



*Portland Bureau of
Transportation*

Reimagining S Sheridan St.

A Public Participation Plan by:

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Overview

South Sheridan Street has been identified for improvement by the community at the **International School of Portland**, whose school buildings are located adjacent to the segment between Water Avenue and Moody Boulevard in Southwest Portland. Using resources provided by the City of Portland, below are our project public participation strategies, outlined first by our **Goals and Objectives**, a public participation **Impact Analysis**, a community stakeholder **Situation Assessment**, levels of participation **Recommendations**, and **Sample Materials** for use. Suggested **Contacts** can be found at the end of the document.

Goals and Objectives

Project Vision

Envisioning a safe, pleasant, and efficient use of South Sheridan Street for all.

Objective

After many unsuccessful attempts by the International School for sidewalk enhancements, speed reduction, and better traffic management by the conflicting jurisdictions that control the various facilities along South Sheridan Street, this project aims to create a **cohesive plan** that addresses safety and efficiency concerns to improve conditions for all users. Public participation is key to identifying the issues concerning South Sheridan Street, fostering the imagination of the community to come up with creative solutions, and building community buy-in through translation of the planning process.

Goals

1. Build a relationship with stakeholders

- A. **Listen** to existing concerns about street accessibility and safety at an early stage.
- B. **Create events** that incorporate existing stakeholders of all ages and utilize existing organizations (such as the PTA) to achieve high levels of quality engagement.
- C. **Conduct outreach** to unconventional stakeholders (such as those who park vehicles in the area) and provide a way for these stakeholders to communicate amongst themselves.

2. Address overlapping priorities

- A. **Educate** stakeholders on the existing, conflicting area plans at a mid-level stage.
- B. **Identify** the scope of the project and communicate how stakeholders are affected by changes made within the specific area (focusing only on Sheridan Street).
- C. **Anticipate** future plans in the area, the effects on the stakeholders, and the effects on the project itself. (For example, the SW Corridor Light Rail project)
- D. **Communicate** stakeholder concerns and appreciations to city and state organizations.
- E. **Engage** stakeholders to create equitable, comprehensive solutions
- F. **Provide** adaptive ways to contribute and convey input such as providing an accessible time, location, and interpreters.
- G. **Facilitate** discussions and provide informed suggestions that would produce valuable feedback by breaking down suggestions by the components of the objectives (safe, efficient, and pleasant), and promoting the project and open engagement to all who are immediately involved and those who want to participate.

Impact Analysis

In this section, we assess the level of impact of this project by using *Appendix B of City of Portland Public Involvement Toolkit* below. There are 10 questions used to assess the impact and need for public participation.

Appendix B of City of Portland Public Involvement Toolkit

1. **What is the anticipated level of conflict, opportunity, controversy, or concern on this or related issues?**

High. Lots of people who are from various backgrounds, including teachers of the international school, OHSU students, and those who work at the office near the location, park on the Water Avenue and Sheridan Street, and lots of others use there, each of them has the different purpose for using there, therefore some degree of conflict can be expected.

2. **How significant are the potential impacts to the public?**

Moderate. The biggest impacts to the public would be whether the congestion at the offramp from freeway at the peak time of school drop-offs and pick-ups is mitigated, therefore this project impacts only to those who use the freeway off ramps, Sheridan Street, and Water Avenue.

3. **How much do the major stakeholders care about this issue, project, or program?**

Very High. The admin and teachers of the international school and parents of students significantly care because there is the possibility that a car collides with the students in the current condition and the congestion makes dropoff and pickup stressful.

4. **What degree of involvement does the public appear to desire or expect?**

Moderate. The primary stakeholders seem to desire a lot of involvement in the project, however, the secondary stakeholders do not appear to desire involvement in the process as much even though they would like improvements to be made.

5. **What is the potential for public impact on the proposed decision or project?**

High. This project would potentially not only enriches the lives of those involved in school drop-offs and pick-ups, but also reduces congestion, thereby easing the stress of those who use the road and increasing the safety of pedestrians and bike users.

6. **How significant are the possible benefits of involving the public?**

Moderate. By asking the condition of the road to users, especially those who park there, it enables us to consider the causes and solutions.

7. **How serious are the potential ramifications of NOT involving the public?**

High. The change might cause severe congestion and more dangerous conditions for pedestrians and bikers if the project went on without involving the public.

8. **What level of public participation do council and/or bureau directors desire or expect?**

High. They tend to expect to involve as many main stakeholders as possible in the process of the project since several factors are involved in it and each of them has their own way to use the

street.

9. What is the possibility of broad public interest?

Moderate. There is the freeway off ramp which is toward Sheridan street and each person of public possibly uses it, therefore some level of interest from the public is expected.

10. What is the probable level of difficulty in solving the problem or advancing the project?

Very High. Many factors, including international school, OHSU students, those who use the street as a parking lot, and the normal users, are intertwined, and it seems difficult to suggest the best solution for all stakeholders. In addition, conflicting jurisdictional areas between PBOT (owning S Sheridan St.) and ODOT (owning the surrounding highways) make it challenging to hold either or both accountable to make this change.

Assessment Questions	Very High	High	Mod-erate	Low	Very Low
1. What is the anticipated level of conflict, opportunity, controversy, or concern on this or related issues?		X			
2. How significant are the potential impacts to the public?			X		
3. How much do the major stakeholders care about this issue, project, or program?	X				
4. What degree of involvement does the public appear to desire or expect?			X		
5. What is the potential for public impact on the proposed decision or project?		X			
6. How significant are the possible benefits of involving the public?			X		
7. How serious are the potential ramifications of NOT involving the public?		X			
8. What level of public participation do Council and/or bureau directors desire or expect?			X		
9. What is the probable level of difficulty in solving the problem or advancing the project?	X				

Situation Assessment

The groundwork of engagement will be with the community at The International School of Portland. The teachers, administrators and staff, and the parents and students, are the most intensive, local users of the immediate area surrounding South Sheridan St. Additionally, as a location with two periods of intense activity (7:30am-8:15am, 2:30pm-3:15pm, Monday-Friday), they also place the most strain on the area at any given time.

Portland's Equitable and Inclusive Public Involvement Worksheet

Full report listed in Appendix A.

Highlights

What is your goal of reaching this community?

Our goal is to ensure the diverse needs of The International School's community are reflected in the design intervention and no one type of community member is overly burdened. Because The International School serves a broad base of individuals, creating an expansion of opportunities for some runs the risk of diminishing the experience of others. By collaborating with the community, it is our hope that any such diminishment is mitigated and all members can experience some kind of benefit.

How can you build a relationship with this community? Who do you know that can help you build a relationship and engage with this community?

Champions include the school Principal, P.E. teacher, and parent who submitted the Better Block application. Resources to tap include the Parent-Teacher Association (PTA) and any other extant in/formal groups at school (such as after-school clubs for students, or teacher social groups.) Ideas for initial steps to build a relationship with the community:

- A. Attend a PTA meeting;
- B. Connect with any science/environment teachers at the school;
- C. Review school events calendars for open-to-the-public events.*

*Note that whenever minors are involved, caution must be exercised to ensure all appropriate waivers and permission for participation by unaffiliated adults are cleared with the administration. This may take some legwork to ensure the community feels respected and its boundaries and rules are observed faithfully.

How do the priorities of this community match the priorities of your project? How will you draw a connection between what is important to this community and the elements of your project?

The community has many overlapping priorities with the project, though a few key alignment specifics may prove distracting or time-consuming if not anticipated.

Overlapping priorities:

- A. Safe access to/from The International School for all modes of transportation;
- B. Easy access to/from The International School by different modes of transportation;
- C. Improved aesthetic and environment surrounding the school.

Possible conflicts:

- D. Ease and location of parking spots for private vehicles;
- E. Speed of access to/from The International School by private vehicles;
- F. Change of ingrained travel behaviors and patterns.

We will seek to emphasize and highlight the overlapping priorities, and in particular elevate the issue of safety and aesthetics and how all parties, including private vehicles, benefit from a design intervention.

**What are the major challenges and barriers you expect while implementing this plan?
How do you plan to overcome these barriers?**

The greatest challenge will be ensuring design interventions do not wholly disrupt commute patterns for private vehicles, nor dramatically curtail the ability of other users of South Sheridan St to navigate between Moody Ave and Water Ave. Optics will be extremely important as most interventions will likely result in some combination of parking removal, speed reduction, lane width modification, or access limitation that will result in modifications to journeys made as many as 10 times a week. There are many, many ways to focus the attention on the creation of new assets and resources, and to highlight the improvements for private vehicles, rather than focus on the removal of previously available assets and resources (like free parking.) It will be critical to demonstrate how all users, regardless of mode, benefit from design interventions (not just bicyclists, pedestrians, and other non-private vehicle users.)

Recommendation

Using the City of Portland's Public Involvement Toolkit (which appears based on the EPA's own Public Participation Guide,¹ we have the following recommended tools and levels of involvement for the project.

Appendices C and D of City of Portland Public Involvement Toolkit

Matrix

Level	Public Participation Goal	The Facilitators will...	Tools to Achieve Goal	The Community will...
<i>Decide</i>	To give the community the responsibility of deciding the appropriate solution.	Accept and implement the chosen solution.	5. PTA, school admin, and other committees deemed appropriate. 6. Making informed decisions 9. Feedback and familiarity with alternatives.	<i>Decide</i> the appropriate solutions given recommendations and alternatives.
<i>Collaborate</i>	To assist the community in the planning process by developing and choosing solutions.	Guide, educate, and support the community.	4. Community education 8 & 9. Building relationships and connecting with existing Safe Routes programs	<i>Collaborate</i> in the planning process.
<i>Involve</i>	To ensure that all who should and want to be involved are considered and accommodated.	Reach out to stakeholders, accommodate needs, and consider all opinions.	1 & 2. Fact sheets and advertising for involvement 3. Outreach through existing PTA	Become <i>involved</i> in the discussion and planning process.

¹ <https://www.epa.gov/international-cooperation/public-participation-guide>

Level	Public Participation Goal	The Facilitators will...	Tools to Achieve Goal	The Community will...
<i>Consult</i>	To provide high quality feedback on alternatives and decisions.	Share resources, provide information, and recommend alternatives.	3. Community workshops 5. Working with existing PTA 6. Providing information through email and in-person.	<i>Respond</i> to resources and information in a critical manner.
<i>Inform</i>	To ensure that everyone has knowledge about all parts of the project; to be transparent	Be fully transparent in sharing the limitations, requirements, and barriers of the project.	2 & 4. Providing information 7. Conducting formal hearings 8. Utilizing existing, previous project experiences.	Create <i>informed</i> decisions that best serve themselves.

Toolkit Guide

1. **Information/Notification:** Media outlets, press releases, email, and posters. (easily done through school's established messaging system)
2. **Publications:** Posters/brochures, fact sheets, and PBOT website. See examples on document.
3. **Events/Meetings:** Utilizing the existing PTA and administration with the International School, facilitation workshops, and community forums.
4. **Community Education:** Tabling at school events, inviting guest speakers to the community forums and workshops, fact sheets and meeting agendas that serve as take home information. See examples on document.
5. **Committees:** No plans to create a separate committee as the International School has an established administration and all parents, students and teachers can be involved. Committees involved are the International School's PTA and administration (and possibly an OHSU parking committee, but difficult to organize).
6. **Feedback Mechanisms:** Surveys, interviews, email (regularly checked on), and response sheets at testing events.
7. **Formal Hearings/Forums:** Community forums through the PTA and administrative meetings.
8. **Community Driven & Organized:** Utilizing the existing Safe Routes to School program in the area to advocate for the project.
9. **Techniques & Methods:** Relationship building between school and facilitators, testing events during unique events and public works projects.

Sample Materials

Below are the samples of public engagement pieces that have been drafted: a **mailer**, a **website mockup**, and an **agenda** for the engagement meeting.

Flyer

Join us!



Zoom Registration
www.portland.gov/sheridan

South Sheridan St. Public Involvement Meeting

Friday, May 17, 2024 at 6:00pm–7:30pm at the International School of Portland
2305 S Water Ave Portland, OR 97201

Please join us in person or virtually to discuss the future of S Sheridan Street and ensure a safe route to school for International School of Portland elementary students. The agenda of the meeting will include an outline of the project reviewing the intersection of SW Sheridan Street and Water Avenue. We welcome any questions and hope to hear your feedback on the project.

Contact

Project Manager
Tristan Stretch - (503)-000-0000 - t.s@portland.gov

Información en español al reverso



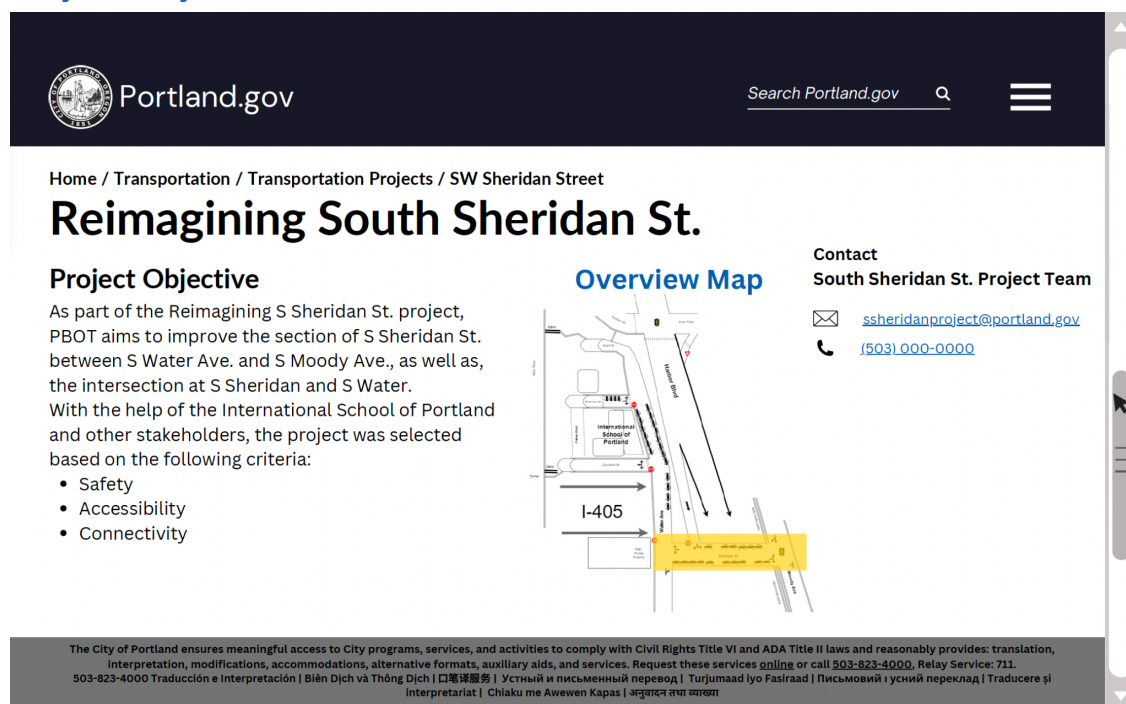

INTERNATIONAL SCHOOL OF PORTLAND

Website Design

Home Page



Project Objective



Public Engagement²


Portland.gov

Search Portland.gov



Public Engagement

Why should I be involved?

PBOT aims to work with the community to hear any thoughts and concerns about the current state of South Sheridan St. to reimagine and develop a cohesive plan that addresses stakeholder issues and creates a safer, more efficient, and accessible neighborhood for the South Waterfront community. During the public engagement process, PBOT would like to hear from a diverse group of community members to ensure that all thoughts, ideas, and opinions are voiced.

What is the public engagement process?

This is a continuous dialogue with community members and stakeholders throughout the duration of the project. Once a project has been selected, a public engagement meeting will be set up to hear from the community. When enough feedback has been gathered, a plan will be drafted and brought back to the community for further comment and discussion. When a consensus is met, and funding is secured, the project will begin to be implemented.

Not familiar with the area?

A study of the area has been completed and the existing conditions of S Sheridan St. can be found [here](#).

Upcoming Public Engagement

Friday, May 17, 2024 at 6:00pm -7:30pm

International School of Portland - [2305 S Water Ave. Portland, OR 97201](#)

[Zoom Registration](#)

[Agenda](#)

Sign up for Reimagining S Sheridan St. Email Updates

[Sign Up for Email Updates](#)

The City of Portland ensures meaningful access to City programs, services, and activities to comply with Civil Rights Title VI and ADA Title II laws and reasonably provides: translation, interpretation, modifications, accommodations, alternative formats, auxiliary aids, and services. Request these services [online](#) or call 503-823-4000, Relay Service: 711.

503-823-4000 Traducción e Interpretación | Biên Dịch và Thông Dịch | 口笔译服务 | Устный и письменный перевод | Turjumaad iyo Fasiraad | Письмовий і усний переклад | Traducere și Interpretariat | Chiaku me Awewen Kapas | ଅବୁଦାନ ନାମ ସାହାଯ୍ୟ

Benefits & Accessibility³


Portland.gov

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Who will this benefit?

We believe everyone will benefit from this, however, that's what makes public engagement so important because PBOT wants to know if you think so too! Reimagining S Sheridan St. will allow parents to get to and from the International School of Portland more efficiently, as well as, provide a safer thoroughfare for those coming or going from the South Waterfront with an improved area for walking and biking to support Portland's active transportation goals.

Accessibility

Language

Public engagement meetings will be held in English, however, live interpreters will be present to translate the meeting into the following languages: Spanish, Mandarin, and Japanese.

ADA

The International School of Portland has a wheelchair-accessible entrance.

Transportation

Free 2-hour parking is available along both S Sheridan St. and S Water Ave. for community members who will be driving. The International School of Portland is also accessible by [public transit](#) at the following stops:

- **Bus 96:** S Harbor & Harrison
- **Orange Line MAX:** South Waterfront & S Moody
- **A, B, & NS Loop Streetcar:** SW Harrison Street



International School of Portland's Walk and Roll to School program
Educating the community on non-car commutes to school.

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² Walker, M. (n.d.). Community Engagement. *Virginia Cooperative Extension*, 1–4.

³ International School of Portland [@intschoolofportland] (2024, May 2). "It's Walk & Roll to School Month!" [Photograph]. Instagram. https://www.instagram.com/p/C6fLLDEMU2M/?img_index=1

Project Timeline


Portland.gov

Search Portland.gov



What is the timeline of the project?

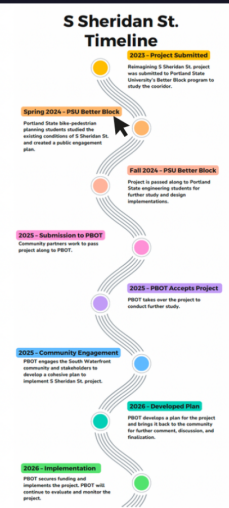
With the project submitted to the Better Block program at Portland State University (PSU) in 2023, the timeline of the project has been laid out with the prospective implementation in 2026.

*Please note that the dates are subject to change

Services and Resources

- [Adaptive BIKETOWN](#)
- [Apply for or renew your bike locker rental](#)
- [Apply for the Northwest Portland Zone M Bike Parking Fund Interest Form](#)
- [Apply to install bike racks on the street](#)
- [Apply to install bike racks on the sidewalk](#)
- [Artistic and Non-Standard Bicycle Racks](#)
- [BIKETOWN for All](#)
- [E-scooter and bike-share data from Ride Report](#)
- [Order Maps for Biking and Walking](#)
- [Pick up a free Vision Zero yard sign at the Portland Building](#)

S Sheridan St. Timeline



2023 - Project Submitted
Reimagining S Sheridan St. project was submitted to Portland State University's Better Block program to make the corridor.

Spring 2024 - PSU Better Block
Portland State University's planning students studied the existing conditions of S Sheridan St. and created a public engagement plan.

Fall 2024 - PSU Better Block
Project is posted along to Portland State engineering students for further study and design implementation.

2023 - Submission to PBOT
Community partners work to post project along to PBOT.

2023 - PBOT Accepts Project
PBOT takes over the project to conduct further study.

2023 - Community Engagement
PBOT engages the South Westland community and stakeholders to develop a vision plan to implement S Sheridan St. project.

2024 - PBOT develops a plan
PBOT develops a plan for the project and brings it back to the community for further comment, discussion, and finalization.

2025 - Implementation
PBOT reviews funding and implements the project. PBOT will continue to evaluate and monitor the project.

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Agenda

Reimagining S South Sheridan St. Meeting Agenda



City of Portland

Date: May 17, 2024

Time: 6:00pm-7:30pm

Location: 2305 S Water Ave Portland, OR 97201

Introduction - 5 Minutes

- S Sheridan Team introduces themselves to community members

Existing Conditions - 20 Minutes

- Open dialogue with community members asking what is happening at S Sheridan St. (10-minutes)
- Team highlights the existing conditions of S Sheridan St. that were studied (10-minutes)
 - Traffic
 - Peak travel hours
 - S Sheridan and S Water intersection
 - S Harbor Blvd. exit
 - Parking
 - Biking and pedestrian activity

Benefits of Project - 10 Minutes

- Briefly discuss the benefits that come with the improvement of S Sheridan St.
 - Safety
 - Accessibility
 - Connectivity
 - Comfort

Future of S Sheridan St - 50 Minutes

- Display hypothetical solutions to S Sheridan St. (5-minutes)
- Open up the floor to community members (40-minutes)
 - Community members provide ideas and feedback for how they imagine the project going
- Select the best practice to move forward (5-minutes)

Final Remarks - 5 Minutes

- Close out meeting and answer any lingering questions

S Sheridan St. Project Team: ssheridan@portland.gov - (503) 000-0000

Contacts

The International School is represented by:

- Steven Borcharding, Principal; email: sborcherding@intlschool.org
- Bodo Heiliger, Facilities Manager; email: bheiliger@intlschool.org

This project should also involve:

- Janis McDonald, Safe Routes to School Program Manager; email: saferoutes@portlandoregon.gov

Appendix A

Equitable & Inclusive Public Involvement Worksheet

Your Project's Name: South Sheridan Street Better Block

Project Objective(s):

1. List the specific communities that you would like to engage in your project?

Communities identified from our [Existing Conditions Memo](#):

- A. International School teachers and administrators;**
- B. International School parents and students;**
- C. Low-income housing residents in the Vera;
- D. OHSU students;
- E. Bicyclists and pedestrians accessing the Ross Island and Tillikum bridges.

For the rest of the worksheet, focus on one of the communities listed above:

2. What is your goal of reaching this community?

These two communities, collectively identified hereafter as “**The International School**” are the most intensive, local users of the immediate area surrounding South Sheridan St. Additionally, as a location with two periods of intense activity (7:30am-8:15am, 2:30pm-3:15pm, Monday-Friday), they also place the most strain on the area at any given time.

3. How do you plan to connect with this community?

We are currently working with the school's Principal and P.E. teacher and will require their assistance to connect us with the subcommunities listed below (4.) Ideally, we would like to ensure our own demographics cover at least some of these attributes of the community we will be working with:

- A. Parent of a school-age child;
- B. Teacher, or former teacher;
- C. Bicycle commuter;
- D. Walking commuter;
- E. Car commuter.

4. What type of relationship does your bureau currently have with this community and its leaders?

We are currently working with the school's Principal and P.E. teacher. The Better Block application was submitted by a parent who bikes with their student. Deeper connection is required to reach the following subcommunities at the school:

- A. Teachers, administrators, staff: some key relationships;
- B. Parents who bike with their students: one key relationship;

- C. Parents who walk with their students: no relationships at this time;
- D. Parents who drive with their students: no relationships at this time;
- E. Students: no relationships at this time.

5. How can you build a relationship with this community? Who do you know that can help you build a relationship and engage with this community?

Champions include the school Principal, P.E. teacher, and parent who submitted the Better Block application. Resources to tap include the Parent-Teacher Association (PTA) and any other extant in/formal groups at school (such as after-school clubs for students, or teacher social groups.) Ideas for initial steps to build a relationship with the community:

- D. Attend a PTA meeting;
- E. Connect with any science/environment teachers at the school;
- F. Review school events calendars for open-to-the-public events.*

*Note that whenever minors are involved, caution must be exercised to ensure all appropriate waivers and permission for participation by unaffiliated adults are cleared with the administration. This may take some legwork to ensure the community feels respected and its boundaries and rules are observed faithfully.

6. How can you learn what priorities and issues are important to this community?

The most efficient way to learn this would be through a short, anonymous survey of adults in the community, such as a 10-question online survey distributed by the PTA. A more time consuming, but less one with fewer administrative hurdles, would be to perform several intercept surveys during pickup, drop off, or a school event. Reviewing any survey questions or values with existing contacts prior to distribution can provide helpful insider knowledge about certain vocabulary or norms within the community.

7. How do the priorities of this community match the priorities of your project? How will you draw a connection between what is important to this community and the elements of your project?

The community has many overlapping priorities with the project, though a few key alignment specifics may prove distracting or time-consuming if not anticipated.

Overlapping priorities:

- A. Safe access to/from The International School for all modes of transportation;
- B. Easy access to/from The International School by different modes of transportation;
- C. Improved aesthetic and environment surrounding the school.

Possible conflicts:

- D. Ease and location of parking spots for private vehicles;
- E. Speed of access to/from The International School by private vehicles;
- F. Change of ingrained travel behaviors and patterns.

We will seek to emphasize and highlight the overlapping priorities, and in particular elevate the issue of safety and aesthetics and how all parties, including private vehicles, benefit from a design intervention.

8. How does your project help develop leadership or capacity for this community? How did I leave the community?

Depending on the type of design intervention, there may be opportunities to connect the school and its community with the larger neighborhood, including South Sheridan St. Building a greater sense of ownership and participation in the environment beyond the immediate school buildings aligns with the mission of The International School and can be a long-lasting partnership between the school, the neighborhood, and the City.

9. How do you plan to maintain a relationship with the community during and after your project?

The International School will join the ranks of other Better Blocks projects throughout Portland and can serve as an example of design possibilities for extremely challenging built environments, and interventions focusing on the experience of those making commutes to and from school. Depending on the type of design intervention, collaboration with Safe Routes to Schools (SRTS) coordinators at the local (Metro) or state (ODOT) level may be a valuable way to grow and expand the type of intervention.

10. What are the major challenges and barriers you expect while implementing this plan? How do you plan to overcome these barriers?

The greatest challenge will be ensuring design interventions do not wholly disrupt commute patterns for private vehicles, nor dramatically curtail the ability of other users of South Sheridan St to navigate between Moody Ave and Water Ave. Optics will be extremely important as most interventions will likely result in some combination of parking removal, speed reduction, lane width modification, or access limitation that will result in modifications to journeys made as many as 10 times a week. There are many, many ways to focus the attention on the creation of new assets and resources, and to highlight the improvements for private vehicles, rather than focus on the removal of previously available assets and resources (like free parking.) It will be critical to demonstrate how all users, regardless of mode, benefit from design interventions (not just bicyclists, pedestrians, and other non-private vehicle users.)