable). There is a west lot for bus pick-up/drop-off.

Pedestrians: Students walking to and from school access campus via Spruce Dr, turning and traveling up a steep hill to access the building. There is a crosswalk on the road leading to campus that allows students to cross from the northside to the southside of the road. It should be noted that parking is allowed directly in front of the crosswalk, causing visibility concerns of pedestrians in the crosswalk.

Students who are unable to access the building's front entrance by 8:30am must access the building via the rear entrance. There is no direct sidewalk or path

leading to the back of the building, so students often walk in the road to enter the building.

Students also utilize the nearby trail system, located north of the elementary school to access the middle/high school campus.

Bicyclists/Micromobility: Students arriving by bicycle (or students rolling in general) are accessing the school via Spruce Dr. Bike racks are located near the front entrance of the school. One biker was observed traveling down Spruce Dr and heading up the hill to Seaside Middle/High School.

Transit: Bus Route 20 of the Sunset Empire Transportation District connects Seaside and Cannon Beach. The nearest stop is at the Seaside Hospital, which is 0.7 miles away from Seaside Middle/High School. This route runs Monday through Friday from 6am to 9pm every hour. The Seaside Streetcar also serves the local Seaside community, but the nearest stop is over a mile away at the Seaside Pool.

Additionally, the streetcar can accommodate bicycles and kids/teens would ride fare free. At this time the streetcar only runs on weekends, during its seasonal schedule. Plans for route expansions in Seaside exist and are dependent on staffing and funding. At this time the Streetcar would not be considered viable school transportation.

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Bike and Pedestrian Facilities Inventory

Key Themes



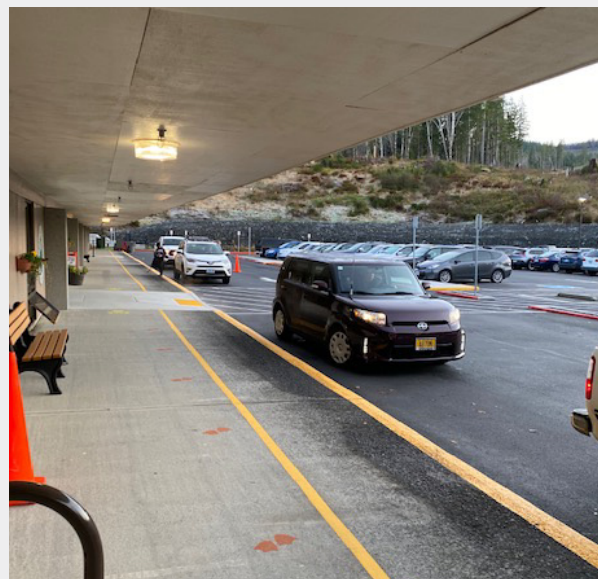
Bus drop-off at Pacific Ridge Elementary. Buses turn left from Spruce Dr to access this "buses only" area.



Crosswalk in front of Pacific Ridge Elementary. Vehicles travel west on Spruce Dr to this intersection and either continue straight to access Pacific Ridge Elementary or turn right towards Seaside Middle/High School.



Vehicles travel down Alder Dr, turning right onto Spruce Dr to access both schools. Many parents drop-off/pick-up in nearby neighborhoods and use this route. There is a need for lighting in this area as well as improved crosswalks, curb ramps, sidewalk alignment, and improved stop lines.



Vehicles lining up in front of Pacific Ridge Elementary during student drop-off/pick-up. Students are asked to line up behind the yellow line until their parent or caregiver arrives.

*Recommendations to these safety issues are outlined on pages 34 & 35 of this Plan.



Buses and vehicles line up down Spruce Dr to access both school campuses.



The crosswalk located on the hill heading up to Seaside Middle/High School is often blocked by parked vehicles. Vehicles travel in both directions on this road, and this crosswalk is the only crossing until the school entrance.

- The crossing at Alder Dr and Spruce Dr is a highly traveled area during school commute hours, but facilities are inadequate for travel for all active modes.
- The sidewalks along Spruce Dr are a common route for students traveling to school. Sidewalk improvements and lighting upgrades are needed along this route.
- The intersection at the entrance of Pacific Ridge Elementary is confusing and vehicles frequently block student crossings. There is a need for crossing improvements and lighting upgrades at this intersection
- Wahanna Rd and Broadway St is well-traveled by students to reach a number of destinations. Improved crossings are needed on all legs of the intersection.
- Crossing Wahanna Rd at Spruce Dr does not provide adequate protection for pedestrians and bicyclists. There is a need for continental crosswalks, curb ramps to shorten crossing distances, and school crossing signage.
- On the Seaside Middle/High School campus, there is not an efficient path for students to reach the east side of the campus, resulting in students walking in the road.



Crosswalk from the middle/high school parking lot to the main entrance. This is the only marked crosswalk for students trying to access the school entrance.



Uncovered bike racks at the rear entrance of the middle/high school. There was one bike locked to the racks at the time of the walk audit.



Stairs along the side of the building to access the rear entrance.



Intersection at the front of the middle/high school, where the front parking lot meets Spruce Dr. There is no crosswalk at this stop sign, causing students to cross the street at different locations.



Students trying to access the rear entrance of the middle/high school must travel around the side of the building and up stairs. This is the only way to access this entrance, however students often travel the shortest distance and walk directly in the road.



Crosswalks from the parking lot to the rear entrance of campus. The majority of students park in this parking lot.



Crosswalk at the top of the hill on Spruce Dr. Vehicles are allowed to park along this row, however the parking spaces closest to the crosswalk block oncoming vehicles from seeing pedestrians crossing the street.



Curb ramps along Spruce Dr, up the hill to the middle/high school. Curb ramps do not align with crosswalks, making it difficult for students to access the crosswalk, especially for people with disabilities.



Intersection in front of Pacific Ridge Elementary. Vehicles often stop beyond the stop line and in the crosswalk, making it difficult for students to cross.



Curb ramps at the intersection of Spruce Dr and Alder Dr to not align with crossing. Crosswalks are also not high-visibility, making it more difficult for vehicles to see students crossing.



Sidewalks on the north side of Spruce Dr are damaged, uneven, and cracked in certain areas.



At the intersection of Wahanna Rd and Broadway St, there are no marked crossings. Current stop lines are faded and not highly visible. There are also no sidewalks on the west side of Wahanna Rd.

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INTRODUCTION

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

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

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

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



Construction Project Recommendations

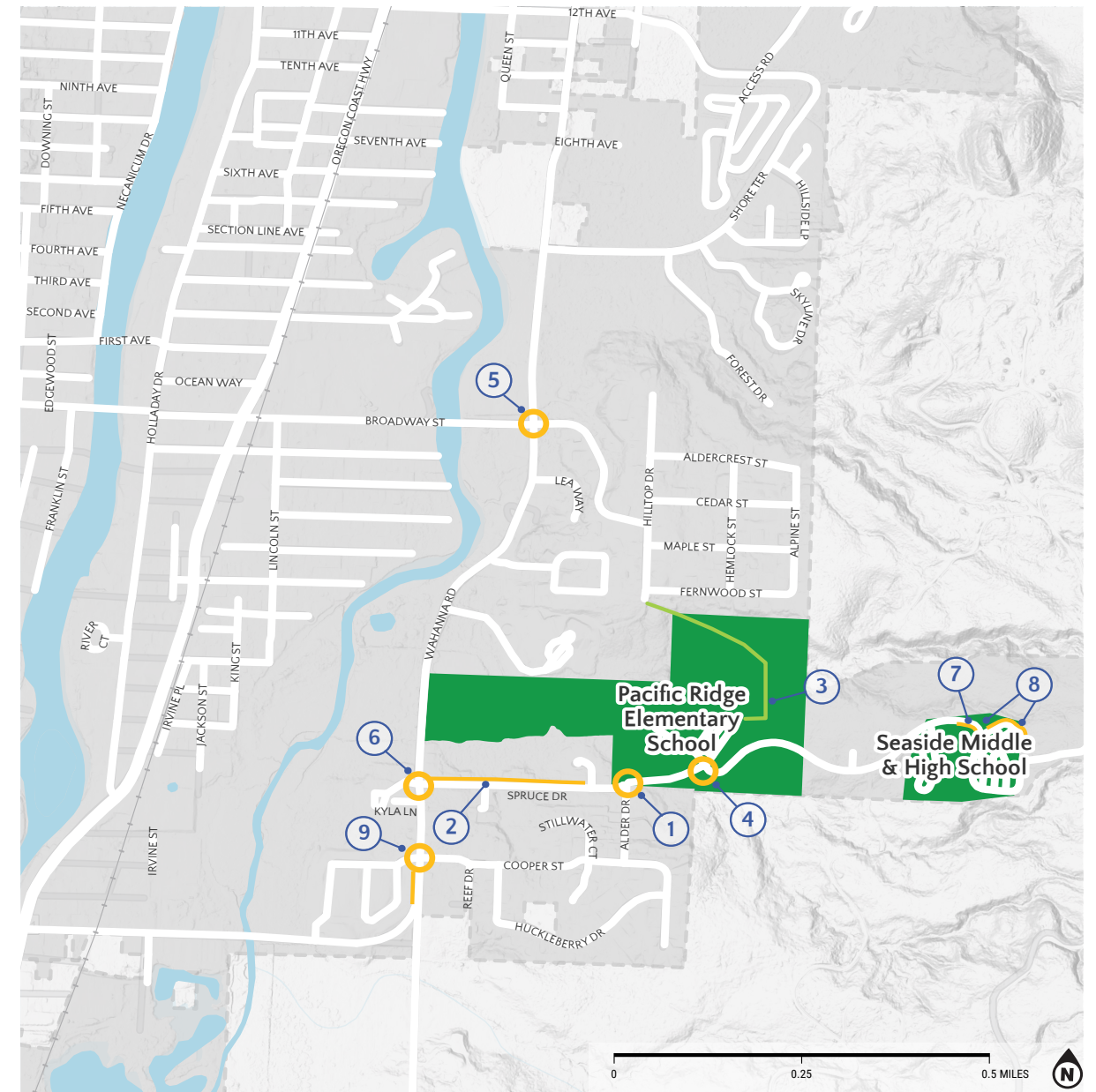
Construction project recommendations are shown and described on the following pages. The map on the following page is a guide to the location of recommendations described in detail in Table 1. A more detailed table is included in Appendix F that includes: the needs identified at each location and ensuing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

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

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

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

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



IMPROVEMENT RECOMMENDATIONS

- | | | | |
|--|-------------------------------------|--|-----------------|
| | Street Improvement | | Railroad |
| | Crossing Improvement | | School Property |
| | Off-Street Improvement (Trail/Path) | | Parks |
| | Off-Street Improvement | | Water |
| | | | City Boundary |



Table 1. Pacific Ridge Elementary School and Seaside Middle/High School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline	Responsible Agency
Spruce Dr & Alder Dr			
01	Install high-visibility ladder-style marked crosswalks on all three legs of the intersection. Remove the existing stop bar on Alder and install a new stop bar in advance of the new crosswalk.	Medium term	City
	Install School Crossing sign assemblies (S1-1, W16-7P) at the west leg crossing and Advance School Crossing assemblies in advance of the intersection along Spruce. Install in-street pedestrian crossing signs (R1-6c) at the east and west leg crossings to alert drivers approaching the intersection of the crossings.	Medium term	
	Construct ADA-compliant curb ramps serving each marked crossing.	Medium term	
	Optional: Consider a curb extension on the southwest corner and realignment of the northern curb line shifted slightly to the south to shorten pedestrian crossing distances and create a more natural flow to the roadway geometry, particularly in the southbound travel direction.	Medium term	
	Install pedestrian-oriented crosswalk lighting at the intersection	Medium term	
Spruce Dr east of Alder Dr			
02	Install speed humps along Spruce between Alder and the Pacific Ridge entrance. Convert centerline marking to a double yellow centerline to reinforce the existing lane delineation.	Medium term	City
	Repair sidewalk along Spruce Drive and add pedestrian-oriented illumination.	Medium term	
Trail System			
03	Connect the trail system behind Pacific Ridge Elementary to Providence Seaside Hospital and surrounding neighborhoods.	Short term	City
Intersection at the entrance of Pacific Ridge Elementary			
04	Widen the existing marked crossings, remove existing stop bars, and install new stop bars in advance of each crosswalk to create a safer and more comfortable space for pedestrians to cross.	Medium term	School District
	Upgrade the lighting at the intersection, including pedestrian-oriented crosswalk lighting	Medium term	
Wahanna Rd and Broadway St			
05	Install high-visibility continental crosswalks and curb ramps on all four legs of the intersection.	Long term	City

Rec #	Recommendation	Timeline	Responsible Agency
Wahanna Rd & Spruce			
06	Install a curb extension and curb ramps on the northeast corner to shorten crossing distances for the north and east legs of the intersection. Install high-visibility continental marked crossings on the north and south legs of the intersection. Rebuild the northwest corner of the intersection with a curb ramp. Include School Crossing (S1-1, W16-7P) and Advance School Crossing (S1-1, W16-9P) sign assemblies at the crosswalks across Wahanna Rd	Medium term	City
	Consider installation of Rectangular Rapid Flashing Beacons (RRFB) directed at Wahanna Rd approaches.	Long term	
Seaside Middle/High School			
07	Change the two vehicle parking spaces directly south of the crosswalk to "motorcycle only" parking in order to provide a safe amount of sight distance to the edges of the crosswalk (two spaces will become four motorcycle spaces).	Short term	School District
08	Install a stairway on the northwest corner of campus and a new marked crossing across the driveway entrance to connect the existing path to the existing sidewalk on Spruce.	Medium term	School District
	Optional alternative: Install a painted/protected pedestrian lane around the north side of the campus on Spruce to provide a designated pedestrian space where students are currently walking. Tactile strips at the intersection and a curb ramp up to the existing sidewalk would be required per ADA. Long-term plans should upgrade this interim facility through the construction of sidewalk in place of the pedestrian lane.	Medium term	
Wahanna Rd & Cooper St			
09	Install high-visibility ladder-style marked crosswalks on the north and south legs of the intersection. Infill about 300 feet of sidewalk on west side of Wahanna Rd to connect to the existing sidewalk south of Kyla Ln. Consider installation of an elevated boardwalk in the vicinity of the creek to minimize environmental impacts.	Long term	City

Education and Encouragement Program Recommendations

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

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

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

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

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

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

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

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

SRTS champions or involved staff in or near Seaside are a part of the Willamette Valley and Coast Hub. Register for the meetings and office hours [here](#) or fill out the [contact form](#) to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator. [NW Transportation Options](#) also offers information regarding various ways to connect with your SRTS community.



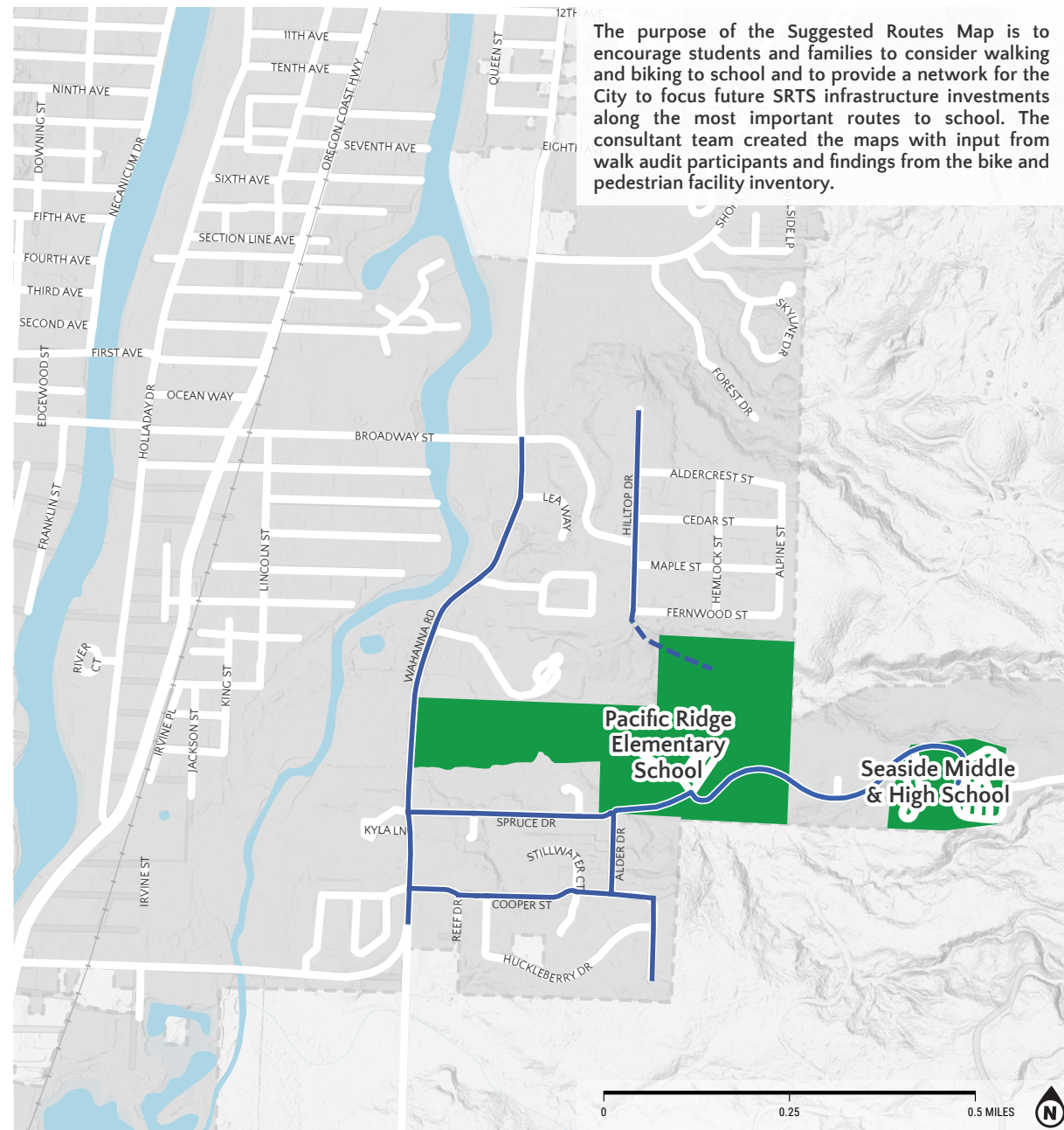


Table 2. Pacific Ridge Elementary and Seaside Middle/High School Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Pacific Ridge Elementary & Seaside Middle/High school	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Pedestrian and Bike Safety Education	Pacific Ridge Elementary & Seaside Middle/High school	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Facilitate opportunities for older students to train younger students. Consider initiating an afterschool bike club or collaborating with an ongoing program in the community.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Pacific Ridge Elementary & Seaside Middle/High school	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Walking School Bus, Bike Train, or Walking Group (Park and Walk or Remote drop-off)	NW Transportation Options, Parent volunteers, Pacific Ridge Elementary & Seaside Middle/High School	Organize walking school buses and/or bike trains (Elementary School and Middle School) for students to meet up while walking and biking in order to travel together, or walking groups that can be set up for older students (High School). Specifically, work with local organizations to utilize available space near the schools (such as the Wahanna ballfields) as meeting points or remote drop-off locations to discourage cars on Spruce Dr.	Medium term	Communication with families, signs, volunteers, designated meet up points	Consider how students with mobility challenges can participate.	Feedback from families; number of students and parents participating

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Identify community-based organizations or programs that encourage and incentivize walking and rolling to school	NW Transportation Options, Parent volunteers, Pacific Ridge Elementary & Seaside Middle/High School	Work with NW Transportation Options specialist to identify community-based organizations or programs that deliver bicycle programming, including helmet giveaways and/or bike lessons.	Medium term	Communications with families (outreach materials); volunteers	Communicate with families ahead of time to learn about what skills their children may be interested in.	Number of students and parents participating
Incentivize parents and caregivers to choose active transportation to school through programs and messaging	NW Transportation Options, Pacific Ridge Elementary & Seaside Middle/High School	Appreciate and reward families who are able to bike, walk, or roll to school through offering prizes, food, etc. at Walk+Roll to School Day events, or during other designated days.	Medium term	Communication with families; incentives	Promote on a variety of communication channels to reach as many neighborhoods as possible.	Number of students and parents participating

PARENT EDUCATION AND OUTREACH

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

Resources include:

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

TRAFFIC SAFETY CAMPAIGN

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

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

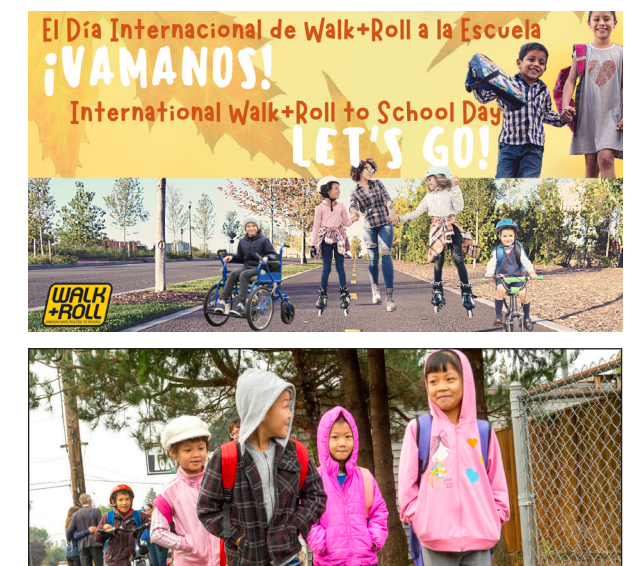
- The [Drive Like It](#) campaign offers yard signs, safety kits, and other materials with a simple, clear message.
- NW Transportation Options has materials available for a traffic safety campaign.

PEDESTRIAN AND BIKE SAFETY EDUCATION

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

Resources include:

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





INTRODUCTION

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

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

Project Prioritization Process

The PMT and community members considered project prioritization criteria (proximity to school, equity, community-identified need, student density, feasibility, and safety) when developing both infrastructure and education recommendations.

The PMT discussed the trade-offs during the prioritization process, 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?

PROXIMITY TO SCHOOL

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

EQUITY

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

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.

High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking. ODOT Region 2 will be the relevant party to prepare the Competitive ODOT SRTS IN Grant. Table 3 (page 48) provides a planning-level cost estimate for locations that emerged from community engagement and the school walk audits.

Table 4 (page 38) provides additional project-specific information needed for ODOT grant applications. Appendix E includes more detailed project cost estimates, as well as a graphical guide to the grant eligibility process.

Table 3. City of Seaside Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE*
SPRUCE DR AT ALDER DR - CROSSING IMPROVEMENTS	
Install high-visibility ladder-style marked crosswalks on all three legs of the intersection and install School Crossing assemblies at the west leg crossing. Construct ADA-compliant curb ramps serving each marked crossing.	\$213,751
SPRUCE DR EAST OF ALDER DR - SIDEWALK REPLACEMENT	
Repair sidewalk along Spruce Drive and add pedestrian-oriented illumination.	\$84,800
WAHANNA RD AT BROADWAY ST - CROSSING IMPROVEMENTS	
Install high-visibility continental crosswalks and curb ramps on all four legs of the intersection.	\$45,523
WAHANNA RD AT SPRUCE DR - CROSSING IMPROVEMENTS	
Install a curb extension and curb ramps on the northeast corner to shorten crossing distances for the north and east legs of the intersection. Install high-visibility continental marked crossings on the north and south legs of the intersection. Rebuild the northwest corner of the intersection with a curb ramp. Include School Crossing and Advance School Crossing sign assemblies at the crosswalks across Wahanna Rd.	\$148,412
WAHANNA RD AT COOPER ST - CROSSING IMPROVEMENTS AND SIDEWALK INFILL	
Install high-visibility ladder-style marked crosswalks on the north and south legs of the intersection. Infill about 300 feet of sidewalk on west side of Wahanna Rd to connect to the existing sidewalk south of Kyla Ln	\$197,020

*Does not include engineering or contingency. See Table 4 for those costs.

Table 4. City of Seaside Prioritized Project Cost Estimates

ITEM DESCRIPTION	% or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Construction Items				
MOBILIZATION	10%	\$69,000	1	\$69,000
TRAFFIC CONTROL	15%	\$103,500	1	\$103,500
EROSION CONTROL	2%	\$13,800	1	\$13,800
Subtotal				\$186,300
SPRUCE DR AT ALDER DR - CROSSING IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	\$5	692	\$3,460
REMOVE CONCRETE CURB	LF	\$6	96	\$576
REMOVE CONCRETE SIDEWALK	SF	\$7	480	\$3,360
REMOVE PAVEMENT MARKING	SF	\$5	13	\$65
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	125	\$18,125
INSTALL CATCH BASIN	EA	\$10,000	3	\$30,000
INSTALL CONCRETE CURB	LF	\$40	96	\$3,840
INSTALL ASPHALT PAVEMENT	TON	\$230	35	\$8,050
INSTALL CONCRETE SIDEWALK	SF	\$30	1040	\$31,200
INSTALL ADA CURB RAMP	EA	\$10,000	6	\$60,000
INSTALL 1' WIDE STOP LINE	LF	\$15	15	\$225
INSTALL MARKED CROSSWALK	SF	\$15	790	\$11,850
INSTALL CROSSWALK WARNING SIGN	EA	\$500	4	\$2,000
INSTALL IN-STREET PEDESTRIAN CROSSING SIGN	EA	\$500	2	\$1,000
INSTALL STREET LIGHT	EA	\$10,000	4	\$40,000
Subtotal				\$213,751

ITEM DESCRIPTION	% or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
SPRUCE DR EAST OF ALDER DR - SIDEWALK REPLACEMENT				
REMOVE CONCRETE SIDEWALK	SF	\$7	650	\$4,550
INSTALL CONCRETE SIDEWALK	SF	\$30	650	\$19,500
INSTALL STREET LIGHTS - ONE SIDED ALONG ROADWAY	LF	\$135	450	\$60,750
Subtotal				\$84,800
WAHANNA RD AT BROADWAY ST - CROSSING IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	\$5	32	\$160
REMOVE CONCRETE CURB	LF	\$6	16	\$96
REMOVE CONCRETE SIDEWALK	SF	\$7	96	\$672
REMOVE LANE LINE STRIPE	LF	\$3	25	\$75
REMOVE PAVEMENT MARKING	SF	\$5	62	\$310
INSTALL CONCRETE CURB	LF	\$40	16	\$640
INSTALL ASPHALT PAVEMENT	TON	\$230	2	\$460
INSTALL CONCRETE SIDEWALK	SF	\$30	96	\$2,880
INSTALL ADA CURB RAMP	EA	\$10,000	1	\$10,000
INSTALL 1' WIDE STOP LINE	LF	\$15	62	\$930
INSTALL MARKED CROSSWALK	SF	\$15	620	\$9,300
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
Subtotal				\$45,523
WAHANNA RD AT SPRUCE DR - CROSSING IMPROVEMENTS				
REMOVE CONCRETE CURB & GUTTER	LF	\$7	76	\$532
REMOVE CONCRETE SIDEWALK	SF	\$7	540	\$3,780
REMOVE CATCH BASIN	EA	\$500	1	\$500

ITEM DESCRIPTION	% or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
REMOVE LANE LINE STRIPE	LF	\$3	10	\$30
REMOVE PAVEMENT MARKING	SF	\$5	135	\$675
RELOCATE EXISTING SIGN & POST	EA	\$200	1	\$200
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	95	\$13,775
INSTALL CATCH BASIN	EA	\$10,000	2	\$20,000
INSTALL CONCRETE CURB & GUTTER	LF	\$50	117	\$5,850
INSTALL ASPHALT PAVEMENT	TON	\$230	21	\$4,830
INSTALL CONCRETE SIDEWALK	SF	\$30	485	\$14,550
INSTALL ADA CURB RAMP	EA	\$10,000	4	\$40,000
INSTALL 1' WIDE STOP LINE	LF	\$15	32	\$480
INSTALL MARKED CROSSWALK	SF	\$15	340	\$5,100
INSTALL CROSSWALK WARNING SIGN	EA	\$500	8	\$4,000
INSTALL STREET LIGHT	EA	\$10,000	3	\$30,000
Subtotal				\$148,412
WAHANNA RD AT COOPER ST - CROSSING IMPROVEMENTS AND SIDEWALK INFILL				
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	200	\$29,000
INSTALL CATCH BASIN	EA	\$10,000	2	\$20,000
INSTALL AGGREGATE BASE	CY	\$60	44	\$2,640
INSTALL CONCRETE CURB	LF	\$40	160	\$6,400
INSTALL ASPHALT PAVEMENT	TON	\$230	16	\$3,680
INSTALL ELEVATED BOARDWALK	SF	\$75	600	\$45,000

ITEM DESCRIPTION	% or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL CONCRETE SIDEWALK	SF	\$30	1360	\$40,800
INSTALL ADA CURB RAMP	EA	\$10,000	2	\$20,000
INSTALL MARKED CROSSWALK	SF	\$15	400	\$6,000
INSTALL CROSSWALK WARNING SIGN	EA	\$500	7	\$3,500
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
Subtotal				\$197,020
Total Costs for all Projects				\$875,806
Additional Costs				
CONSTRUCTION ENGINEERING	15%	\$131,400	1	\$131,400
CONTINGENCY	30%	\$302,200	1	\$302,200
Subtotal				\$1,309,406
SOFT COSTS (DESIGN ENGINEERING)	15%	\$196,500	1	\$196,500
Total Project Cost				\$1,505,906

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Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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

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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

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

10 Tips for SRTS Programs and Liability

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. Bicycle and pedestrian safety trainings and a loaner bike fleet - coming in 2022

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

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

LOCAL RESOURCES

NW Transportation Options

<https://www.nworegontransit.org/transportation-options/>

APPENDIX B. SRTS TALKING POINTS

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.

Traffic: Costs, Congestion, and Safety

- In 1969, half of all US students walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated \$50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.

APPENDIX C. PLANNING PROCESS

Health: Physical Activity and Obesity

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that students who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking, biking, and rolling as part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that students who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of students walking, biking, and rolling to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

Environment: Air Quality, Climate Change and Resource Use

- Did you know? When you walk, bike, or carpool, you’re reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don’t need to idle? In fact, idling near schools exposes students and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your student, please don’t idle – you’ll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine’s pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- Eight bicycles can be parked in the space required for just one car.

The Seaside 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 Project Management Team (PMT) to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix D.

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.

APPENDIX D. EXISTING CONDITIONS

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.

Plan Review

SUNSET EMPIRE TRANSPORTATION DISTRICT – LONG-RANGE TRANSPORTATION PLAN (2016)

The central purpose of the Sunset Empire Transportation Plan is to “make service more convenient for existing riders, understand community transportation needs to expand the ridership base, and connect people both within Clatsop County as well as throughout the region. The plan also brings attention to goals specific to pedestrian/ bicycle facilities stating that development should be envisioned with “standards that support pedestrian and bicycle access to commercial and industrial development, including, but not limited to, direct pathway connections, bicycle racks and lockers, and signage where appropriate.”

While this plan focuses more on the public transit in the area, the plan states that “every bus passenger is a pedestrian or a bicyclist at some point during the trip. Access to bus stops supports transit but also makes walking and bicycling safer and more comfortable for all Clatsop County residents.” In addition, “ADA-compliant curb ramps and frequent safe street crossings are not as prevalent, which inhibit walking in general (and walking to transit). The Clatsop County TSP recommends pedestrian crossings every 330 feet.”

In developing sidewalks and walkways near focus area, subdividers may be required. Standards state that “the subdivider may be required to dedicate and improve ten foot (10’) walkways across blocks over six hundred feet (600’) in length or to provide access to school, park, or other public areas.”

SUNSET EMPIRE TRANSPORTATION DISTRICT COORDINATED PLAN (2020)

The Sustainability and Climate Action Plan outlines the District’s commitment in developing a transit framework that addresses service types, and determines the “right balance of service coverage and productivity.” Goal #1 is to “increase awareness and understand local transportation services,” while working with schools so kids are more comfortable taking transit to/from school. Students attending schools outside of their home districts need transportation. Note that student ride fare is free.

SEASIDE TRANSPORTATION SYSTEM PLAN (2010) As the primary transportation planning document for the City of Seaside, the Transportation System Plan (TSP) provides an overarching structure for proposed infrastructure changes in the area surrounding the target schools and the surrounding neighborhoods as well as connections for bicyclists and pedestrians. Improved environments for non-motorized users and connections for bicyclists and pedestrians are important physical elements that are needed in future planning and development.

Goal: Provides for a safe, efficient, multi-modal transportation network, analyzing both current and expected future needs. Preparation and adoption of the Seaside TSP provide the following:

- Adequate transportation facilities to support current and planned land uses
- Certainty and predictability for the siting of highway, local roadway, bicycle, pedestrian, and transit improvements, including new streets
- Maximum efficiency of public spending on transportation facilities and services through coordination of land use and transportation decisions

The TSP also address the importance of safety for all modes, access for all modes (reduce vehicle conflict points), mobility, connectivity, and improving livability.

FINDINGS

Existing Conditions found the following, outlining needs for improvement:

- Gaps in Sidewalk – The sidewalk network has important gaps along US 101, and the system is fragmented in most residential neighborhoods. Pedestrian destinations are not connected by a complete sidewalk network.
- Wahanna Road – Wahanna Road, the major north-south connector east of US 101, has only a paved shoulder of variable width (0-2 feet), with no other accommodations for pedestrians.
- Americans with Disabilities Act (ADA) Compliance– Apart from sidewalks downtown and in the newer residential areas, few sidewalks have ADA-compliant curb cuts and curb ramps. In addition, some streets have obstacles that leave a narrow area, less than 4 feet, for pedestrians to walk. Maintenance issues, such as vegetation and cracking, also provide real challenges to pedestrians with disabilities. Signalized intersections also lack audible pedestrian signals to facilitate safe crossings for the visually impaired.
- Bicycle Parking – Bicycle parking is not provided at most destinations or along most commercial streets in Seaside. Although bike racks are available at all the schools, these racks are both poorly located and poorly designed, according to accepted standards.
- Wayfinding Signage– There are no wayfinding tools to direct riders to bikeways and to major destinations such as parks, schools, business districts, and neighboring communities.
- Education– A number of local bicyclists were observed riding on sidewalks and against traffic. This may indicate the need for education about safe bicycling techniques in addition to improving facilities.

RECOMMENDED PROJECTS

- Wahanna Road Cross Section– Available right-of-way varies along Wahanna due to the built and natural environment. The section north of 12th Avenue, currently maintained by Clatsop County, consists of two travel lanes and a shoulder that varies from 1-3' in width (a total pavement width between 25' and 26'). This cross section continues south to Shore Terrace Road, where a 5' sidewalk begins on the east side of Wahanna Road and continues down to Broadway.
- Broadway Cross Section– Minor refinements to the Broadway cross-section are recommended between US 101 and Wahanna Road (see Figure 3.9). The cross-section retains two 12' sharrows (one in each direction) for shared auto and bicycle use, 8' on street parking lanes on both sides, and 6' sidewalks on both sides of the roadway.

RECOMMENDED MARKED CROSSWALKS UPGRADES

Crossings recommended for marked crosswalks are along streets with higher traffic volumes and speeds, where a higher volume of pedestrian traffic is anticipated. The recommended crossings are primarily along 12th Avenue and Broadway, as well as at several locations along Wahanna Road. All improved crossing locations should include ADA-compliant curb ramps on all corners of the intersection.

- Spruce at Wahanna Rd 80 Marked crosswalks, ADA-compliant curb ramps (4) Cost: \$10,000
- Broadway at Wahanna Rd 130 Marked crosswalks, ADA-compliant curb ramps (8) Cost: \$19,000

SIDEWALK UPGRADES

- Wahanna Rd 200' north of Broadway to Spruce

Dr 3, Cost: \$454,000

- Wahanna Rd Spruce Dr to Avenue S Both sides, Cost: \$292,000
- Wahanna Road Pedestrian Improvements Cost: \$6,678,000

DESIGN STANDARDS

- Travel Lanes: Travel lanes will be between 10 and 14 feet wide depending on traffic volumes, percentage of trucks, speeds, and available right-of-way. A minimum of two travel lanes (or one 24-foot travelway) will be provided on each public street unless it is an otherwise authorized one-directional street. Streets will have a maximum of four travel lanes.
- Sharrow– Lanes with sharrows when possible, will be wider than regular travel lanes to provide more room for both vehicles and bicycles. The standard is 12 feet.
- Parking Lanes– will be 8 feet wide; no on street parking allowed on principal or minor arterials, and parking is allowed on local streets unless width is not sufficiently wide to allow safe parking.
- Bicycle Lanes– Bicycle lanes will be 6 feet wide on minor arterials if no alternate multi-use path exists
- Multi-Use Paths– will be between 10 and 14 feet wide, depending on the type of roadway and available ROW.
- Shared use paths – Shared use paths may be paved or unpaved and are often wider (i.e., 10-14 feet)
- Sidewalks– Sidewalks will be between 5 and 8 feet wide depending on the type of roadway and in some cases, available right of way. On all roadways not classified as local streets except Wahanna Road, sidewalks are required on both sides of the highway. A 10 foot multiuse path could serve as an acceptable alternate facility to a sidewalk. The ODOT standard for sidewalk travelway width is 6 feet, with a

minimum travelway width of 5 feet acceptable on local streets. The unobstructed travelway for pedestrians should be clear of utility poles, sign posts, fire hydrants, vegetation, and other site furnishings.

- Bike Lanes– The ODOT standard width for a bicycle lane is 6 feet. The minimum width of a bicycle lane against a curb or adjacent to a parking lane is 5 feet. A bike lane may be as narrow as 4 feet, but only in very constrained situations.
- Shoulder bikeway– ODOT recommends a 6-foot-wide paved shoulder to adequately provide for bicyclists and a 4-foot-wide minimum in constrained areas.
- Crossing treatments– The majority of recommended crosswalk locations have existing curbs. While the City should seek to bring all sidewalks to ADA compliance with curb ramps, tactile warning devices, and landings, the corners where curb ramps are specifically recommended should be prioritized for improvements

CLATSOP COUNTY TRANSPORTATION SYSTEM PLAN (2011)

Clatsop County TSP serves address the challenge of accommodating “population and employment growth while maintaining acceptable service levels on its transportation network.” Goals relevant to bike/pedestrian improvements include:

- Increase the convenience and availability of pedestrian and bicycle modes.
- Enhance the health and safety of residents.
- Overall, 13 street segments totaling more than 12 miles are expected to have overall corridor health scores decline a category (i.e., from “good” to “fair”) from existing 2013 conditions by 2035.

Policies and Strategies outlined include:

- Support the sustainable development of land with a mix of uses and a range of densities, land use intensities and transportation options in order to increase the efficiency of the transportation system. Support travel options that allow individuals to reduce vehicle use.
- It is the policy of the State of Oregon to increase access to goods and services and promote health by encouraging development of compact communities and neighborhoods that integrate residential, commercial and employment land uses to help make shorter trips, transit, walking and bicycling feasible. Integrate features that support the use of transportation choices.
- Promote safe and convenient bicycling and walking networks in communities. Fill in missing gaps in sidewalk and bikeway networks, especially to important community destinations such as schools, shopping areas, parks, medical facilities and transit facilities. Enhance walking, bicycling and connections to public transit through appropriate community and main street design. Promote facility designs that encourage walking and biking.
- Reduce transportation barriers to daily activities for those who rely on walking, biking, rideshare, car-sharing and public transportation by providing: Access to public transportation and the knowledge of how to use it.

DESIGN STANDARDS

- Blocks longer than 500 feet in urban and rural communities should have mid-block pedestrian crossings and bicycle access ways at spacing no more than 330 feet. Exceptions include where the crossing or connection is impractical due to inadequate sight distance, high vehicle travel speeds, or other factors (as determined by the county).

IMPORTANT COMMUNITY FEEDBACK

Walking and Biking

- Lack of safe routes to destinations was the most cited reason for not biking.
- Support for facilities for walking and biking, and a preference for separated facilities.

- Walking and biking along US 101 and US 30 is uncomfortable, feels unsafe, and crossing the highway can be difficult.
- Poor road quality of local roads discourages walking and biking.
- Support for bike parking requirements for large businesses.
- Pedestrian facilities/crossings along routes that provide access to schools, parks, open space, and beaches.

RECOMMENDATIONS

Roadways with high traffic volumes and/or speeds in areas with nearby transit stops, residential uses, schools, parks, shopping and employment destinations generally require enhanced street crossings.

These crossings should include treatments such as marked crosswalks, high visibility crossings, and curb extensions to improve the safety and convenience of street crossings.

The PAC felt the following project should be high priority in the county:

- Wahanna Road improvements in Seaside

Important to note that in Seaside, a group of low-income residents are located in the area bound by Wahanna Road, Broadway Street, Sundquist Road (known at Ave S, locally), and the Necanicum River.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

EDUCATION AND ENGAGEMENT ACTIVITIES

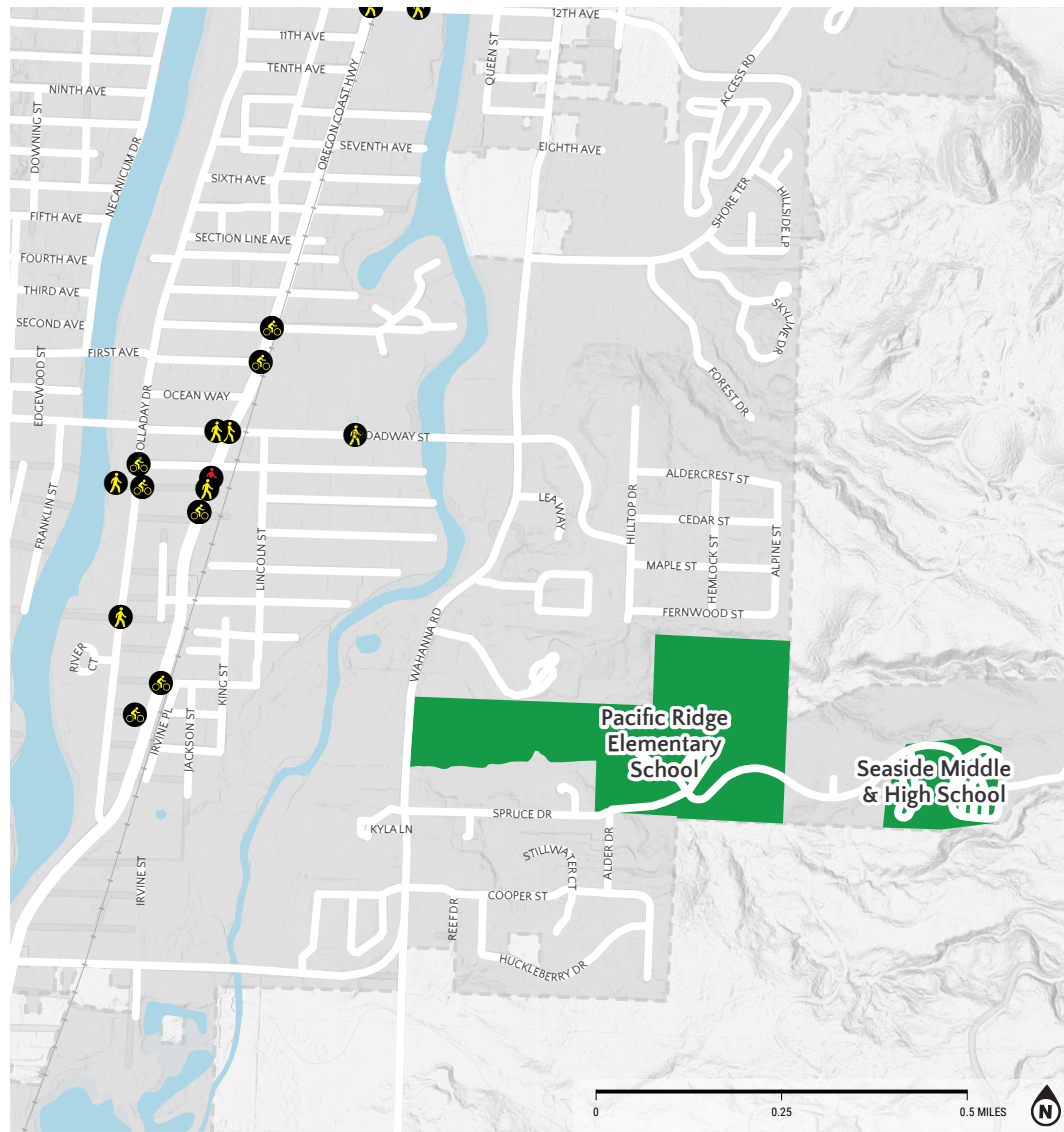
Seaside School District has conducted trainings and information sessions for students regarding Safe Routes to Schools.

CONSTRUCTION ACTIVITIES

Several recent improvements have been made in the vicinity of Pacific Ridge Elementary and Seaside Middle/High School.

CRASH HISTORY

Figure 1: Bike/Ped collisions near Pacific Ridge Elementary, Seaside Middle/High School, and the former Broadway Middle School (note this data was collected prior to new school construction)



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COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18



- | | | |
|-------------------------------|------------------------------|-----------------|
| Pedestrian Collisions | Bicyclist Collisions | Railroad |
| Pedestrian Injury | Bicyclist Injury | School Property |
| 2 or more Pedestrian Injuries | 2 or more Bicyclist Injuries | Parks |
| Pedestrian Fatality | Bicyclist Fatality | Water |
| | | City Boundary |

APPENDIX E. 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 (OCP) is funding 21 off-road Active Transportation projects totaling \$15 million in 2021. Through the OCP, 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 Multi-modal Active Transportation funds. For more information visit <https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx>

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

Federal Funds

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

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

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

Quick Builds are temporary roadway improvement installments that utilize 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.

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