COVE

Safe Routes to School Plan

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

desirable activity

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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?

Student Benefits of Safe Routes to School

Numerous sudies have documented that Safe Routes to School projects and programs can lead

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

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

1969 2009

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

MINUTES

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

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

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.

IMPROVED ACADEMIC PERFORMANCE Staying healthy and getting regular exercise have

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 learn[1].

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people[2]. Walking even one mile to school and one mile home gives a student about 40 minutes of physical acitivity - two-thirds of the recommended amount!

been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity[3].

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*

2/3 of the daily recommended 60 minutes of physical activity.

* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedroso. 2011. "U.S. School Travel 2009: An Assessment of Trends." American Journal of Preventive Medicine.
\+ Centers for Disease Control. www.cdc.gov/physicalactivity/basics/children/index.htm
** 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.

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
The City of Cove, ODOT Region

SAFER STREETS
As the use of private vehicles increases, crash rates tend to increase[1]. 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."

ODOT's Project Identification Program

5 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

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 Cove SRTS Plan Process**

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.*

Project Initiation Background data colletion and existing conditions

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

Final SRTS Plan***

Draft Plan circulated

WINTER 2020-21

School Safety Assessment Community outreach, walk audit, facility inventory

FALL 2021

Review Process PMT approval of recommendations; Public Review

WINTER 2021-22

SPRING 2022

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

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

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

are walking and bicycle friendly see more business and higher sales[2].

*For more information on the program, visit:

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

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

Contest, 2021

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT · Distribute information about walking and rolling safely, and SRTS talking points in Appendix B to caregivers and the school community.

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

I AM A TEACHER OR OTHER STAFF MEMBER · Include bicycle and pedestrian safety in lesson Plans and school curriculum (see Chapter 4 and Appendix B).

- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!

I AM A COMMUNITY MEMBER

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

I WORK FOR THE CITY OR COUNTY · Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4

- Pursue funding for improvements, using sources listed in Appendix E

I WORK FOR LAW ENFORCEMENT · Raise awareness of traffic rules, focusing on key SRTS locations that have a history of crashes.

- Focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Be mindful of strategies that may disproportionately and negatively affect children and families of color, low wealth, or marginalized populations.

I WORK IN PUBLIC HEALTH

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

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

Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the Cove 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: Cove School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Cove 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 Cove and ODOT will adopt the long-term infrastructure recommendations as a part of their planning processes.
- Action: The City of Cove and ODOT Region 5 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.**

- Action: Cove School District and ODOT Region 5 will coordinate with school leadership 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: Cove School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

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

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

- Action: Cove 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 and biking to school campuses.

- Action: The City of Cove and ODOT Region 5 will implement infrastructure recommendations with a consideration for improvements that serve 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: Cove School will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.

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

- Action: Cove School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Cove 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: Cove School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.

A Community-Driven Planning Process

The project team hosted one walk audit in Cove on November 2, 2021. Parents were invited to participate, but no parents or family members took part in the audit. Five project team members attended the walk audit, representing the City of Cove, Cove School, Cove School District, and ODOT Region 5.

DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents the Public Input Map using a short survey. Five people used the public input map to share comments and ideas for SRTS infrastructure and other school transportation needs. All participants identified as white. Four are parents or caregivers of students at the school and one is on staff at a local public agency.

COMMUNITY ENGAGEMENT KEY THEMES

Though limited in number, the public input map comments provided important insights and informed the SRTS Plan recommendations. Key themes included the following:

- Haefer Ln is an important route to school for many students, as well as a busy connection between homes on the east side of town and Highway 237, as well as Main St businesses. Parents are concerned about congestion during student pick-up and drop-off, which occurs on Haefer Ln on the north side of the school. There is limited parking available. The Haefer Ln side path does not have a curb, creating a safety concern in the winter. When the road is snowy it is difficult to distinguish where the road ends and side path begins.
- Parents appreciate the school bus service and request specific locations and improvements so it might be more feasible for students to walk to the bus.


END
SCHOOL
ZONE

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:

Cove School

803 MAIN ST

PRINCIPAL:
Earl Pettot

ENROLLMENT:
291

GRADES SERVED:
K-12

Cove School Safety Assessment

Date: November 2, 2021

SCHOOL LAYOUT

Cove School is a K-12 charter school located at the heart of the City of Cove, a small community east of La Grande. The school is located along Highway 237, with the elementary on the south side of the highway and the high school on the north side. The high school has a parking lot to the west and there is limited parking along Haefer Ln. Ball fields are located to the north of the high school and a playground is located to the south of the elementary school. In the long term, the school district plans to rebuild a new school

37% of students eligible for free or reduced lunch

DEMOGRAPHICS*

- White, non-Hispanic, 89% Hispanic, 5%
- Multiracial, 2%
- Asian, 1%
- Black / African American, <1%

*Source: Oregon Department of Education 2019-2020 school year

TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English 320

Total Languages Spoken: 1

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

SITE CIRCULATION

Vehicles: Elementary school vehicle pick-up and drop off occurs on Haefer Ln to the east of the elementary school building. Parents park on both sides of the Haefer Ln and walk over to the school door to collect students. Walk audit participants expressed concern about speeding vehicles on Haefer Ln and congestion during student arrival and dismissal. For the high school, students generally drive themselves and park in the parking lot at the school and in surrounding neighborhoods.

Pedestrians: Most students who live within 1 mile, walk to school. Students who walk to and from the elementary school use the main entrance onto Haefer Ln, heading east along Haefer Ln or crossing Highway 237 at the crosswalk at French St before filtering back into the neighborhoods to the north. High school students exit the main doors onto Highway 237. The suggested route map on page 29 illustrates the typical routes that students use.

Bicyclists/Micromobility: Approximately 20 students' bike or skateboard to school. They typically follow similar routes to students walking. Bike parking is located near the main entrance on the south side of the high school building.

Transit: No transit currently serves the Cove, Oregon area.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Cove School conducts annual SRTS safety training about how to walk safely for all students and has conducted bicycle rodeos and safety courses. Cove School is working on long-range plan and facilities assessment which include consideration of these factors. A previous STIP grant funded the side path improvements on the south side of Haefer Ln.

School Buses: Elementary school buses pick up in front of the school doors on Haefer Ln. High school buses pick up along Hwy 237. Students who live over 1 mile from school are able to ride the school bus. Recently installed Cross Walk Closed signs on the north side of the highway created an issue for school bus loading. After coordinating with the school and City through the SRTS planning process, ODOT removed the signs.

Cove School &RYH &KDUWHU 6FKRRO 0 100 200 FEET Site Plan

0 100 200 FEET

Cove Elementary School

Bike and Pedestrian Facilities Inventory

The sidewalk along Hill St was constructed in 2007.

The intersection of French St and Highway 237

is an important crossing for students walking and biking. It is currently unmarked.

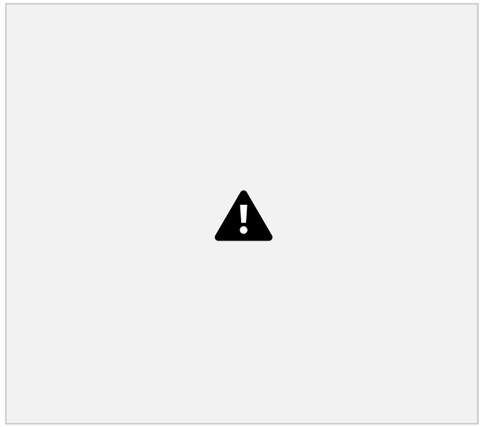
There are no marked crossings along Main St (Hwy 237).

- Highway 237 is a significant SRTS barrier and concern. Lack of sidewalks to the north of town, past school property and lack of marked crossings along Main St are top SRTS priorities for infrastructure improvements.
- School zone and speed limit signage is accurate and in good condition.
- Most neighborhood streets are low volume, narrow, and creating comfortable walking and biking environments.
- The low-profile curb extension between the roadway and the chain link fence in front of the main entrance is a large area that presents an opportunity to be upgraded to increase space for students to gather and to improve safety by reducing the crossing distance across Haefer Ln.

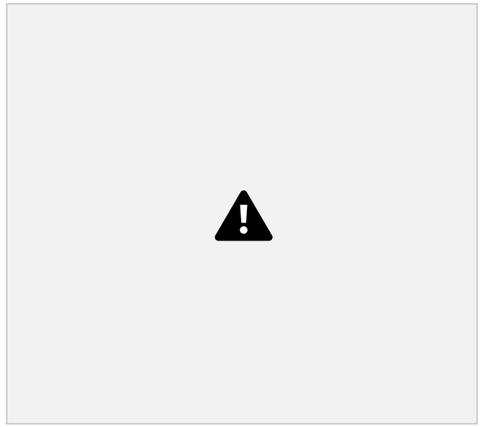
ODOT recently installed curb ramps and closed some crossings along Hwy 237.

The City of Cove recently installed speed humps at City limits on Haefer Ln to address speeding issues

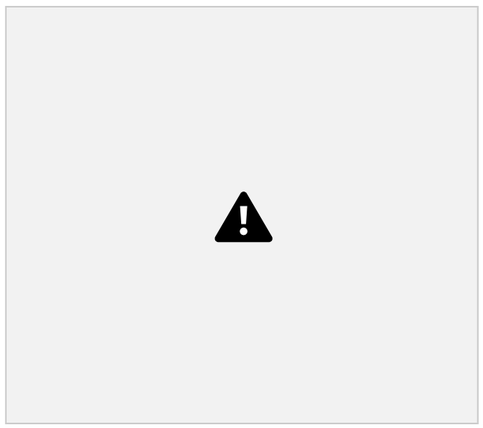
This rollable curb area serves to T-up the intersection of Haefer Ln and Hwy 237. The school uses it for school bus pick-up and drop-off as well.



Student dismissal at Cove High School.

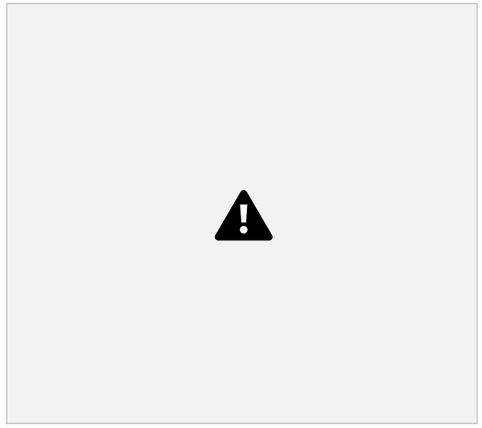


This page intentionally left blank. *Student dismissal at Cove Elementary School.*



Conklin Rd is a key route for students walking and

biking to Cove School from the north.



ODOT recently installed the curb extension and

changed the angle of the marked crosswalk at the crossing between Cove High School and Cove Elementary Schools. Some students are cutting across the intersection and not using the push button to activate the RRFB.

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.

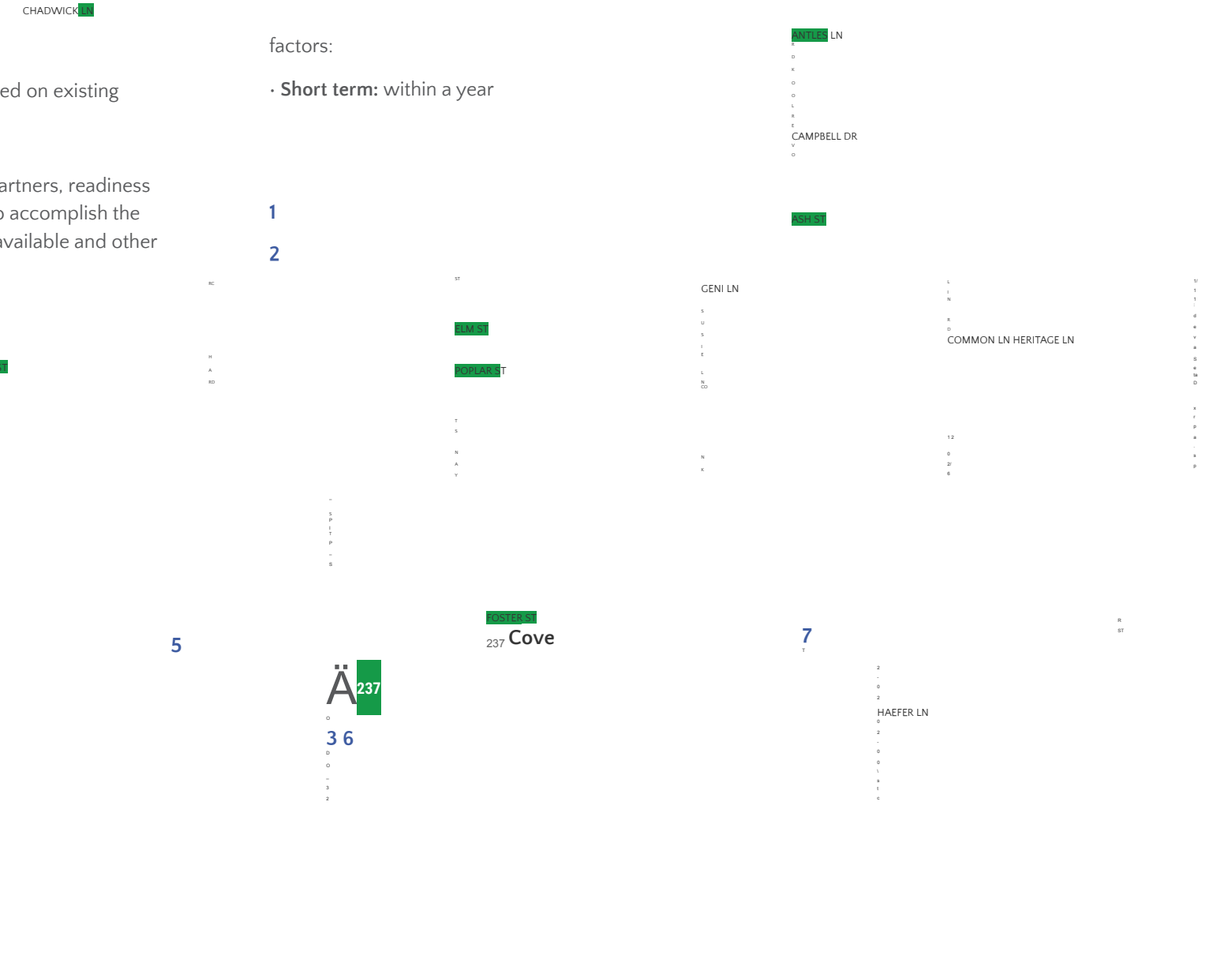
Construction Project Recommendations

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 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:

The recommendations are categorized into 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.

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

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

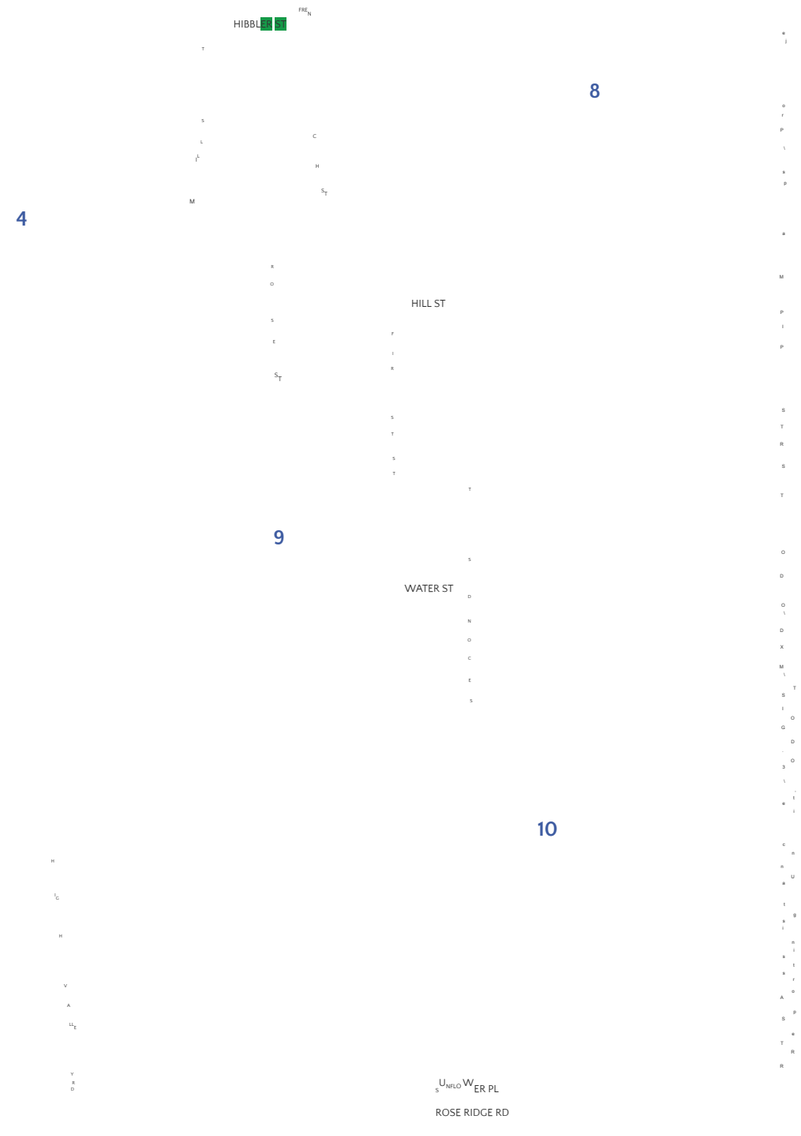


more significant changes to the streets, intersections,

and school infrastructure. All construction projects

need to be reviewed and designed by engineers and

approved by the local road authority.



IMPROVEMENT RECOMMENDATIONS

Street Improvement

Crossing Improvement

Off-Street Improvement (Trail/Path)
Railroad

School Property Parks

Water

City Boundary

Table 1. Cove School Infrastructure Needs and Recommendations

Education and Encouragement

Highway 237 (Jasper Street/Main Street)

01 Install approx. 0.5 miles of sidewalk on west side between Foster St and Antles Rd (city limits) to complete this safe route to school. Medium term

02 Install sidewalks on the east side of Highway 237 from Haefer Ln to city limits. Long term

03 1. Replace the loose river rock with cobblestones set into mortar to fill in the curb extension, as illustrated by the example detail in Figure 1.

2. Install a 4 ft high decorative steel tubular fence within the southern curb extension to reinforce the desired path of travel by guiding students to use the southern curb ramp. Consider installing a temporary fence to test the impact on students crossing behavior.

04 Restripe existing bike lanes along Hwy 237 from Haefer Ln to western city limits, where needed.

05 Install a high-visibility continental crosswalk across the west leg of the Mill St/Orchard St intersection.

Haefer Lane

06 Install a high visibility continental crosswalk across the west leg of the Conklin Rd and Haefer Ln intersection.

Short term

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.

Short term Medium term

Long term

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 29 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/ – coming in 2022

SRTS Newsletter:
https://www.oregonsaferoutes.org/

4. Bicycle and pedestrian safety trainings and a loaner bike fleet Learn more and keep in touch by signing up for the ODOT

07 Extend the sidepath on the south side of Haefer Ln to Wade Rd. Long term

08 Reconfigure the speed cushions to disincentivize swerving around them. Options include:

- Install a speed hump across the full width of the roadway.

- If speed cushions need to be retained to minimize impacts to emergency vehicles or school buses, install one or two additional speed cushions to treat the full width of the roadway. Reduce the spacing between cushions such that gaps are provided to facilitate the tire width and width of wheelbase of the intended design vehicle. Consider the inclusion of flexible delineators at the outer edge of the roadway to further disincentivize drivers swerving into the shoulder.

French Street/Hill Street/ 2nd Street
Short term

09 Install a high visibility continental crosswalk across the south leg of the intersection. Medium term

10 Install approx. 2080 ft of sidewalk or pedestrian lane along the south side of Hill St, west side of 2nd to establish a safe route between the school and City limits.
Long term

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 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 Cove are a part of the Central, Eastern, and Sourthern Oregon 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.

to help communities across the state implement education and encouragement efforts. The team

consultant team created the maps with input from

pedestrian facility inventory.

ALDER ST

HERITAGE LN

CADDIE ST

ESTER ST

237 Cove

Charter School

Ä237

HAEFER LN

COVE HWY

HIBBLER ST

HILL ST

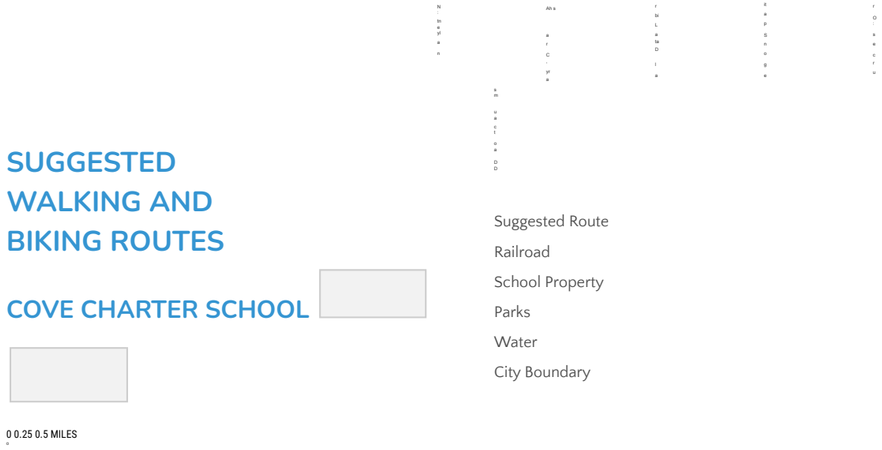
WATER ST

MILL CREEK LN

SUNFLOWER PL

ROSE RIDGE RD

RUTH LN



Safety Tips for PARENT EDUCATION AND OUTREACH

Table 2. Cove School Education and Encouragement Recommendations

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

Walking and Biking

can occur through school e-news or announcements,

Use the Crosswalk
Always cross at corners or at a marked crosswalk. This

Parent
Education and Outreach

Pedestrian and Bike Safety
Education
Cove School Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.

Cove School Work through existing curriculum or after school activities to provide pedestrian and bicycle safety education to students.
Collaborate with ODOT Region 5 to implement programming. Facilitate opportunities for older students to train to teach younger students .
Short term Seasonal travel tips for school communications,
flyer

Medium term Travel Safety Hand-out,
messaging,
curriculum
Provide materials
in Spanish, or other languages as needed.

Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.
Feedback
from families; observations from school leadership

Number of
students
participating; feedback from families
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

is where drivers expect to see you.

Look and Listen before You Cross
Look left, right, and left again before crossing a street or driveway. Look over your shoulder for turning cars. Listen for oncoming cars that may be behind a parked car, tree, or other obstacle.

Make Eye Contact
Don't assume that people driving see you. Make eye contact with people driving before leaving the curb or edge of the street.

Be Visible
Wear bright colored clothing or reflective gear. Bright colors are more visible during the day and light colors are more visible in the evening and night. Carry a flashlight to be sure you're seen. Be aware of seasonal time changes.

Use Sidewalks when Available. Walk facing oncoming traffic if there is no sidewalk so you can see what is coming toward you.

Follow the Rules
Follow directions from crossing guards and pay
Be Predictable
Obey all stop signs, traffic signals, and guidance from crossing guards. Never ride against traffic. Use hand signals to tell other road users where you're going. Decide as a family or group whether to ride on the street or sidewalk.

Be Alert
Watch out for people driving turning left or right, or coming out of driveways. Avoid car doors opening in front of you and yield to pedestrians. Don't wear headphones or use a cell phone while biking.

Wear Your Helmet
Make sure that it fits properly: snug and level on your head, just above your eyebrows.

Be Visible
Wear bright colored clothing or reflective gear. Bright colors are more visible during the day and light colors are more visible in the evening and night. Use a front bike light and rear reflector to be sure you're seen.

Make Eye Contact

Community School Safety Campaign
Cove 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

attention to traffic signs and signals.

newsletter to get current materials and seasonal safety tips

• The National Center for SRTS offers tools and training to provide communities the technical

Make sure drivers see you, especially at intersections and driveways.

Lock Your Bicycle
When you get to school, lock your bike to a bike rack on school grounds. Lock both your front wheel and the bike frame to the rack.

Walking School Bus and Bike Train

Walk + Roll to School Day

SRTS
Demonstration Projects
Cove School Regular Walking School Buses or Bike Trains could be piloted at Cove School as a way to organize families and students to walk or bike

to school together. Additionally, events could be held periodically to raise awareness of these options among students and families.

Cove School Organize a Walk + Roll to School Day to encourage and celebrate walking and biking to school.

City of Cove Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.
Short term Communications to parents, routes and meet-up points, signs, staff/ volunteer time

Short term Food, music, decorations, incentives or prizes for students

Medium term Cones, barricades, paint, signage
Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.

Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.

Provide parent engagement materials in Spanish, or other languages as needed.
Number of students participating; feedback from families

Number of students and community members participating

Feedback from families support they need to make community-enhancing decisions.

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,

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.

safety kits, and other materials with a simple, clear message.

· Oregon SRTS provides curriculum for activities and lessons that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian education videos.

· The National Highway Traffic Safety Administration offers a child pedestrian safety curriculum and Cycling Skills Clinic Guide to help organizations Plan bike safety skills events.

WALKING SCHOOL BUS/ BIKE TRAIN

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

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

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

WALK + ROLL TO SCHOOL DAYS

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

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

September: Back to School

October: International Walk to School Day **November**: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

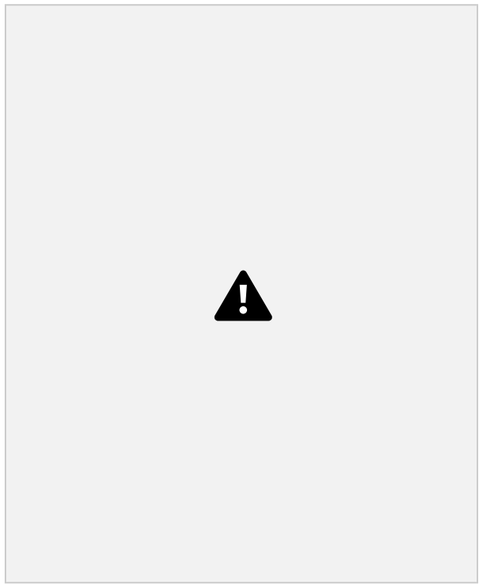
April: Earth Month

May: Bike Month

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

Resources include:

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



INTRODUCTION

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

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

Project Prioritization

Prioritization Process

Walk audit and community meeting participants provided feedback on how actions and recommendations should be prioritized in their community on a sliding scale of "Not Important" to "Very Important". This exercise requires thinking about trade-offs between different goals and actions. Participants generally felt that safety is the most important prioritization criteria for the community.

High Priority Construction Projects

Criteria

How should we prioritize projects in your community?

SAFETY

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

PROXIMITY TO SCHOOL

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

EQUITY

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

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 5 will be the relevant party to prepare the Competitive ODOT SRTS IN Grant.

Table 3. City of Cove Prioritized Project Cost Estimates

Table 3 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.

Mobilization LS

$146,500 1 $146,500 10% Traffic Control LS $219,800 1 $219,800 15% Erosion Control LS $29,300 1

$29,300 2%

Clearing and Grubbing LS $14,700 1 $14,700 1% Hwy 237, West Side, Foster Street to Antles Road

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 feasiblity measures that make them most achievable in the short term.

Prioritization criteria identified as the most important to the community

Install ADA Curb Ramp (inclusive of road / sidewalk reconstruction costs) EA $10, 000 22 $220,000

Install concrete sidewalk SF $30 15,270 $458,100 **Hwy 237, East Side (Haefer Lane to Antles Road**

Install ADA Curb Ramp (inclusive of road / sidewalk reconstruction costs) EA $10,000 19 $190,000

Install concrete sidewalk SF $30 19,890 $596,700 **Subtotal $1,875,100**

Additional Costs

Construction Engineering LS $281,300 1 $281,300 15% Contingency LS $862,600 1 $862,600 40%

Total Construction Costs $3,019,000

Soft Costs (Design engineering, permitting) LD $603,800 1 $603,800 20%

ROW LS $- 0 $- 5%

Total Project Cost: $3,622,800

Table 4. Project Details for ODOT Competitive Infrastructure Grant

Relevant Right of Way ownership	impacted by the addition of the proposed sidewalk. If there is enough ROW, the poles could be relocated outside the sidewalk area. However, if this is the case, a furnishing strip between the sidewalk and roadway could be included in the plan to contain the utility poles and provide an improved walking environment.
Utility implications and opportunities to mitigate	No
Environmental resource implications	No major impacts expected as stormwater facilities are already in place along the highway. No
Stormwater management implications	
Near a railroad? Or bridge, tunnel, retaining wall affected? ODOT	Utilities are located on the east side of the road and would be
	AADT Approximately 1,300, according to ODOT GIS
Priority Safety Corridor	Yes, due to posted speeds above 40mph

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:
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.

START SMALL
Small actions can have a big impact, especially when it comes to building support, interest, and momentum

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.

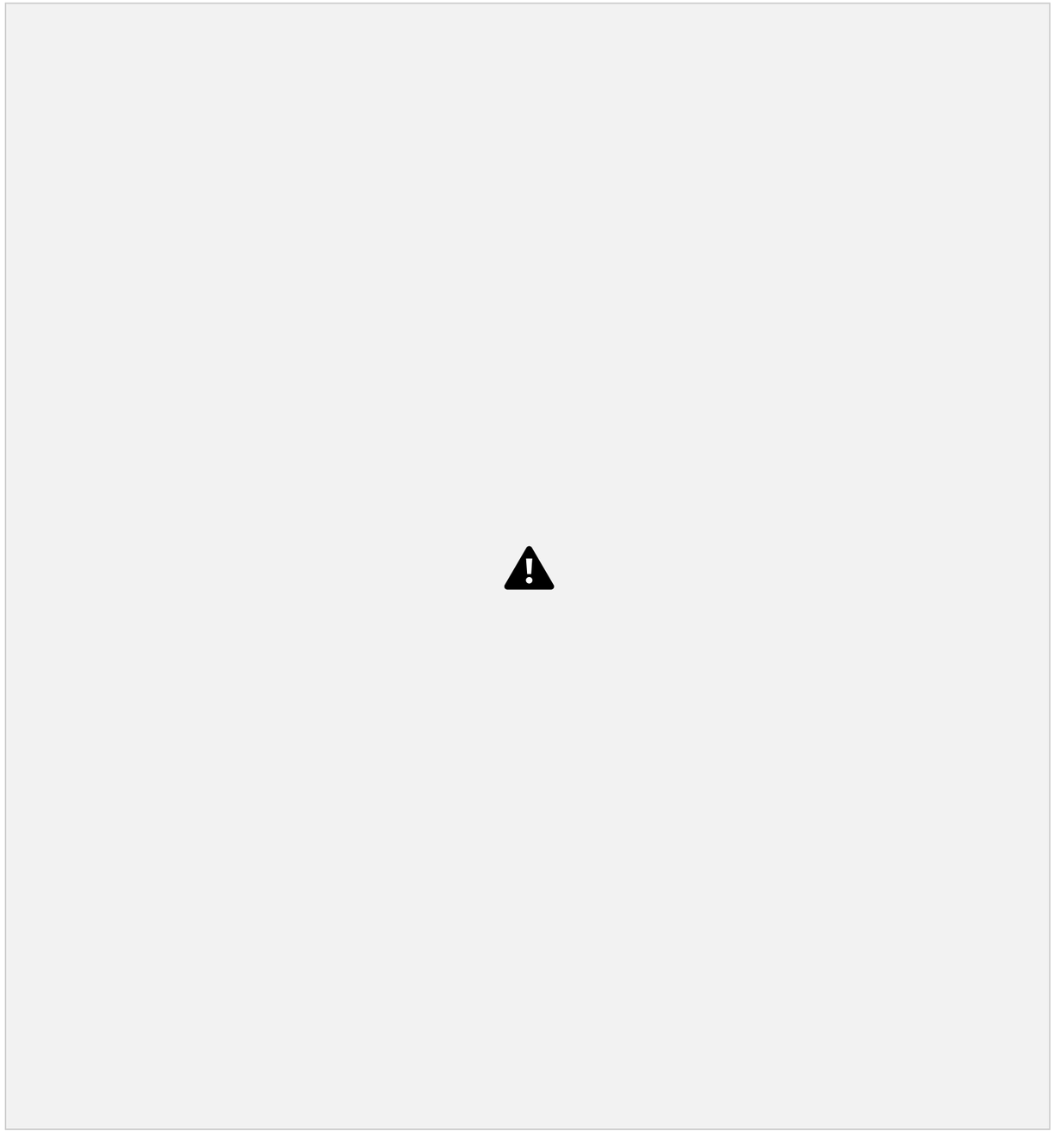
EMPOWER STUDENTS AS LEADERS
Student-led initiatives can generate enthusiasm

students to take ownership of programs to and improve social conditions for SRTS. Empower

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.

raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.



APPENDICES

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Appendix C. Planning Process 69

Appendix D. Existing Conditions. 71

Appendix E. Funding and Implementation. 77

APPENDIX A. FOR MORE INFORMATION

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

APPENDIX B. SRTS TALKING POINTS

To ensure a successful SRTS program, it is crucial to

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/

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 Environment: Air Quality, Climate Change and

- 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 at 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.

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

· 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.

Project Initiation

School Safety Assessment Community outreach, walk audit, facility inventory

Review Process PMT approval of recommendations; Public Review Draft Plan circulated

Final SRTS Plan***

FALL 2021

WINTER 2020-21

Project Initiation
Background
data colletion

WINTER 2021-22

SPRING 2022

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.

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 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 the walk audit, the PMT 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 meeting was an opportunity for school leadership, local staff, and roadway jurisdiction staff to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. The meeting was held directly after the 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 Assessment, 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

CITY OF COVE TRANSPORTATION SYSTEM PLAN (1998)

As the primary transportation planning document for the City of Cove, the 1998 Transportation System Plan (TSP) provides an overarching structure for proposed infrastructure changes in the area surrounding the target school. Because this plan is several decades old, it likely does not reflect the current conditions (vehicle traffic patterns, AADT) present in the city today. However, it does represent the observed issues and related recommendations that have been on the City's radar since the TSP was drafted, making it very relevant for consideration.

The Plan includes, for example, a description of the existing Cove roadway network, which consists of OR 237 (locally named Main St and Jasper St) and a grid of local streets. (No County-owned streets were present in the City as of 1998.) Other than Main St and Jasper St, Hill St is the other major street in the city, and minor collector streets in Cove include Haefer Ln, Conklin Rd, and Antles Ln.

In terms of the city's pedestrian network, the Plan mentions that "the compact size and gently-sloping terrain in the area tend to support walking and wheelchair accessibility". In order to build on those innate advantages, the Plan proposes two types of pedestrian walkways: rural and urban:

- Rural Area Pedestrian Walkways: Along local streets, a six-foot wide roadway shoulder can serve as an interim pedestrian facility. According to the Plan, in most cases, these walkways provide adequate pedestrian comfort and safety while still preserving the rural character of the street. In some cases, however, sidewalks would be needed to connect pedestrians with residential or commercial development.
- Urban Area Pedestrian Walkways: In urban areas, particularly along arterials and major collector streets, sidewalks should be provided on both sides of the street when possible. A paved six-foot shoulder may be used as an interim facility. However, as development proceeds, five-foot sidewalks should be provided. These should be separated from traffic with physical landscaping and designed to meet ADA standards.
- On minor collector or local streets that have very low traffic volumes and speeds, the ROW can be safely shared by cars and pedestrians. This may involve the need for traffic-calming techniques (such as bulb-outs and chokers) to slow traffic and narrow travel lanes.

In terms of the City's bicycle network, several improvements had been made by the time this TSP was drafted. The Plan provides guidance on the provision of bicycle facilities, as well:

- In rural areas along most state and county roads shared shoulder widths are adequate for bicycle travel. The standard shoulder widths must take into account traffic volumes, traffic speeds, and other traffic operational considerations.
- In urban areas, bicycle lanes or shared roadways are the primary types of bicycle facilities. Bicycle lanes are appropriate on arterial and major collector streets, and minor collectors if traffic speed is above 25 mph or average daily traffic is over 3,000 vehicles.
- Shared roadways for bicycle facilities are also appropriate on minor collectors and local streets with relatively low average daily traffic and adequate minimum paved shoulder widths.

CITY OF COVE BICYCLE-PEDESTRIAN PLAN (1995)

Plan states that the City recognizes that it has developed without curbs, gutters, sidewalks, and bike facilities. Due to past attitudes of residents and government officials, as well as limited financial resources, active transportation infrastructure was not always a high priority. By assessing conditions and providing guidance for improvement, this plan seeks to improve conditions for pedestrians and bicyclists in the future.

In addition to including the same facility standards as the 1998 TSP, the Bicycle-Pedestrian Plan also identifies more specific opportunities for network improvements. These include:

- Main St to 1st St on French St, Hill St, and 2nd St: Widen the pavement (maintaining two 14-foot travel lanes to accommodate commercial farm and forest truck traffic), and provide two 5-foot bike lanes. Install one 5-foot sidewalk, from Main Street to 1st Street, on the west side of the street separated from traffic by a planting strip or drainage swale.
- 1st St to eastern city limits on French St, Hill St, and 2nd St: Maintain 14-foot travel lanes on Hill Street and 2nd St, and add two 4-foot paved shoulder bikeways. This section of road has 90 degree turns and poor sight distances; shoulder bikeways would increase safety and convenience for residential and commercial users.
- Antles Ln: Widen the Antles Lane road surface to allow for two 12-foot travel lanes and two 4-foot paved shoulder bikeways
- Conklin Rd: Widen Conklin Rd to provide two 12- foot travel lanes and two 4 foot paved shoulder bikeways.
- Haefer Ln: Widen the road surface to provide two 14-foot travel lanes and two 4 foot paved shoulder bikeways.
- 1st Street (From Hill Street to Water Street): Widen the pavement on 1st Street to provide two 12-foot travel lanes and two five-foot bikes lanes. Install one five-foot sidewalk from Hill Street to the Cove pool on the west side of the road separated from traffic.
- The Plan doesn't include any recommendations for OR 237.

The map below shows the City's planned pedestrian and bicycle network, including the recommendations above.

ODOT ADA RAMP PLANS FOR THE CITY OF COVE (2021)

This set of documents (shown in the map below) illustrates the ADA curb ramp improvements planned along OR 237 (Main St and Jasper St). The intersecting local streets where curb ramps will be installed are as follows:

- Church St
- Orchard St / Mill St
- Hibbler St
- Bryan St
- French St

· Haefer Ln

· Foster St

Pedestrian and Bicycle Network City of Cove Planned ADA Ramp Improvements

City of Cove Planned

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES Cove School conducts annual safety training for all students regarding Safe Routes to Schools and has also hosted bicycle rodeos and safety courses.

CONSTRUCTION ACTIVITIES

Several recent improvements have been made in the vicinity of Cove School.

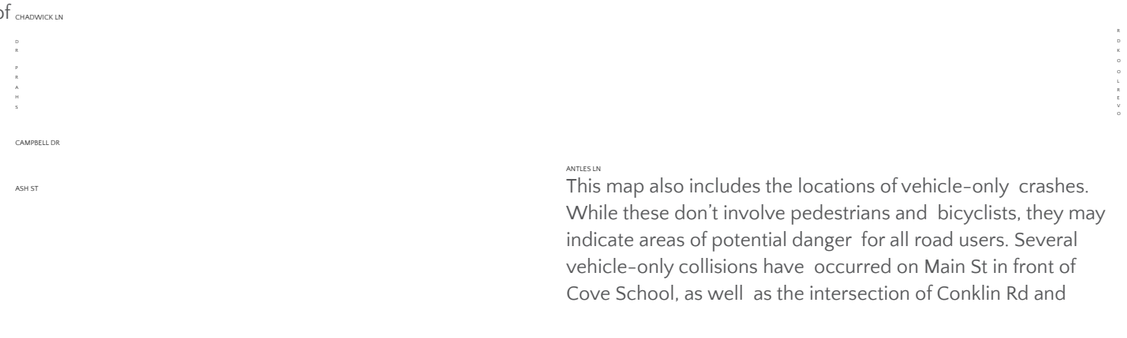
· Pedestrian-activated flashing beacons and a high-visibility crosswalk were installed near French St to improve safety for students crossing between the two campuses.

· Sidewalks were installed on the south side of Main St between the French St crossing and Haefer Ln.

Crash History

From 2014 to 2018, there has been only one reported crash involving a pedestrian in the vicinity of the focus school (see map below). This crash occurred on Haefer Ln west of the school. While there was only one pedestrian-involved crash reported, it's important to note that this does not account for near-misses and hazards that may result in future collisions.

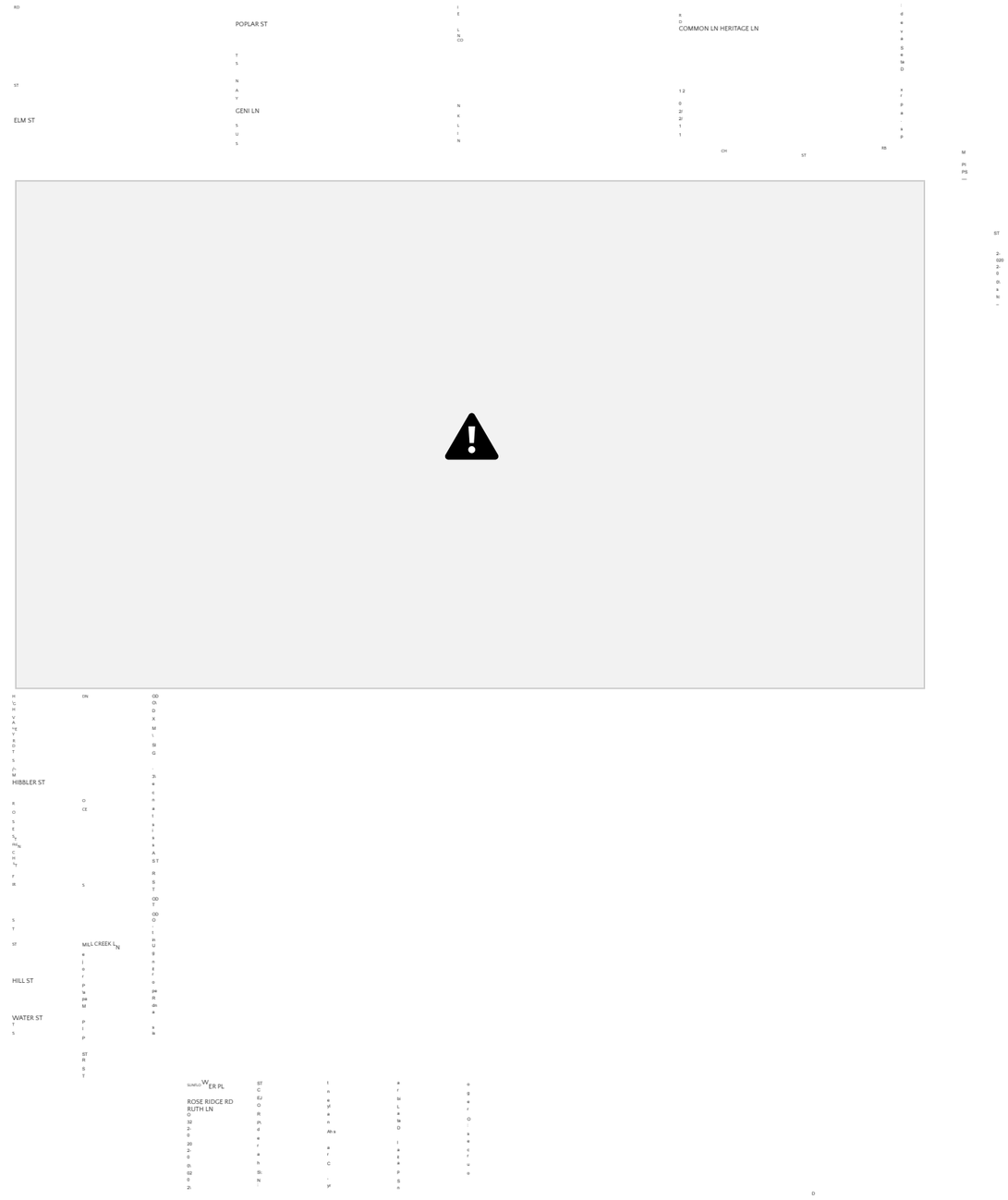
Crashes Near Cove School



This map also includes the locations of vehicle-only crashes. While these don't involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users. Several vehicle-only collisions have occurred on Main St in front of Cove School, as well as the intersection of Conklin Rd and Common Ln.

lane was installed along the south side of Haefer Ln.

- A paved shoulder pedestrian path and bicycle



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 OCPP, 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/FundingOpportunities.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 programing and school-zone 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 pedestrian/bicycle infrastructure 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.

Table 5. City of Cove Prioritized Project Cost Estimates

Mobilization LS $146,500 1 $146,500 10% Traffic Control LS $219,800 1 $219,800 15% Erosion Control LS $29,300 1 $29,300 2%

Clearing and Grubbing LS $14,700 1 $14,700 1% Hwy 237, West Side, Foster Street to Antles Road

Install ADA Curb Ramp (inclusive of road / sidewalk reconstruction costs) EA $10, 000 22 $220,000

Install concrete sidewalk SF $30 15,270 $458,100 **Hwy 237, East Side (Haefer Lane to Antles Road**

Install ADA Curb Ramp (inclusive of road / sidewalk reconstruction costs) EA $10,000 19 $190,000

Install concrete sidewalk SF $30 19,890 $596,700 **Subtotal $1,875,100**

Additional Costs

Construction Engineering LS $281,300 1 $281,300 15% Contingency LS $862,600 1 $862,600 40% **Total Construction Costs $3,019,000**

Soft Costs (Design engineering, permitting) LD $603,800 1 $603,800 20%

ROW LS $- 0 $- 5% **Total Project Cost: $3,622,800**

APPENDIX F. DETAILED RECOMMENDATIONS CHART

Table 6. Cove School Infrastructure Needs and Recommendations

Haefer Lane

06 Haefer Ln is a busy collector street with a history of speeding issues. This is also an important route for the school's cross-country and track team's practice.
Install a high visibility continental crosswalk across the west leg of the Conklin Rd and Haefer Ln intersection.
Long term

07 Extend the sidepath on the south side of Haefer Ln to Wade Rd.
Long term

Highway 237 (Jasper Street/Main Street)

01 Students and other community members currently walk in the bike lane on the west side of Hwy 237 between Foster St and Antles Rd (city limits). Students live on both sides of Highway 237. This is the most direct route for many students who live along the route. Students and
Install approx. 0.5 miles of sidewalk on west side between Foster St and Antles Rd (city limits) to complete this safe route to school.
Medium term
08 Walk audit participants reported that people driving are currently swerving around the speed cushions at the top of the hill (the west of the speed limit signs), endangering students walking along the side of the roadway.
Reconfigure the speed cushions to disincentivize swerving around them. Options include:

• Install a speed hump across the full width of the roadway.

• If speed cushions need to be retained to minimize
Short term

02 Install sidewalks on the east side of Highway 237 from
Long term
other community members currently walk in the bike lane on the west side of Hwy 237 between Foster St and Antles Rd (city limits). Students live on both sides of Highway 237. This is the most direct route for many students who live along the route.

03 At the main school crosswalk on the east leg of the Hwy 237 and French St intersection, the recently updated crosswalk, RRFB, and curb extension created several unintended challenges for Cove School:

1. Issues with loose river rock being used to break windows at the school.

2. The most direct path between school buildings has students routinely walking outside of the marked crosswalk at the south end of the crossing (where the crosswalk used to be marked) and neglecting to activate the RRFBs, resulting in safety concerns.
Haefer Ln to city limits.

1. Replace the loose river rock with cobblestones set into mortar to fill in the curb extension, as illustrated by the example detail in Figure 1.

2. Install a 4 ft high decorative steel tubular fence within the southern curb extension to reinforce the desired path of travel by guiding students to use the southern curb ramp. Consider installing a temporary fence to test the impact on students crossing behavior.
Short term

French Street/Hill Street/ 2nd Street

09 The crosswalk across the south leg of the Hwy 237 and French St intersection was used by many students traveling to and from school. Drivers were frequently observed pulling past the stop bar and encroaching into the unmarked crosswalk as they looked for a gap in traffic.
impacts to emergency vehicles or school buses, install one or two additional speed cushions to treat the full width of the roadway. Reduce the spacing between cushions such that gaps are provided to facilitate the tire width and width of wheelbase of the intended design vehicle. Consider the inclusion of flexible delineators at the outer edge of the roadway to further disincentivize drivers swerving into the shoulder.

Install a high visibility continental crosswalk across the south leg of the intersection.
Medium term

04 During recent construction of curb ramps along Hwy 237, the bike lane striping was worn away and not fully restriped as part of the project.

05 During summer 2021, ODOT installed curb ramps along Hwy 237 and formally closed crosswalks at Church St, Mill St/ Orchard St, Grove St, Bryan St, and French St. The only marked crosswalk across Hwy 237 is at French St connecting the schools.
Restripe existing bike lanes along Hwy 237 from Haefer Ln to western city limits, where needed.
Install a high-visibility continental crosswalk across the west leg of the Mill St/Orchard St intersection.
Short term Medium term

10 Install approx. 2080 ft of sidewalk or pedestrian lane along the south side of Hill St, west side of 2nd to establish a safe route between the school and City limits.
Long term