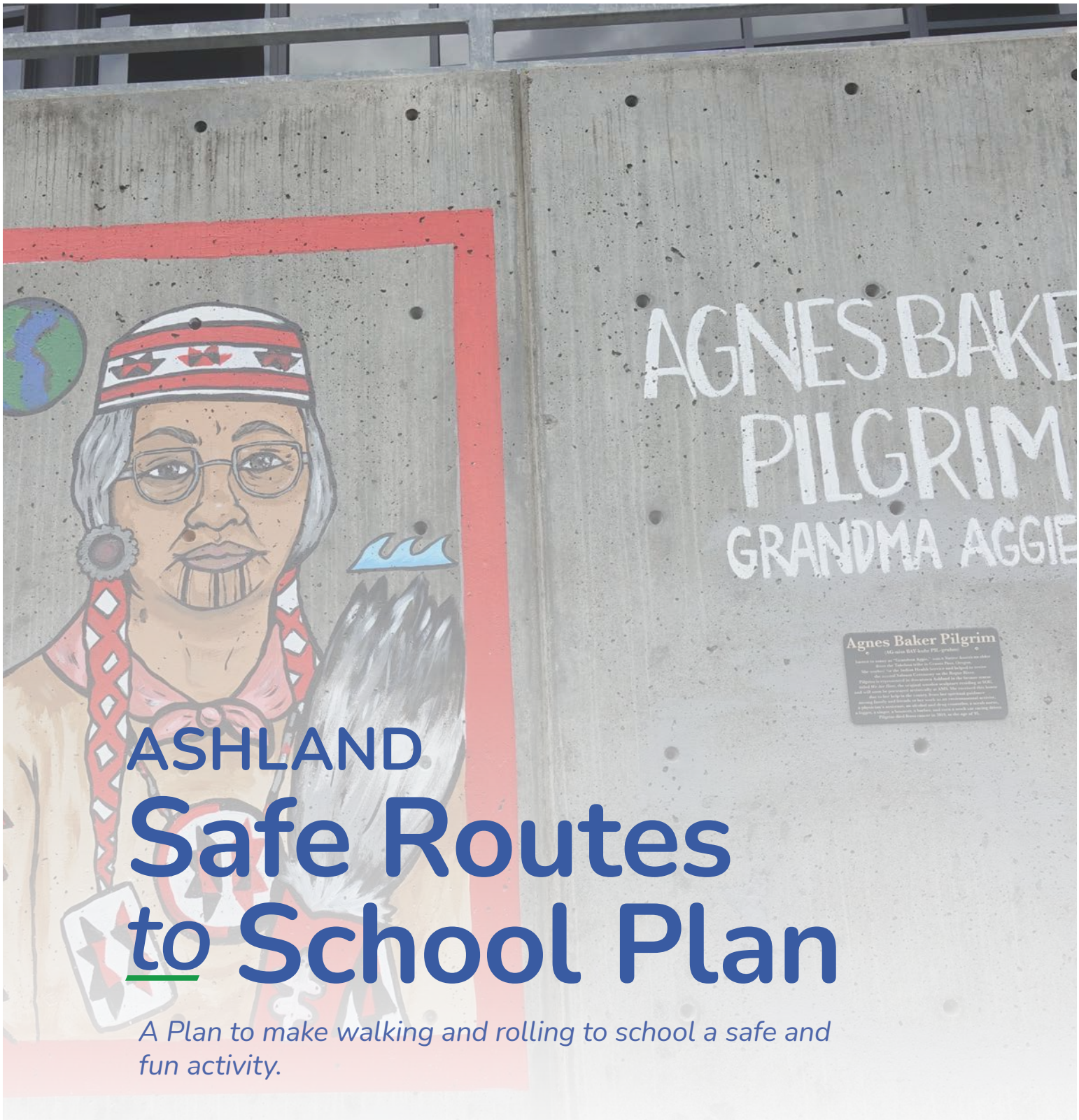


ASHLAND
Safe Routes *to* School Plan

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

CITY OF ASHLAND

WALKER ELEMENTARY SCHOOL
ASHLAND MIDDLE SCHOOL
ASHLAND HIGH SCHOOL
BELLVIEW ELEMENTARY SCHOOL
TRAILS OUTDOOR SCHOOL
HELMAN ELEMENTARY SCHOOL
WILLOW WIND COMMUNITY LEARNING CENTER

AUGUST 2023

Oregon Department of Transportation
Safe Routes to School

ALTA · COMMUTE OPTIONS · THE STREET TRUST

ACKNOWLEDGMENTS

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

SCOTT FLEURY
City of Ashland

ERIKA BARE
Ashland School District

JENNIFER PARKS
TRAILS Outdoor School

DEBRA SCHAEFFER-PEW
Willow Wind Community Learning Center

SAMUEL BOGDANOVE
Ashland School District

ARIEL L. DANIEL
Streets for Everyone

JACQUELINE SCHAD
Ashland School District

JOHN LAZUR
Oregon Department of Transportation (ODOT)

SUPPORTING ORGANIZATIONS

City of Ashland

Ashland School District

Oregon Department of Transportation

ALTA PLANNING + DESIGN STAFF

Katie Selin

Isooda Niroomand

TABLE OF CONTENTS

01 INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll 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.*

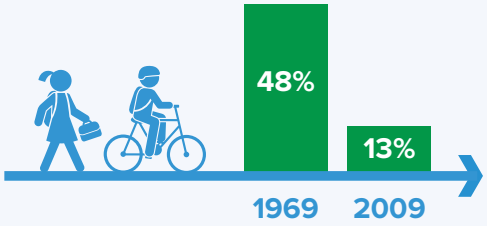
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefits adjacent neighborhoods, as well as students and their families,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

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

Why Safe Routes to School?

THE PROBLEM

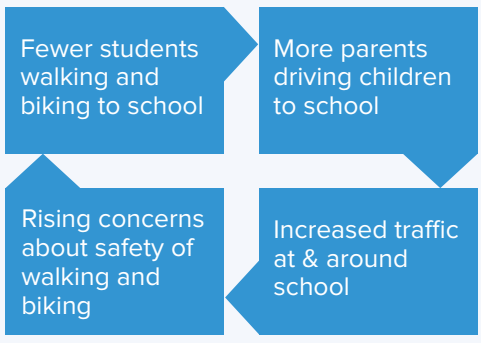
Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



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

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

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

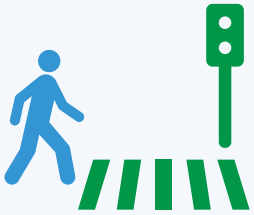


THE SOLUTION

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

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

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



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

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

Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains, which offer supervision and structure for walk or ride to school, provide alternative options for students to arrive on time and ready to learn.[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!

IMPROVED ACADEMIC PERFORMANCE

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

CLEANER AIR, FEWER EMISSIONS

Increasing the number of students walking and biking to school means decreasing the number who have to rely on private vehicles. This improves air quality near schools, decreasing students' exposure to pollution generated by idling vehicles and heavy traffic. "If half of the school district's 4,000 students switch to walking, biking, or rolling, this change would result in an average driving distance reduction of 5 vehicle miles traveled by day. Over a 180-day school year, this would result in 1.8 million fewer vehicle miles traveled per year, or about 0.75% of the county's total passenger vehicle miles traveled of 240 million miles per year.[4]

GREATER CONFIDENCE

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

STRONGER SOCIAL CONNECTIONS

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

---

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*

4 *Ashland County Energy Council 2022 Letter of Support*

Community Benefits of Safe Routes to School

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

REDUCED TRAFFIC CONGESTION

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

STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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

LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales.[2]

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

City of Ashland SRTS Project Identification Program

The City of Ashland, Oregon Department of Transportation (ODOT) Region 3 representatives, Ashland School District, Streets for Everyone and the school community worked with ODOT's SRTS Technical Assistance Providers— Alta Planning + Design—to complete this SRTS Plan.

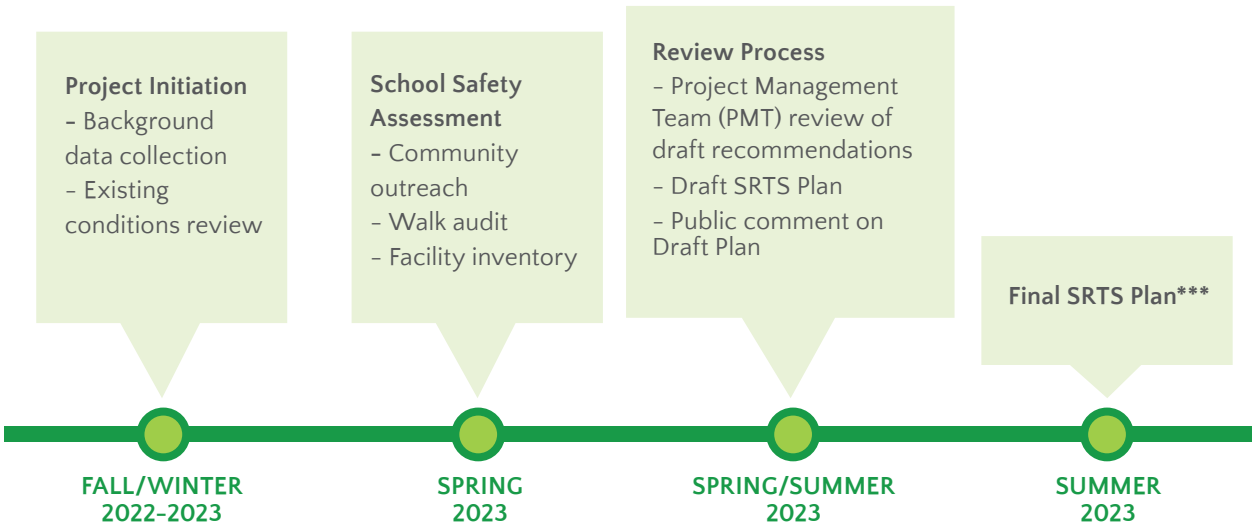
This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) process is an ODOT technical assistance program that helps communities identify needs and opportunities near one or more schools, focusing on streets within a quarter mile of the school, as well as critical issues within a mile of the school.*

This process did not include schools outside City boundaries.

The goals of the PIP process are:

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

The Ashland SRTS Plan Process**



*For more information on the PIP program, visit www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx.
**A detailed summary of the planning process is included in Appendix B.
***Final SRTS Plans can be found at www.OregonSafeRoutes.org.

Plan Audience

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

- **School, district, and local public agency staff:** The PIP process is usually initiated by a combination of these groups, which generally make up the PMT and have both a technical and experiential understanding of issues and needed improvements. At the same time, these stakeholders may or may not have an engineering background. The majority of this Plan is written to be read and understood by these important contributors.
- **Interested community members:** Because the success of any SRTS effort depends on engagement with the people who will ultimately use these routes, facilities, and programs, key sections of this Plan are intended to be understandable to the general public, including the school community and residents in general. In particular, the Existing Conditions section (which takes inventory of barriers and issues) is important for interested community members to review and add to. Recommendations are written in more technical language...
- **Planners, engineers and public works staff:** Ultimately, many of these recommendations involve highly specialized and technical processes, as well as competitive funding applications, which is why the Recommendations chapter is written with this audience in mind.
- **Local decision makers:** Elected officials, such as councilmembers, commissioners, and tribal governance bodies, are also a critical component of shaping active transportation. The Goals, Objectives, and Actions listed in the Vision and Goals Chapter will be particularly relevant for this group, as well as the Recommendations chapter. However, the majority of this Plan is written to be accessible to this group.

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

How to use this Plan

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

WHO ARE YOU?

I AM A STUDENT

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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

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

I AM A TEACHER OR OTHER STAFF MEMBER

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

I AM A COMMUNITY MEMBER

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

I WORK FOR THE CITY OR COUNTY

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

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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

02 VISION AND GOALS FOR SRTS

VISION AND GOALS

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

Community Vision for SRTS

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

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

SAFETY

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

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

- Action: Ashland School District will integrate on-campus infrastructure improvements into their ongoing planning processes and maintenance.
- Action: The City of Ashland will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2023 for infrastructure improvements, outlined in Chapter 4.
- Action: The City of Ashland will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter-mile of each school.

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

- Action: The City of Ashland will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes including the upcoming Transportation System Plan update.
- Action: The City of Ashland will coordinate with Ashland Police Department to address enforcement issues near school campuses, such as:
    - Parking in reserved ADA parking without a permit.
    - Parking in bike lanes
    - Speeding on neighborhood streets

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

- Action: Walker Elementary School, Ashland Middle School, Ashland High School, Bellview Elementary School, TRAILS Outdoor School, Helman Elementary School, Willow Wind Community Learning Center will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

- Action: Ashland School District and City of Ashland will coordinate with school leadership and the Phoenix-Talent School District to apply for the SRTS Education grant to fund a SRTS coordinator position. This coordinator will organize safety, education, and encouragement activities across both school districts.

EQUITY

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

Objective 1: Engage with families from historically disadvantaged groups such as the Latino community, to hear and learn about their barriers to students walking or biking to school.

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

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

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

HEALTH

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

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

- Action: Ashland School District will look for areas of overlap between SRTS efforts and other health initiatives and PE class.

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

- Action: Ashland School District will share relevant health statistics and messages in school newsletters, back-to-school night or through other communication channels.
- Action: The City of Ashland will coordinate with local public health agencies to share information about SRTS and coordinate around shared wellness goals.

ENVIRONMENT

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

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

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

A Community-Driven Planning Process

The vision, goals, objectives and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by the Ashland community. Community-group representatives, parents and other community members had the opportunity to participate in the SRTS planning process and provide feedback in the following ways:

- Participation in walk audits at each school and a community meeting
- Virtual feedback using the Online Public Input Map and survey

The City of Ashland, Ashland School District, Streets for Everyone and school leadership from Walker Elementary School, Ashland Middle School, Ashland High School, Bellview Elementary School, TRAILS Outdoor School, Helman Elementary School and Willow Wind Community Learning Center worked diligently to spread the word about the walk audits, community meetings and the Online Public Input Map and survey by sending them out to all families and posting them on the school websites.

The project team conducted a series of five walk audits in Ashland over three days (April 10-12, 2023), with the following schedule:

- Ashland Middle School, Walker Elementary School and TRAIL Outdoor School on the morning of April 10 to observe student arrival
- Ashland High School on the afternoon of April 10 to observe student dismissal
- Helman Elementary School on the morning of April 11 to observe student arrival
- Bellview Elementary School on the afternoon of April 11 to observe student dismissal

Members of the PMT and schools' staff participated in the walk audits. They provided feedback on specific barriers and challenging locations near the schools. In addition to the walk audits, the project consultant team conducted a comprehensive facility inventory review for all focus schools, assessing existing conditions and identifying areas for improvement. This thorough evaluation ensured that the needs of each school were taken into account in the planning process.

Project team members also presented the SRTS planning process and project progress to the School Communities on April 11 at a public meeting at Ashland Middle School's Library and collected 30 comments during the public comment period on the draft plan.

School community members and agency staff participating in Ashland school walk audits in April 2023.

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. Of the 80 respondents who filled out the survey, 83% were parents or caregivers of students who attend schools in the study area. Another 12% identified as community members. 4% of respondents indicated that they were School or District staff, and 1% were City staff.

86% of respondents to the map were white, and only 5% of survey respondents selected Hispanic/Latino.

COMMUNITY ENGAGEMENT KEY THEMES

The comment heat maps on the following pages illustrate specific locations of concern and interest that emerged through the Online Public Input Map. The map on page 14 indicates areas where participants recorded comments at specific points, while the map on page 15 shows the locations of comments about routes. Particular areas of the Public Input Map received high numbers of comments, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- Central Bike Route
- Walker Ave
- Helman St
- E Main St
- A St
- Oak St
- W Hersey St
- W Nevada St
- Laurel St

Based on the feedback received through all engagement methods, it is clear that the Ashland community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and bike. Participants who engaged with the SRTS planning process want to see more protected, continuous SRTS routes.

Themes from the Online Public Input Map and survey, as well as the Draft City of Ashland SRTS Plan Public Comment Period, included:

- Improving efficiency for parents by enabling students to safely walk or bike to school, rather than being dropped off or waiting for a bus
- Ensuring safety for visually-impaired pedestrians and other vulnerable users
- Reducing vehicle congestion on roads and near schools
- Reducing busing needs
- Requests for further development of a connected citywide active transportation network to build on SRTS routes
- Improving safety of main intersections along the popular school routes

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

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

The City of Ashland as the road authority has not worked directly with the school district on Safe Routes to School educational programs to date. The City has generated a Safe Routes To School network within its Transportation System Plan and identified missing links, but has not coordinated the priority of these missing links with the School District. The School District has done very little with respect to the educational component of walking, biking, and rolling to school. The City of Ashland has coordinated with the City's Parks and Recreation Department to offer a bicycle education and safety course at local schools, but that program is currently on hold due to the pandemic.

Infrastructure Improvement

The City of Ashland has sidewalk infill projects defined in the adopted Transportation System Plan that are part of the safe routes system and has applied for grant funding, but to date have been unsuccessful. The City has installed RRFB's at crossing locations adjacent to numerous schools in the district to date and is working towards ADA ramp access improvements near schools.

ASHLAND SRTS

PUBLIC INPUT MAP

POINT COMMENTS

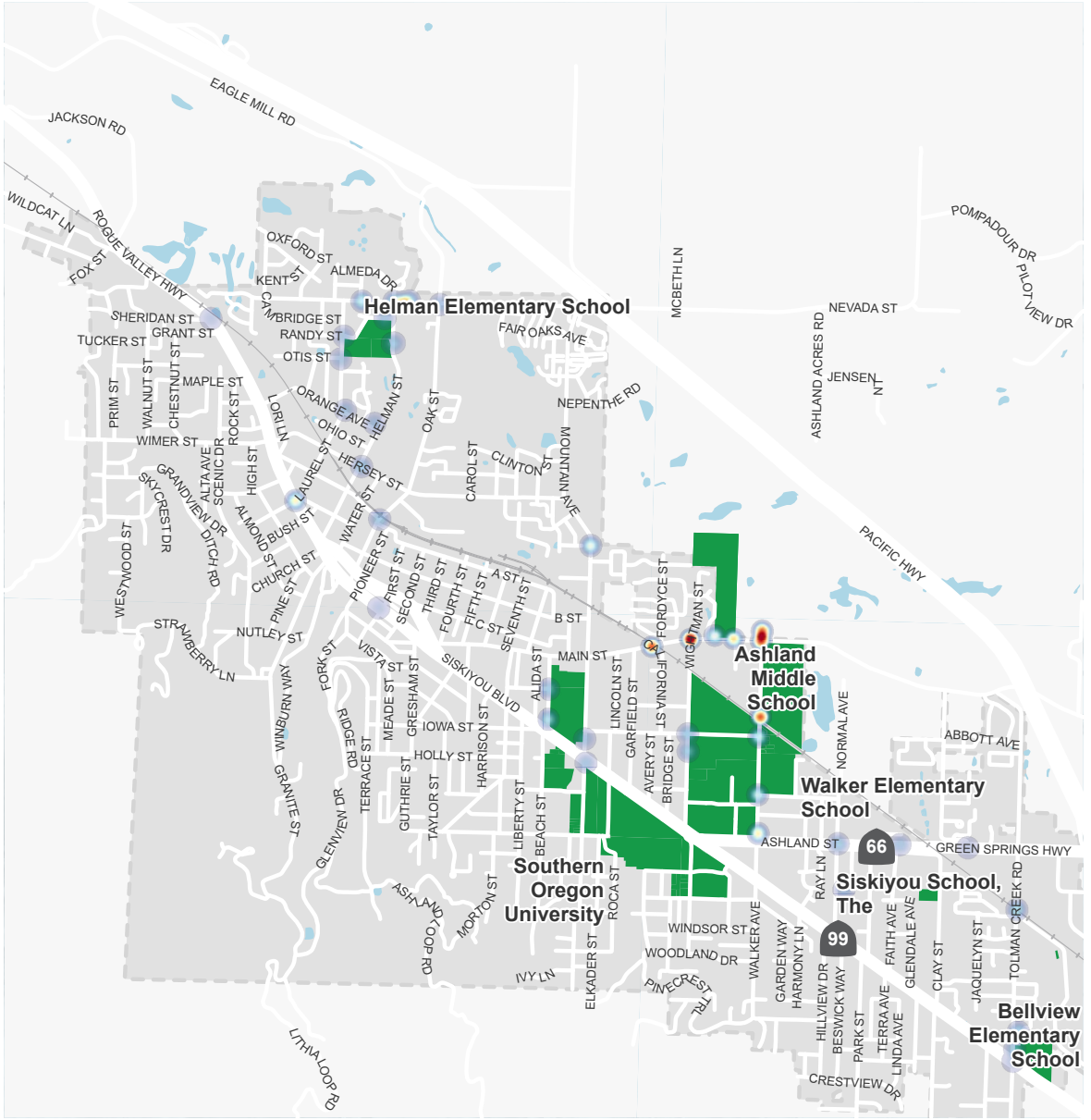
High Density of Comments

Low Density of Comments

ASHLAND CONTEXT

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

43 POINT COMMENTS
145 ENGAGEMENTS (LIKES, DISLIKES)



ASHLAND SRTS

PUBLIC INPUT MAP

LINE COMMENTS

High Density of Comments

Low Density of Comments

ASHLAND CONTEXT

Railroad

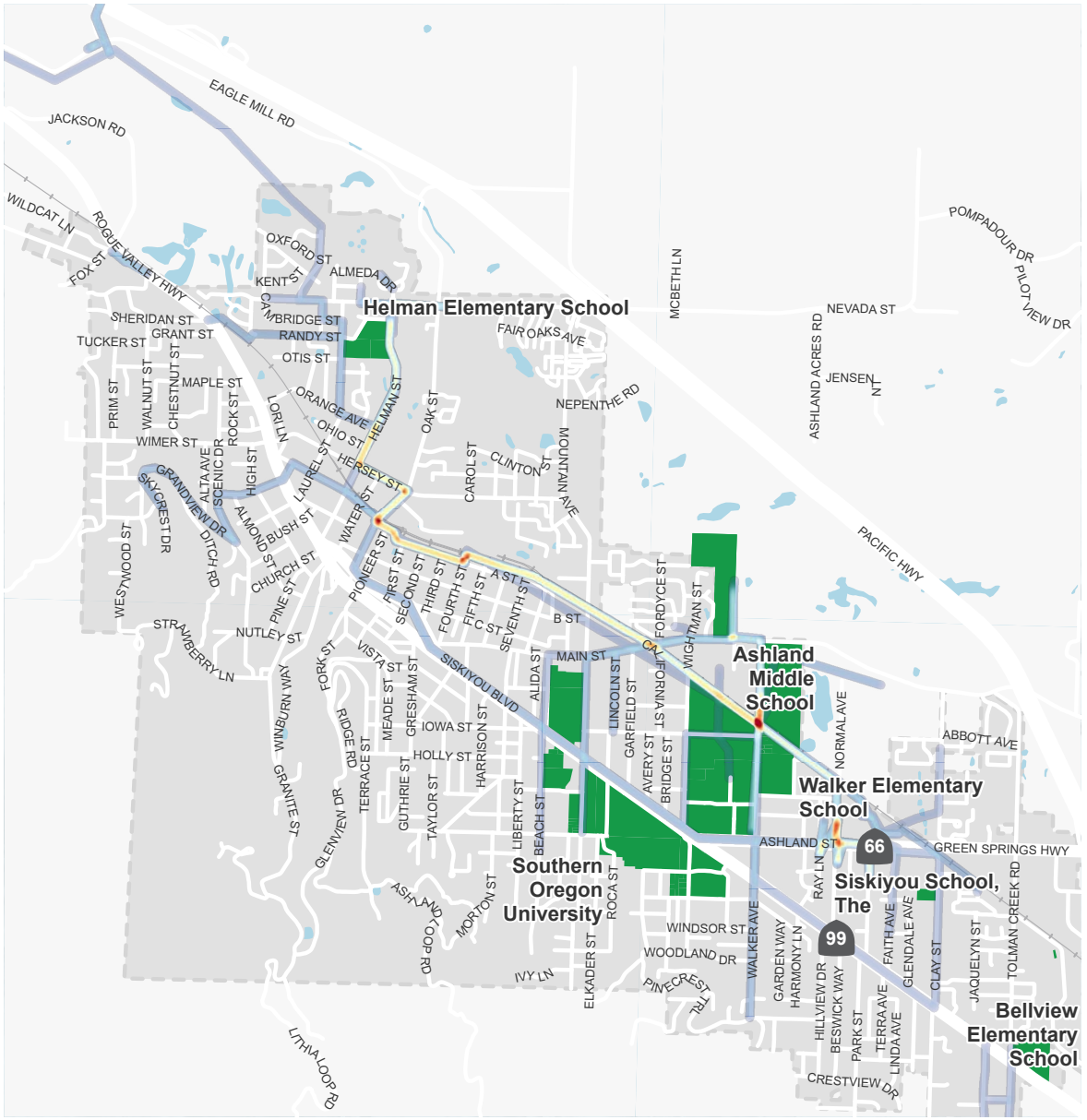
City Boundary

Parks

Water

School Property

32 LINE COMMENTS
32 ENGAGEMENTS (LIKES, DISLIKES)



03

EXISTING CONDITIONS

EXISTING CONDITIONS

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

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

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

SCHOOL CONTEXT:

Ashland Middle School

100 WALKER AVE, ASHLAND, OR 97520

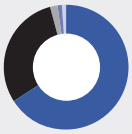
PRINCIPAL:
Steve Retzlaff

ENROLLMENT:
481

GRADES SERVED:
Public 6-8

EQUITY:
35% percent of students are below poverty line*

DEMOGRAPHICS*



- White, non-Hispanic, 71%
- Hispanic, 14%
- American Indian/Alaska Native, 1%
- Black / African American, 1%
- Asian, 1%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,372
Spanish	61

Total Languages Spoken: 14

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

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

Ashland Middle School School Safety Assessment

Date: April 2023

SCHOOL LAYOUT

Ashland Middle School is a public school located in the center of Ashland. The school is on the east side of Walker Ave between Iowa St and E Main St (see map on next page). The school has one main entrance and one parking lots on Walker Ave. The parking lot is right in front of the school building and there is a sports field is on the east side of the building.

SITE CIRCULATION

Vehicles and school buses: Vehicles and school buses pick up and drop off in separate loops in the main parking lot. They enter from Walker Ave, make a large loop, and load in front of the main entrance.

Pedestrians: Students walking and cycling arrive via Walker Ave and make their way to the main entrance. There is a crossing guard is posted on Walker Ave, right in front of the school to help students cross the road.

Transit: The Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day. The bus stop at Ashland and Walker is the nearest stop to Walker Elementary School (0.2 miles from the school), Also, the 1x bus which runs every hour Monday through Friday and Sunday stops 0.7 miles from the Walker Elementary School.

SCHOOL CONTEXT:

TRAILS Outdoor School

158 WALKER AVE, ASHLAND, OR 97520

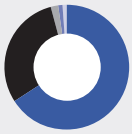
PRINCIPAL:
Jennifer Parks

ENROLLMENT:
113

GRADES SERVED:
Public K-8

EQUITY:
50% percent of students are below poverty line*

DEMOGRAPHICS*



- White, non-Hispanic, 77%
- Hispanic, 15%
- American Indian/Alaska Native, 0%
- Black / African American, 1%
- Asian, 1%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,372
Spanish	61

Total Languages Spoken: 14

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

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

TRAILS Outdoor School Safety Assessment

Date: April 2023

SCHOOL LAYOUT

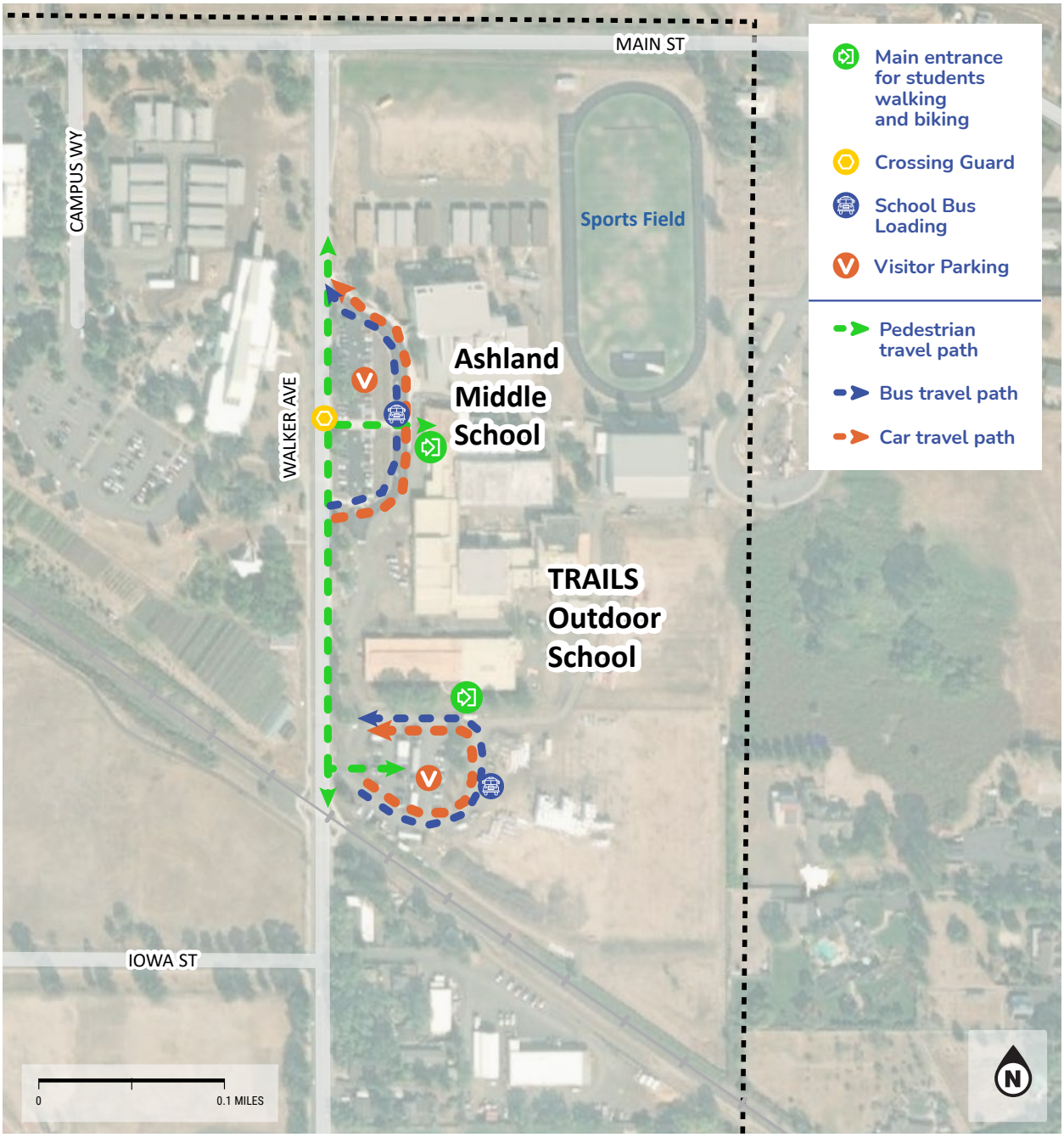
TRAILS Outdoor School is a public school centrally located in Ashland, next to Ashland Middle School campus. The school is on the east side of Walker Ave between Iowa St and E Main St (see map on next page). The school has one main entrance and a parking lots fronting Walker Ave. The parking lot is right in front of the school building and there is a sports field on the south side of the building.

SITE CIRCULATION

Vehicles and school buses: Vehicles and school buses drop-off and pickup in the parking lot loops. They enter from Walker, make a large loop, and load and unload in front of the main entrance.

Pedestrians: Students walking and cycling arrive via Walker Ave and make their way to the door.

Transit: The Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day. The bus stop at Ashland and Walker is the nearest stop to Walker Elementary School (0.2 miles from the school), Also, the 1x bus which runs every hour Monday through Friday and Sunday stops 0.7 miles from the Walker Elementary School.



ASHLAND MIDDLE SCHOOL and TRAILS OUTDOOR SCHOOL

SITE PLAN

SCHOOL CONTEXT:

Walker Elementary School

364 WALKER AVENUE, ASHLAND, OREGON 97520

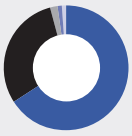
PRINCIPAL:
Tiffany Burns

ENROLLMENT:
278

GRADES SERVED:
Public K-5

EQUITY:
41% percent of students are below poverty line*

DEMOGRAPHICS*



- White, non-Hispanic, 65%
- Hispanic, 18%
- American Indian/Alaska Native, 1%
- Black / African American, 4%
- Asian, 1%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,372
Spanish	61

Total Languages Spoken: 14

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

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

Walker Elementary School Safety Assessment

Date: April 2023

SCHOOL LAYOUT

Walker Elementary School is a public school located in the center of Ashland. The school is on the east side of Walker Ave between Iowa St and Homes Ave. The school was under construction so the SRTS PIP planning team was not able to document site circulation.

Transit: The Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day. The bus stop at Ashland and Walker is the nearest stop to Walker Elementary School (0.2 miles from the school), Also, the 1x bus which runs every hour Monday through Friday and Sunday stops 0.7 miles from the Walker Elementary School.

Bike and Pedestrian Facilities Inventory

Key Observations

- All three schools have new campuses with improved pedestrian and bike access and well-designed bike parking. (See photos a,b,c,d & e). However TRAILS Outdoor school can benefit from a crosswalk or watch for pedestrian signs across the entrance and exit.
- Walker Ave is an important bike route for students and other community members traveling north/south and accessing the college campus. Speeding, parking in the bike lane, and failing to stop for students in the crosswalk were observed during the walk audits in front of Ashland Middle School and TRAILS Outdoor School. The area is a designated school zone.
- The Walker Ave and Homes Ave intersection lacks ADA-compliant curb ramps and is impacted by utility poles limiting access to the sidewalk. (See photo g and h.)
- With the new school campus construction, more of student arrival and dismissal will take place along Homes ave and Hunter Ct.
- At Ashland Middle School, caregivers park perpendicularly across all of the disabled parking spots.

Newly constructed drop-off and pickup loop at Ashland Middle School.

Newly constructed sidewalks at TRAILS Outdoor School.

Improved Railway-crossing just south of TRAILS Outdoor School.

Central Bike Lane, just south of TRAILS Outdoor School.

Covered bike racks at Ashland Middle School.

Bike lane on Walker Ave.

The Walker Ave and Homes ave intersection lacks ADA-compliant curb ramps and sidewalk is not accessible. (See photos g and h.)

This page intentionally left blank.

SCHOOL CONTEXT:

Helman Elementary School

705 HELMAN ST

PRINCIPAL:
Michelle Cuddeback

ENROLLMENT:
289

GRADES SERVED:
Public K-5

EQUITY:
25% percent of students are below poverty line*

DEMOGRAPHICS*

- White, non-Hispanic, 73%
- Hispanic, 13%
- American Indian/Alaska Native, 1%
- Black / African American, 1%
- Asian, 2%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,372
Spanish	61

Total Languages Spoken: 14

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

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

Helman Elementary School Safety Assessment

Date: April 11, 2023

SCHOOL LAYOUT

Helman Elementary School is a public school located on the north side of Ashland on Helman St, just south of W Nevada Street (map on the next page). The school building is positioned at the corner of Randy St and Helman St surrounded by quiet neighborhood streets and close the the Bear Creek Greenway Path. There is a playground and sports fields on the south of the school building.

SITE CIRCULATION

Vehicles: Parents drive through the parking lot on the east and get through one entrance make a loop and get to the main entrance for drop-off and pickup.

School Buses: Buses use the parking lot on the east side for loading and unloading students.

Pedestrians and Bicyclists: Students who walk or bike to school from north of the school, use Randy Street as their route to reach the main entrance. Students walking along Helman St pass through the parking lot to reach the entrance.

Transit: She Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day. The bus stop on N Main St north of Maple St is only 0.4 miles from the Helman Elementary School. This route also stops at N Main St north of Grant St, which is 0.5 miles from the school.

HELMAN ELEMENTARY SCHOOL

SITE PLAN

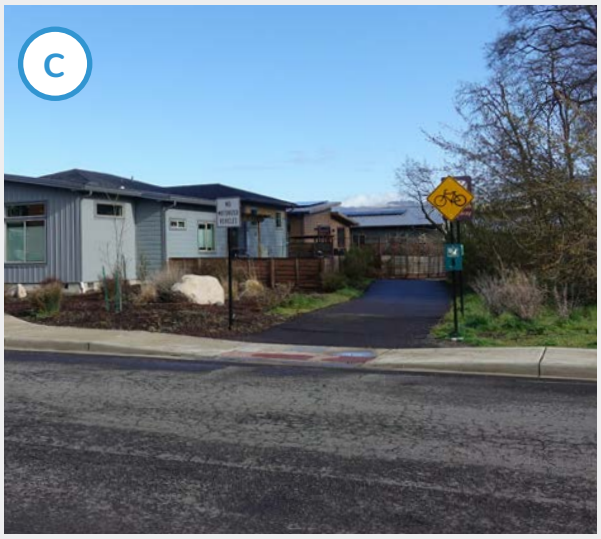
Bike and Pedestrian Facilities Inventory

Key Observations

- Helman Elementary has covered, u-shaped bike parking and accessible sidewalks. There is a curb on the north side of the school on Randy St that prevents students from being able to bike or roll easily onto the sidewalk without going into the school driveway (See photos a and b.)
- During the walk audit participants shared concern about visibility crossing W Nevada St to access the Bear Creek Greenway trailhead. (See photos c and d.)
- Walk audit participants reported issues with people parking too close or blocking their driveway on Nevada St for school access.
- Existing curb extensions on Helman St lack truncated domes for ADA accessibility. (See photos e and f.)
- Walk audit participants reported concerns about speeding along Helman St.

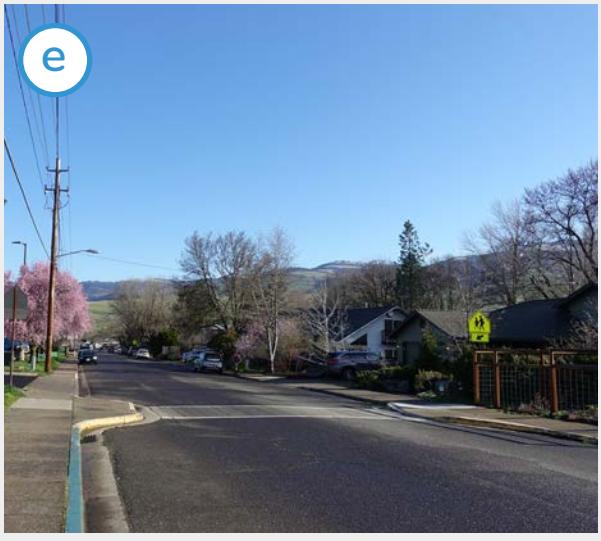
Covered bike parking at Helman Elementary School.

The curb at the corner of Randy St and Helman St poses a challenge for students who want to bike to the sidewalk and reach the school entrance. Currently, students have to bike through the school driveway.

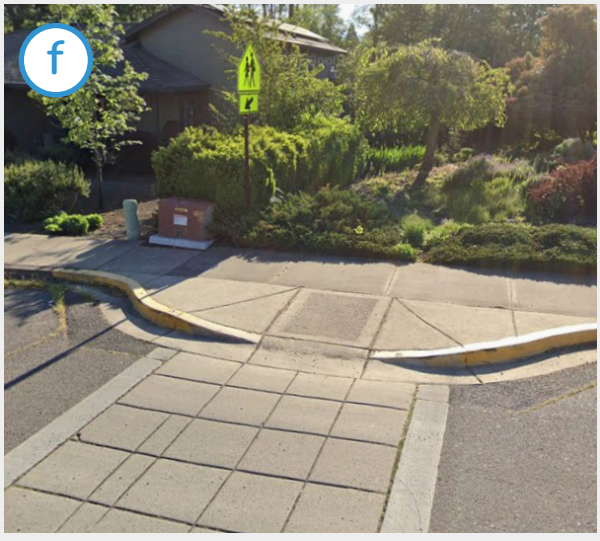


Bear Creek Greenway trailhead.

Intersections of W Nevada St and Helman St.



The curb extensions on Helman St lack truncated domes for ADA accessibility.



Curb extensions on Helman St.

SCHOOL CONTEXT:

Bellview Elementary School

1602 MAY ST

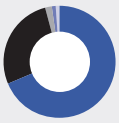
PRINCIPAL:
Lindsay Gates

ENROLLMENT:
257

GRADES SERVED:
Public K-5

EQUITY:
25% percent of students are below poverty line*

DEMOGRAPHICS*



- White, non-Hispanic, 75%
- Hispanic, 14%
- American Indian/Alaska Native, 2%
- Black / African American, 1%
- Asian, 2%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,372
Spanish	61

Total Languages Spoken: 14

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

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

Bellview Elementary School Safety Assessment

Date: April 2023

SCHOOL LAYOUT

Bellview Elementary School is a public school located in the east end of Ashland in the corner of Tolman Creek Rd and Siskiyou Blvd. The school has one main building and two parking lots. There is also a sports field on the east side of the building. (map on the next page).

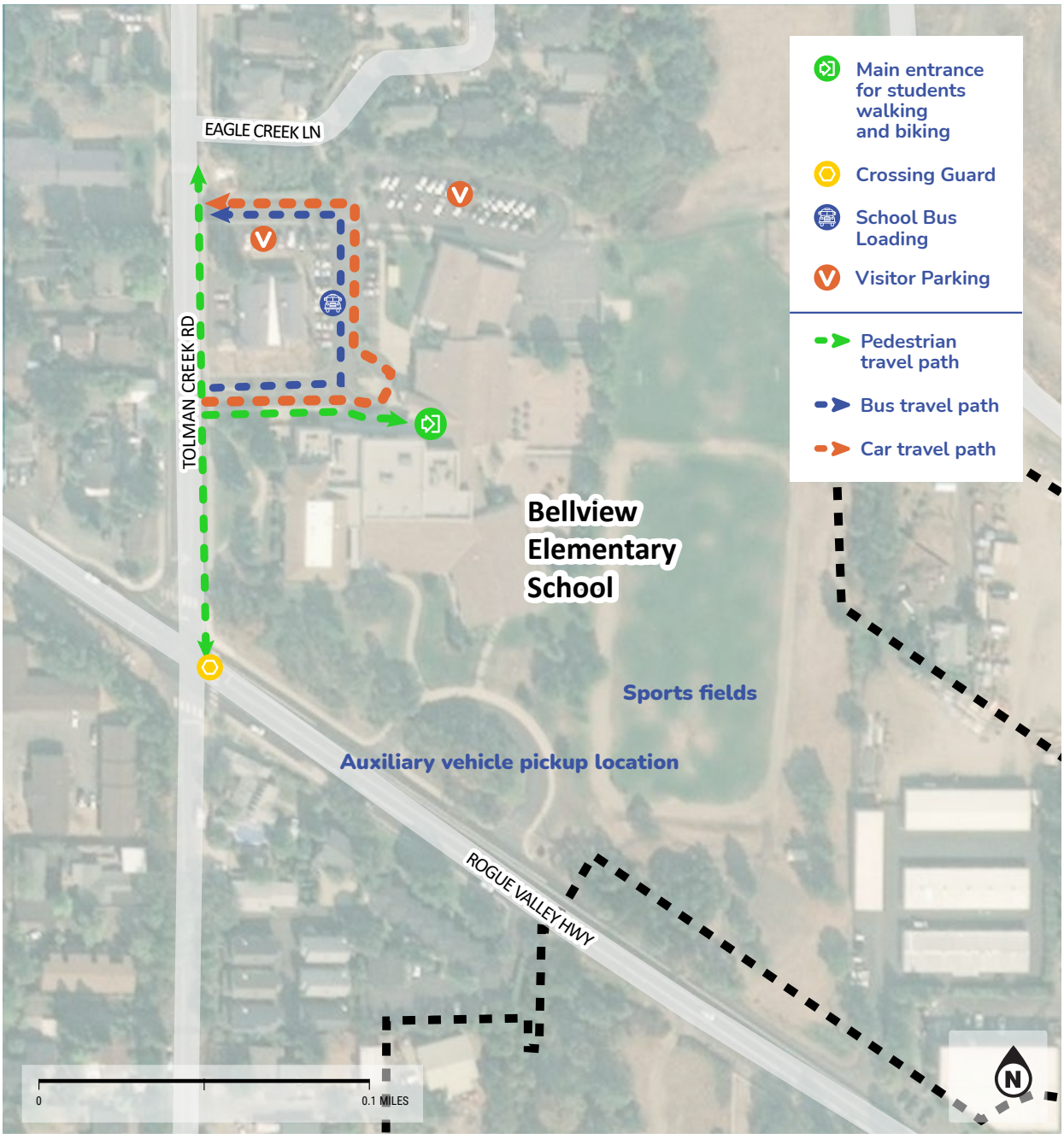
SITE CIRCULATION

Vehicles: Drivers access the parking lot from Tolman Creek Rd and use the drop-off and pickup loop to reach the entrance, Subsequently exiting through the north exit to Tolman Creek Rd. During the pandemic, the school provided a secondary drop-off and pickup loop on Siskiyou Blvd (located south of the school site), which parents use for picking up students.

School Buses: Buses follow the same entrance route as vehicles but do not proceed through the loop designated for drop-off and pickup.

Pedestrians and Bicyclists: Most students who walk or bike to school follow Tolman Creek Rd and enter the school site through the south parking lot entrance.

Transit: She Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day. • The bus stop on Tolman Creek Road north of Siskiyou is only 0.1 miles from Bellview Elementary School. There are other stops within one mile of the school as well, such as Tolman Creek Rd south of Dianne St.



BELLVIEW ELEMENTARY SCHOOL

SITE PLAN

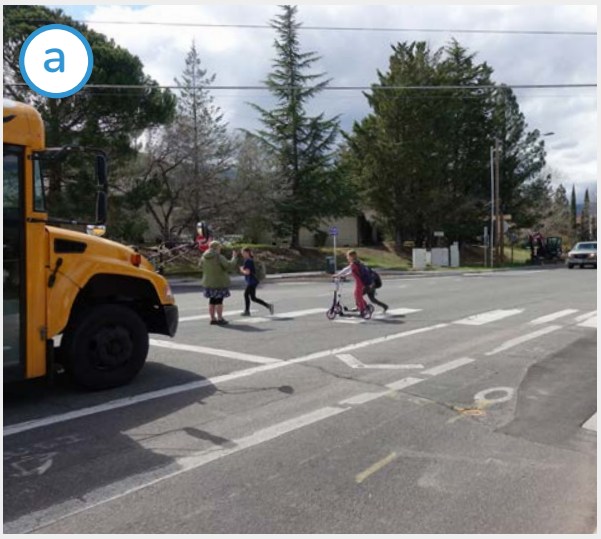
alta

Oregon Department of Transportation
Safe Routes to School

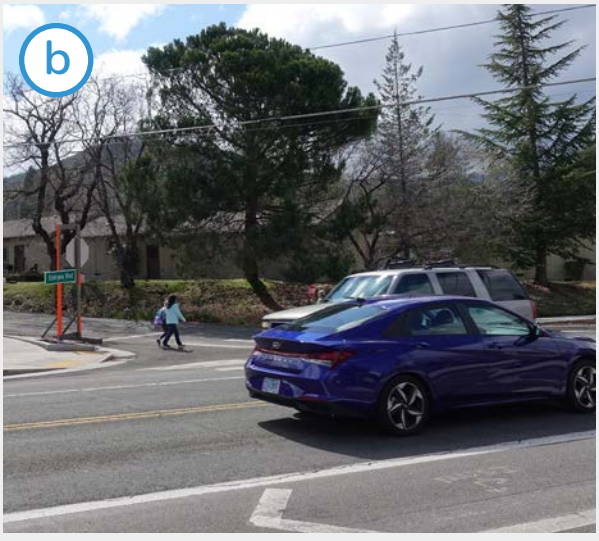
Bike and Pedestrian Facilities Inventory

Key Observations

- The intersection of Siskiyou Blvd and Tolman Creek Rd experiences congestion and becomes challenging to navigate, particularly during rush hour and school arrival and dismissal times. A crossing guard is also stationed at the intersection in the morning and in the afternoon. (See photos a, b and c.)
- As vehicles enter the city limits, the first thing they encounter is the school zone and a speed reduction zone coming into Ashland.
- Many students live on Tolman Creek Rd or in the surrounding area and walk to and from school, Tolman Creek Rd, south of Siskiyou Blvd, lacks sidewalks. (See photo e.)
- Walk audit participants raised concerns about the lack of visibility caused by overgrown bushes at the intersection of Eagle Creek Ln. (See photo f.)

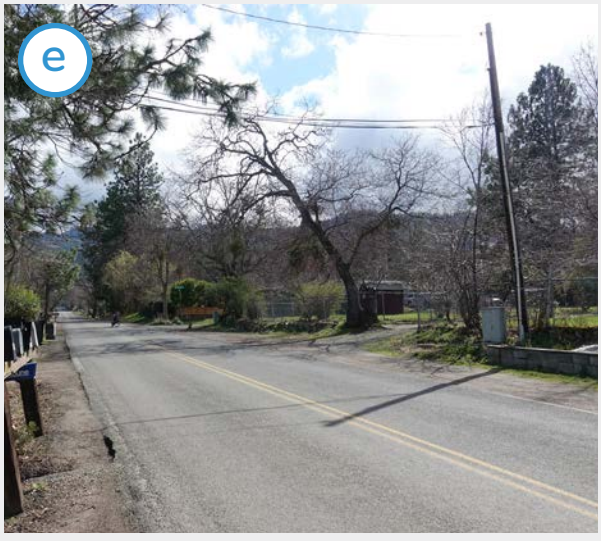


Intersection of Siskiyou Blvd and Tolman Creek Rd is is challenging for students to cross because of high volumes of traffic and high speeds.,



Students crossing at Tolman Creek Rd and Siskiyou Blvd.

Intersection of Siskiyou Blvd and Tolman Creek Rd.



No sidewalks on Tolman Creek Rd, South of Siskiyou Blvd.

Intersection of Eagle Creek Ln and Tolman Creek Rd.

SCHOOL CONTEXT:

Ashland High School

201 S MOUNTAIN AVE

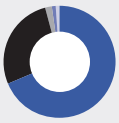
PRINCIPAL:
Benjamin Bell

ENROLLMENT:
903

GRADES SERVED:
Public 9-12

EQUITY:
33% percent of students are below poverty line*

DEMOGRAPHICS*



- White, non-Hispanic, 73%
- Hispanic, 12%
- American Indian/Alaska Native, 2%
- Black / African American, 1%
- Asian, 2%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,372
Spanish	61

Total Languages Spoken: 14

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

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

Ashland High School Safety Assessment

Date: April 2023

SCHOOL LAYOUT

Ashland High School is a public school located in the center of Ashland, north of Siskiyou Blvd. Ashland High School's main entrance is off of Mountain Ave, which is a narrow, busy street that directly connects Siskiyou Blvd and E Main St. School campus take up most of the area between E Main St and Siskiyou with large sports fields and multiple large school buildings. (map on the next page).

SITE CIRCULATION

Vehicles and School Buses: Student parking lots are located to the east and south of campus. Students also park along Morse Ave and on other neighborhood streets.

School buses load along the west side of Mountain Ave, for school days and for sports games hosted at the field on the north side of campus.

Pedestrians and Bicyclists: Students walking and biking to school filter in from all directions. In particular, they travel down Alida St, Blaine St, and Morse Ave to connect from the Center Bike Path and Rogue Valley Roasting coffee shop

Transit: She Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day. The bus stop on Siskiyou Blvd south of Morse St, is adjacent to Ashland High School. Other stops near this school are Siskiyou Blvd and Palm, St Siskiyou Blvd south of Morton St, and Siskiyou Blvd south of Sherman St.

ASHLAND HIGH SCHOOL

SITE PLAN

Bike and Pedestrian Facilities Inventory

Key Observations

- Bike parking is located on the edge of the school campus and school leadership has reported issues with bike theft. (See photo a.)
- Walk audit participants observed congestion issues during student dismissal. Parents or other vehicles picking up students stop and wait in many different parking lots and double park along Mountain Ave and Morse Ave. (See photo b.)
- Walk audit participants raised issues with speeding in some of the school parking lots
- There is congestion at the main entrances during drop-off and pickup times with particular conflict between students walking and the volume of vehicle traffic coming and going from the school. The school and district leadership are seeking more structured and improved procedures.
- Many students cross Mountain Ave mid-block north of the Iowa St intersection to travel from a student parking lot to the main school entrance. (See photo c.)
- There are not sidewalks along the east side of Mountain Ave, between Siskiyou Blvd and E Main St. (See photo d.)
- School district leadership report issues with speeding and high volumes of through traffic along Mountain Ave. Mountain Ave is a designated school zone.
- Morse Ave is heavily used for student parking, particularly north of the track entrance. Many students access the High School from the north by crossing E Main St at the crosswalk at 8th St, then traveling on Alida St and Blaine St.

Bike parking on Mountain Ave.

Traffic congestion on Mountain Ave during the drop-off and pickup.

Students cross mid-block on Mountain Ave, just north of Iowa St, at the exit of the student parking lot to access the school.

There is no sidewalk on the east side of Mountain Ave, between Siskiyou Blvd and E Main St.

This page intentionally left blank.

SCHOOL CONTEXT:

Willow Wind Community Learning Center

1497 EAST MAIN ST.

PRINCIPAL:
Debra Schaefferpew

ENROLLMENT:
194

GRADES SERVED:
K-8

Equity, Demographic and Language data is not available for Willow Winds Learning Center on Oregon Department of Education website.

Willow Wind Community Learning Center

Date: April 2023

SCHOOL LAYOUT

Willow Wind Community Learning Center is a public school located on the north side of City of Ashland, just outside of City limits.. It is located north of E Main st and closest intersection to school is E Main St and Campus Way. The school has one main building and one parking lot on the south of the building Campus includes a large garden and playground.. (Refer to the map on the next page).

SITE CIRCULATION

Vehicles and School Buses: Drivers use the access route from E Main St to get to school. Willow Wind is not currently served by school bus service. Adding bus service is being considered for the 2023-24 school year.

Pedestrians and Bicyclists: Students walking and biking to school walk along the path from E Main St to get to the building entrance or from the west through a gate that connects to the adjacent neighborhood.

Transit: She Rogue Valley Transportation District serves the City of Ashland and Jackson County. The 10 bus route runs every 20 minutes every day.

WILLOW WINDS LEARNING CENTER

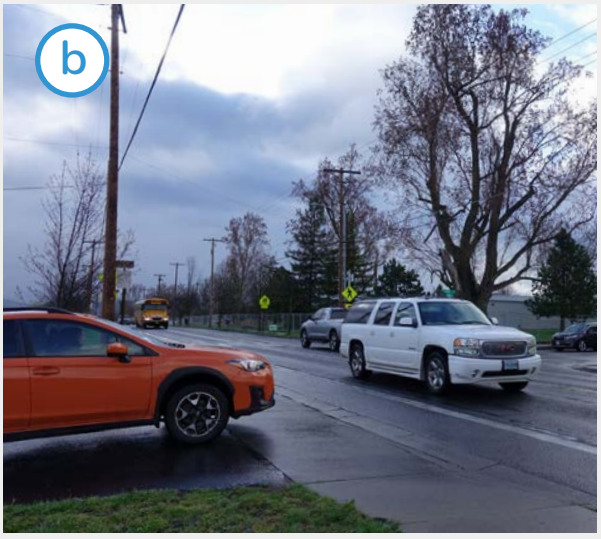
SITE PLAN

Bike and Pedestrian Facilities Inventory

Key Observations

- Students biking to school are asked to ride on a crushed gravel path and then to a sidewalk that wraps around the parking lot. Walk audit participants report issues with conflict with students walking along the path and the lack of a curb cut to access it from the bike lane. (See photo a.)
- Walk audit participants and school leadership observe conflict between students traveling down the school path (west side of the road) then crossing the school driveway to reach the existing marked crosswalk on the west side of campus way.
- Many students currently travel to reach school from south of the school and east by bike and use Campus WayDriveway as a cut through path.
- During the walk audit we observed vehicles failing to yield to people walking and biking along the shared use path near California St.
- Along E Main St speeding and high volumes of traffic were observed during the walk audit. (See photo b.)

Students walk and bike on the gravel path along the access road.



High volumes of traffic on E Main St, in front of the school access road.

This page intentionally left blank.

04

RECOMMENDATIONS

RECOMMENDATIONS

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

Changes to the street-scape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements benefit students and families who walk and bike to school, as well as everyone who travels through the school area.

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

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

Construction Project Recommendations

This section describes recommended construction projects within two miles of the focus schools.The maps on the following pages are guide to the location of these recommendations, which are described in detail in Table 1.

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

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and 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.

Each recommendation is flagged with implementation next steps to provide guidance about how to move them forward:

- **Requires Additional Traffic Analysis**
- **Requires More Detailed Design**
- ODOT Community Paths **Grant Eligible**
- **Quick Build Compatible**
- **Roadway Maintenance Issue**
- **Demonstration Project Opportunity**
- **ODOT SRTS Construction Grant Priority**

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

ASHLAND COMMUNITY IMPROVEMENTS MAP

ASHLAND HIGH SCHOOL, ASHLAND MIDDLE SCHOOL
TRAILS OUTDOOR SCHOOL & WALKER ELEMENTARY SCHOOL

IMPROVEMENTS

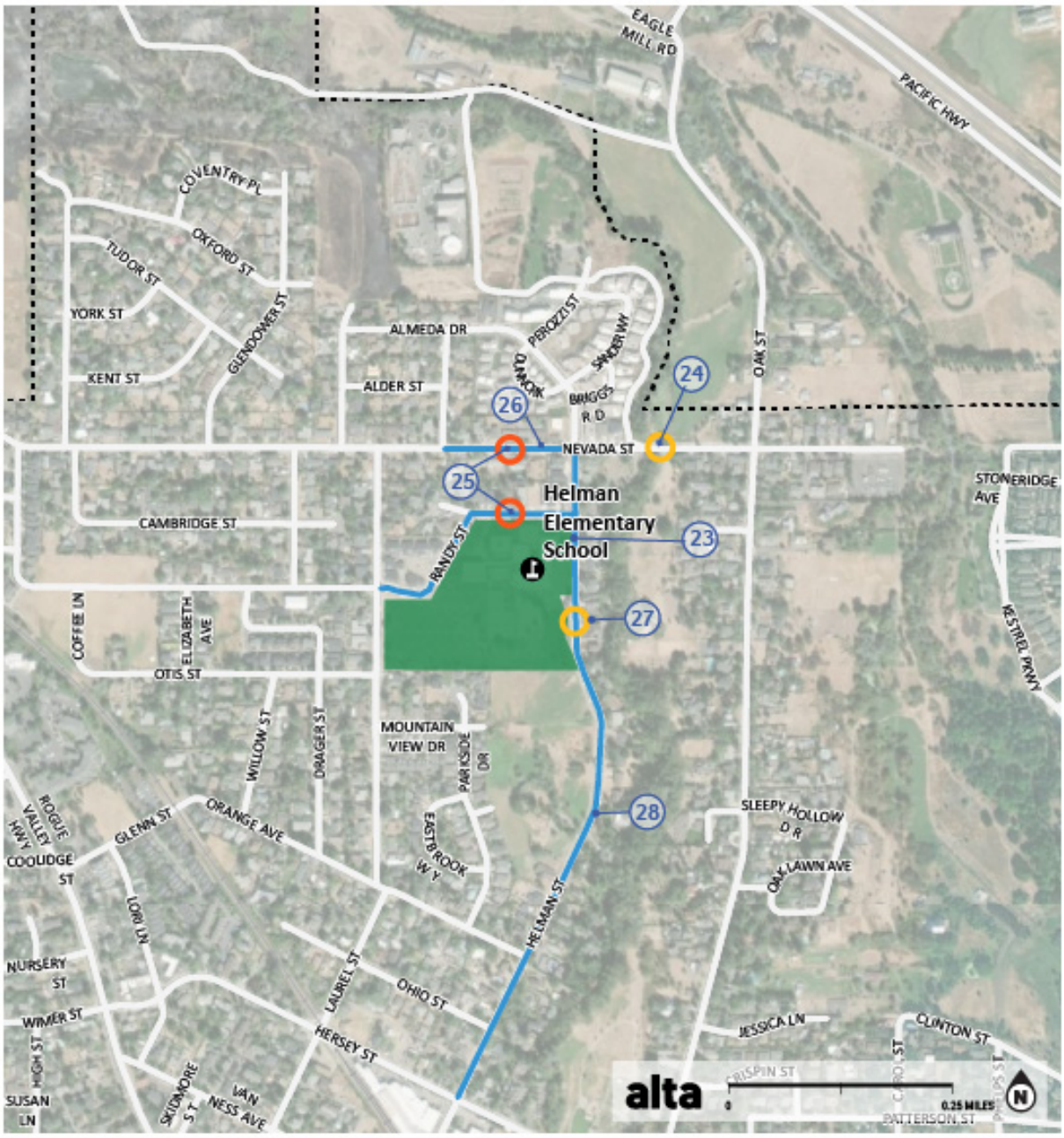
- On-Street Facilities
- Off-Street Trail
- Crossing
- Signage

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School



HELMAN ELEMENTARY SCHOOL IMPROVEMENT MAP

IMPROVEMENTS

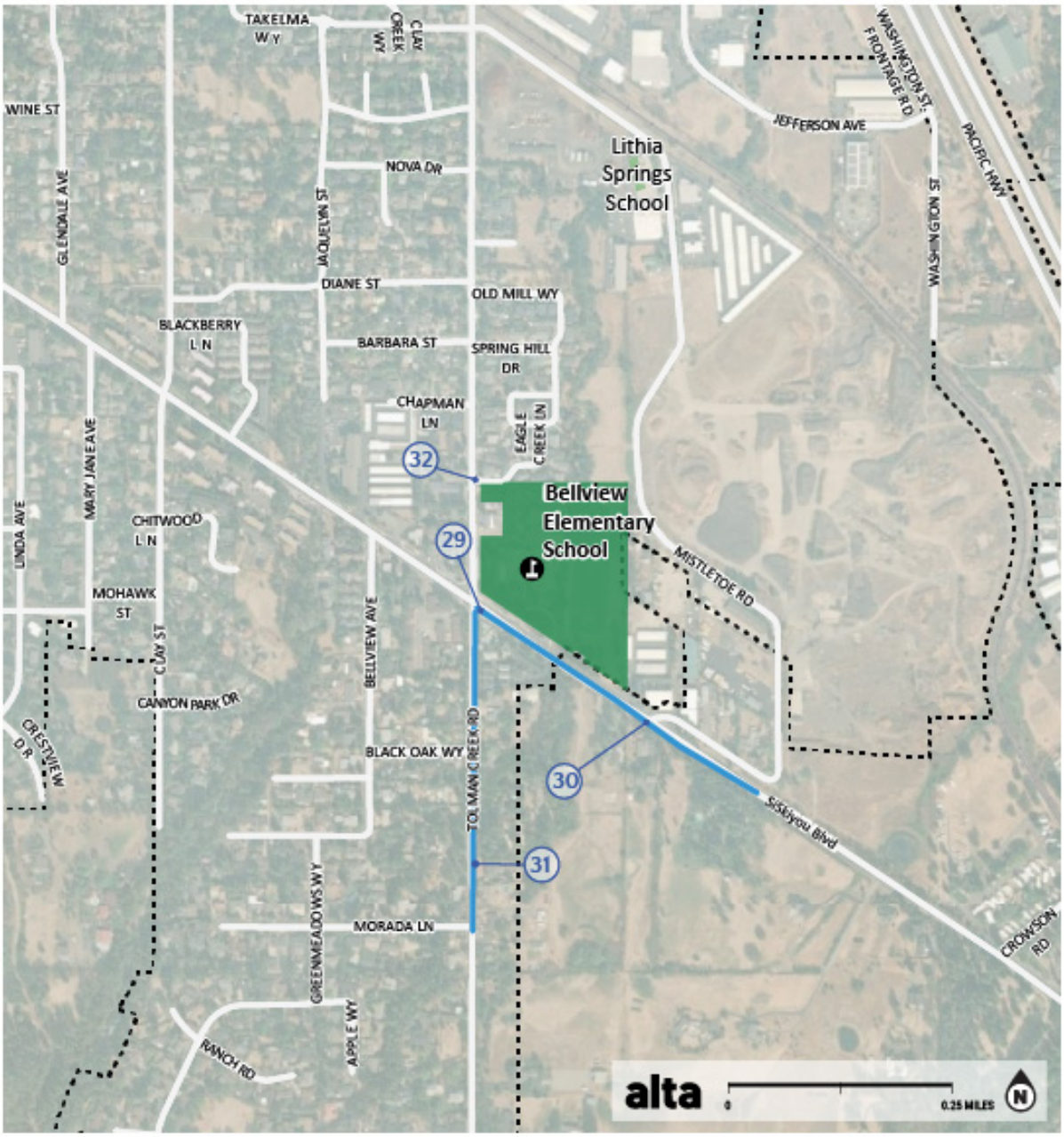
- On-Street Facilities
- Off-Street Trail
- Crossing
- Signage

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School



BELLVIEW ELEMENTARY SCHOOL IMPROVEMENT MAP

IMPROVEMENTS

- On-Street Facilities
- Off-Street Trail
- Crossing
- Signage

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School

Table 1. Infrastructure Needs and Recommendations

Rec #	Recommendation		Implementation Next Steps
	TRAILS Outdoor School Grounds		
01	**Recommendation:** Stripe a crosswalk or watch for pedestrian signs across the TRAILS school entrance and exit.	Ashland School District	School district building operations and maintenance
	Walker Ave		
02	**Issue**: Speeding, parking in the bike lane, and failing to stop for students in the crosswalk were observed during the walk audits in front of Ashland Middle School and TRAILS Outdoor School. The area is a designated school zone. **Recommendation:** Install traffic calming elements based on need and engineering analysis along Walker Ave between Homes Ave and E Main St, including a raised crosswalk at the Ashland Middle School entrance. Refer to Appendix E for examples of traffic calming elements	City of Ashland	ODOT SRTS Construction Grant Priority Requires additional Engineering analysis
03	**Issue:** Drivers fail to yield to students in the crosswalk, particularly when the crossing guard is not present. **Recommendation:** Install an RRFB at this location to help with driver compliance and improve safety for students crossing.	City of Ashland	Long-term improvement Requires additional traffic analysis
04	**Issue:** Drivers fail to slow down in the school zone in front of Ashland Middle School and Walker Elementary School. **Recommendation:** Install "School" pavement markings and End School Zone signs.	City of Ashland	Quick build compatible
05	**Issue**: Walker Ave is an important bike route for students and other community members traveling north/south and accessing the college campus. **Recommendation:** Install additional No Parking or No loading/unloading signs along Walker Ave, particularly north of the railroad tracks. Consider performing a parking study to potentially remove parking and narrowing traffic lanes to create protected or buffered bike lanes along Walker Ave, between E Main St and Ashland Ave.	City of Ashland	Requires additional parking study
06	**Issue**: The Walker Ave and Homes intersection lacks ADA-compliant curb ramps and is impacted by utility poles limiting access to the sidewalk. **Recommendation:** At Walker Ave and Homes Ave intersection, install curb ramps and high visibility continental crosswalks at all legs of the intersection. Consider utility relocates on the southern side of the intersection if feasible.	City of Ashland	Long-term improvement Requires additional study
07	**Recommendation:** Repair sidewalk uplift on south of Iowa St.	City of Ashland	Long-term improvement
	East Main St		
08	**Issue**: A bike park and pump track are planned for the south side of East Main St, outside of City limits. **Recommendation:** Install a side path along the south side of E Main St to reach the bike park. Also Consider adding flashers to alert drivers to walkers and bikers wanting to cross N Mountain at the 'bike path' crossing. This is an arterial for many families commuting to several schools.	Jackson County	Long-term improvement

Rec #	Recommendation		Implementation Next Steps
	Homes Ave		
09	**Issue**: With the new school campus construction, more of student arrival and dismissal will take place along Homes and Hunter Ct. **Recommendation:** Stripe a high visibility continental crosswalk across the north leg of the Homes Ave and Hunter Ct intersection and across the north leg of the Normal Ave intersection to reach the park.	City of Ashland	Quick build compatible
	Ashland High School Grounds		
10	**Issue**: School leadership reports issues with bike theft. Repeated bike theft is keeping some students from biking to school. **Recommendation:** Move most existing bike parking inside the school campus, so that it is more protected for all day bike storage. Families have indicated that RVTD and Ashland Devo Mountain bike team members and board members (which have students at APS) are great resources to help with implementing bike security.	Ashland School District	School district building operations and maintenance
11	**Issue**: During the walk audit, participants observed congestion issues during student dismissal. Parents or other vehicles picking up students stop and wait in many different parking lots and double park along Mountain Ave and Morse Ave. **Recommendation:** Consider closing the Siskiyou Blvd entrance into the Oregon Oncology Clinic parking lot to prevent cut-through traffic and school drop-off and pick-up.	Ashland School District and private business Oregon Oncology Clinic.	School district building operations and maintenance
12	**Issue**: School leadership reports issues with speeding in the parking lot just south of the track, near the gym. **Recommendation:** Install speed bumps or other traffic calming through the parking lot to reduce vehicle speeds. Refer to Appendix E.	Ashland School District	Long-term improvement
13	**Issue**: School and district leadership are looking for more structured places to stage vehicle pick-up and drop-off to alleviate congestion at main entrances. **Recommendation:** Consider developing a driving loop around the staff parking lot at the southwest corner of campus. Timing of staff arrival and parents is staggered so it could still be used as staff parking and drop-off.	Ashland School District	Long-term improvement School district building operations and maintenance
	Mountain Ave		
14	**Issue**: Many students cross Mountain Ave mid-block north of the Iowa St intersection traveling from a student parking lot to the main school entrance and walk along Mountain Ave to the north and south. **Recommendation:** Stripe a mid-block, high visibility crosswalk and a pedestrian path into the student parking directly across from main school entrance, in addition to the Iowa St crossing.	City of Ashland and Ashland School District	Quick build compatible Requires more detailed design
15	**Recommendation:** Install about 1600 ft of sidewalk along the east side of Mountain Ave between Siskiyou Blvd and E Main St.	City of Ashland	Long-term improvement

Rec #	Recommendation		Implementation Next Steps
16	**Issue**: School district leadership report issues with speeding and high volumes of through traffic along Mountain Ave. Mountain Ave is a designated school zone. **Recommendation:** Consider installing traffic calming elements based on need and engineering analysis along Mountain Ave, between Siskiyou Blvd and E Main St. Refer to Appendix E for examples of traffic calming elements	City of Ashland	Long-term improvement Requires additional Engineering analysis
	Morse Ave		
17	**Issue**: Morse Ave is a lower volume and lower speed street that is heavily used for student parking, particularly north of the track entrance. Many students access the High School from the north by crossing E Main St at the crosswalk at 8th St, then traveling on Alida St and Blaine St. **Recommendation:** Designate the route from the Central Bike Path, along 8th St, Alida St, and Blaine St an official SRTS route and neighborhood greenway. Install stop signs at each leg of the Blaine St and Alida St intersection. Stripe continental, high visibility crosswalks and corner ramps at all legs of the Morse Ave and Blaine intersection. Install school zone signage.	City of Ashland	Add to long-range planning
18	**Issue**: The City is considering a north/south bike route near the high school. **Recommendation:** Consider designating Morse Ave as a neighborhood greenway and installing sharrows and traffic calming elements based on need and engineering analysis. Refer to Appendix .	City of Ashland	Add to long-range planning
	Willow Wind Learning Center campus		
19	**Issue**: Currently, students biking to school ride on a crushed gravel path and then to a sidewalk that wraps around the parking lot. Walk audit participants report issues with conflict with students walking along the path and the lack of a curb cuts to access it. **Recommendation:** Install a wider side path along the school access and build an improved path around the outside of the sidewalk for bikes to reach the bike parking area. Alternatively, consider moving the path to the east side of the school driveway and moving the existing driveway to the west to align with the proposed new location of the RRFB across E Main St. Consider continuing to staff a crossing guard at the school entrance intersection during student arrival and dismissal.	Ashland School District	Long-term improvement ODOT SRTS Construction Grant Priority
	East Main Street		
20	**Issue**: Walk audit participants and school leadership observe conflict between students traveling down the school path (west side of the road) then crossing the school driveway. E Main St is a proposed protected bikeway. Many students currently travel to reach school from south of the school and east by bike and use the Science Works Driveway as a cut through path. **Recommendation:** Install buffered or protected bike lanes along E Main St. Relocate the RRFB on the east leg of the E Main St at Campus Way intersection to the west leg of the intersection on the east side of the school driveway. As outlined in recommendation 21, move the path to the east side of the road and move driveway to the west to align with the new crosswalk and RRFB location.	City of Ashland	Long-term improvement ODOT SRTS Construction Grant Priority

Rec #	Recommendation		Implementation Next Steps
21	**Issue**: During the walk audit we observed vehicles failing to yield to people walking and biking along the shared use path near California St and Mountain Ave. **Recommendation:** Stripe a green conflict marking crosswalk across East Main near California Ave and Mountain Ave trail crossing.. Install appropriate trail crossing signage (W11-15, W16-7P, W16-9P) to alert vehicles to the crossing.	City of Ashland	Quick build compatible
22	**Issue**: Speeding and high volumes of traffic were observed during the walk audit, along E Main St **Recommendation:** Install speed feedback signs and rumble strips with school zone signage for eastbound and westbound traffic (eastbound priority).	City of Ashland	Quick build compatible
	Helman Elementary School Grounds		
23	**Issue**: Helman Elementary School was rebuilt several years ago, with covered, u-shaped bike parking and accessible sidewalks. However, there is a curb on the north side of the school on Randy St that prevents students from being able to bike or roll easily onto the sidewalk without going into the school driveway. **Recommendation:** Install a curb cut to align with the sidewalk and bike parking area to improve safe access for people biking or using a wheelchair.	Ashland School District	Add to school district long-term planning
	Nevada St		
24	**Issue**: Walk audit participants and public comments reported issues with visibility crossing W Nevada St to access the Bear Creek Greenway trailhead on the north side and desire to access Helman Elementary by bike from the west.. **Recommendation:** Stripe a high-visibility, continental crosswalk and appropriate signage (S1-1, W16-7P, W16-9P) across Nevada St at the trailhead.	City of Ashland	Quick build compatible
25	**Issue**: Walk audit participants reported issues with people parking too close or blocking their driveway for school access. **Recommendation:** Stripe "No Parking" within 20 feet on both sides of each driveway in areas with specific issues. Conduct a school communications campaign reminding parents not to block driveways, as well as other safe travel tips and encouragement to walk, bike and ride the school bus.	City of Ashland, Ashland School District	Quick build compatible
26	Install sharrows to indicate a bike boulevard facility.	City of Ashland	Add to long-range planning

Rec #	Recommendation		Implementation Next Steps
	Helman Street		
27	**Issue**: Existing curb extensions lack truncated domes (yellow tactile bumps) for ADA accessibility. **Recommendation:** Install truncated domes on the curb extensions along Helman St at the crosswalks adjacent to campus.	City of Ashland	Long-term improvement
28	**Issue**: Walk audit participants reported speeding along Helman St. **Recommendation:** Consider installing traffic calming elements based on need and engineering analysis to reduce vehicle speeds. Refer to Appendix E.	City of Ashland	Long-term improvement
	Bellview Elementary School - Siskiyou Blvd		
29	**Issue**: The intersection of Siskiyou Blvd and Tolman Creek Rd is notorious among the school community for being congested and difficult to cross during rush hour and school arrival and dismissal. A crossing guard is stationed at the intersection in the morning and in the afternoon. As of April 2023, ODOT is nearly finished with a project at the intersection. During the walk audit, a few issues with roadway striping and sign installation were observed. The pavement markings on the north leg of the intersection are mis-aligned with the curb. The westbound stop sign appears to be installed too high to be properly visible to traffic. ODOT plans to move the westbound stop sign into the buffer between the bike lane and the travel lane, to improve visibility. **Recommendation:** Install rumble strips or other traffic calming elements based on need and engineering analysis for westbound traffic approaching the intersection. For ODOT to implement this improvement, the request would need to come from the Ashland Transportation Commission and a public process would need to occur to address the noise concern of rumble strips near a residential area. Refer to Appendix E. In the long term, consider a speed reduction study (from previous TSP), a roundabout, or traffic signal if future volumes meet the necessary engineering warrants and requirements.	ODOT	Add to long-range planning Requires additional speed reduction study
29	**Issue**: As vehicles approach City limits, the first thing they reach is the school zone. In the long-term, complete placemaking and traffic calming efforts to make it feel more like you are entering a city and need to slow down. **Recommendation:** Reconfigure sidewalks on north side of OR-99 to be more pedestrian- friendly by narrowing driveway widths, straightening alignment for walking routes, and including trees in the furnishing zone. Reinstall the original buffered bike lane pavement markings and conflict markings through the intersection for the westbound bike lane.	ODOT	Long-term improvement

Rec #	Recommendation		Implementation Next Steps
	Tolman Creek Rd		
30	**Issue**: Many students live on Tolman Creek Rd or the surrounding area and walk to and from school. **Recommendation:** Install approx. 2000 ft of sidewalk on the east side of Tolman Creek Rd from Siskiyou Blvd to Green Meadows Way. Alternatively, consider installing a sidewalk on Bellview Ave.	City of Ashland and Jackson County	Long-term improvement
31	**Issue**: Parents report concerns with lack of visibility at the Eagle Creek Ln intersection. **Recommendation:** Trim bushes at the south corner of Eagle Creek Ln and Tolman Creek Rd intersection.	City of Ashland	Roadway maintenance issue

Education and Encouragement Program Recommendations

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

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 Maps on the next pages provides current routes for students and families to consider when walking and biking to school. The maps also provides an aspirational vision for a more complete SRTS network for future investments and improvement. These future network additions are shown as dashed lines.

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

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

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

https://www.oregonsaferoutes.org/train-the-trainer/

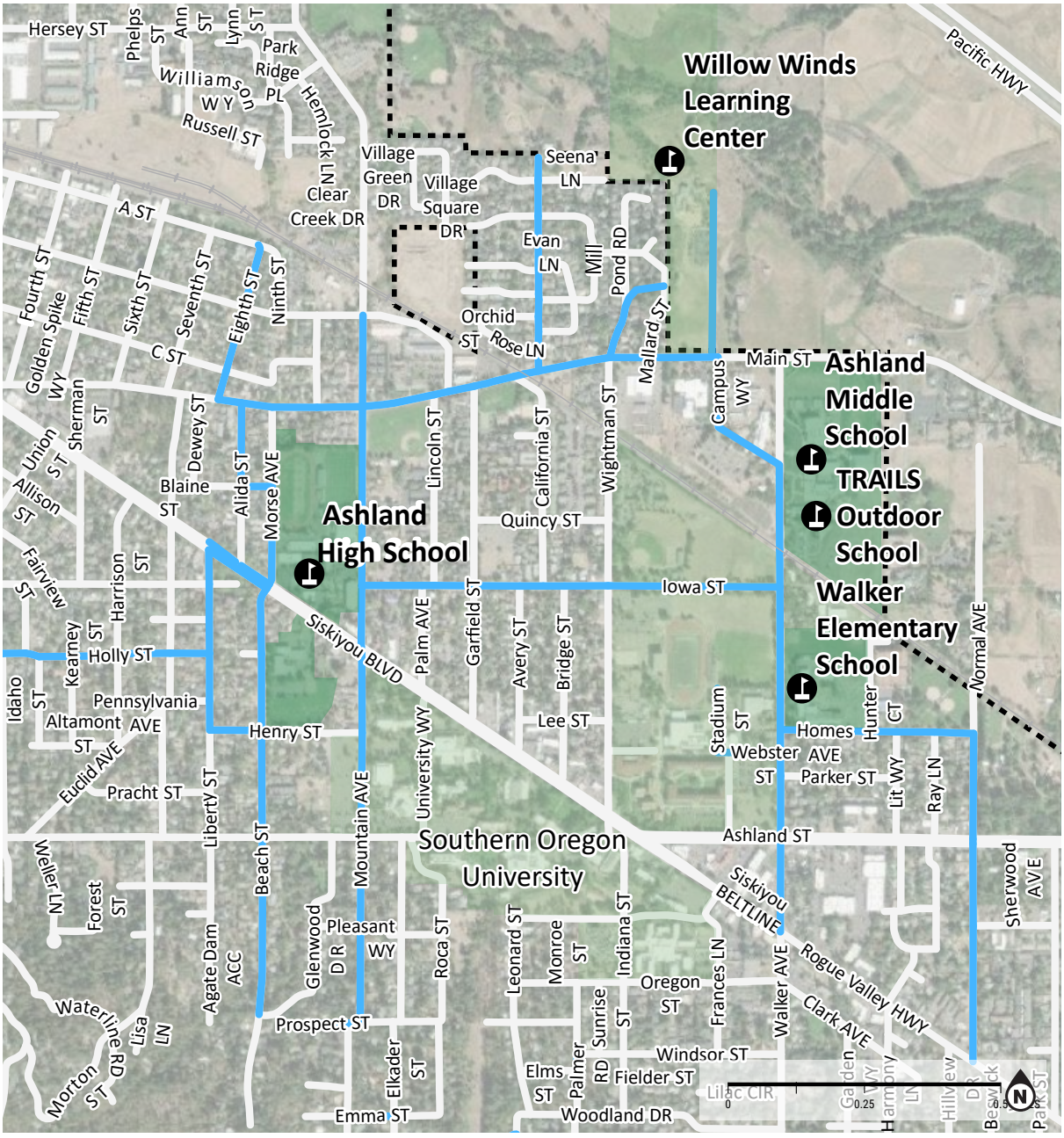
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

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

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

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



ASHLAND HIGH SCHOOL, ASHLAND MIDDLE SCHOOL, WALKER ELEMENTARY SCHOOL, TRAILS OUTDOOR SCHOOL & WILLOW WIND LEARNING CENTER

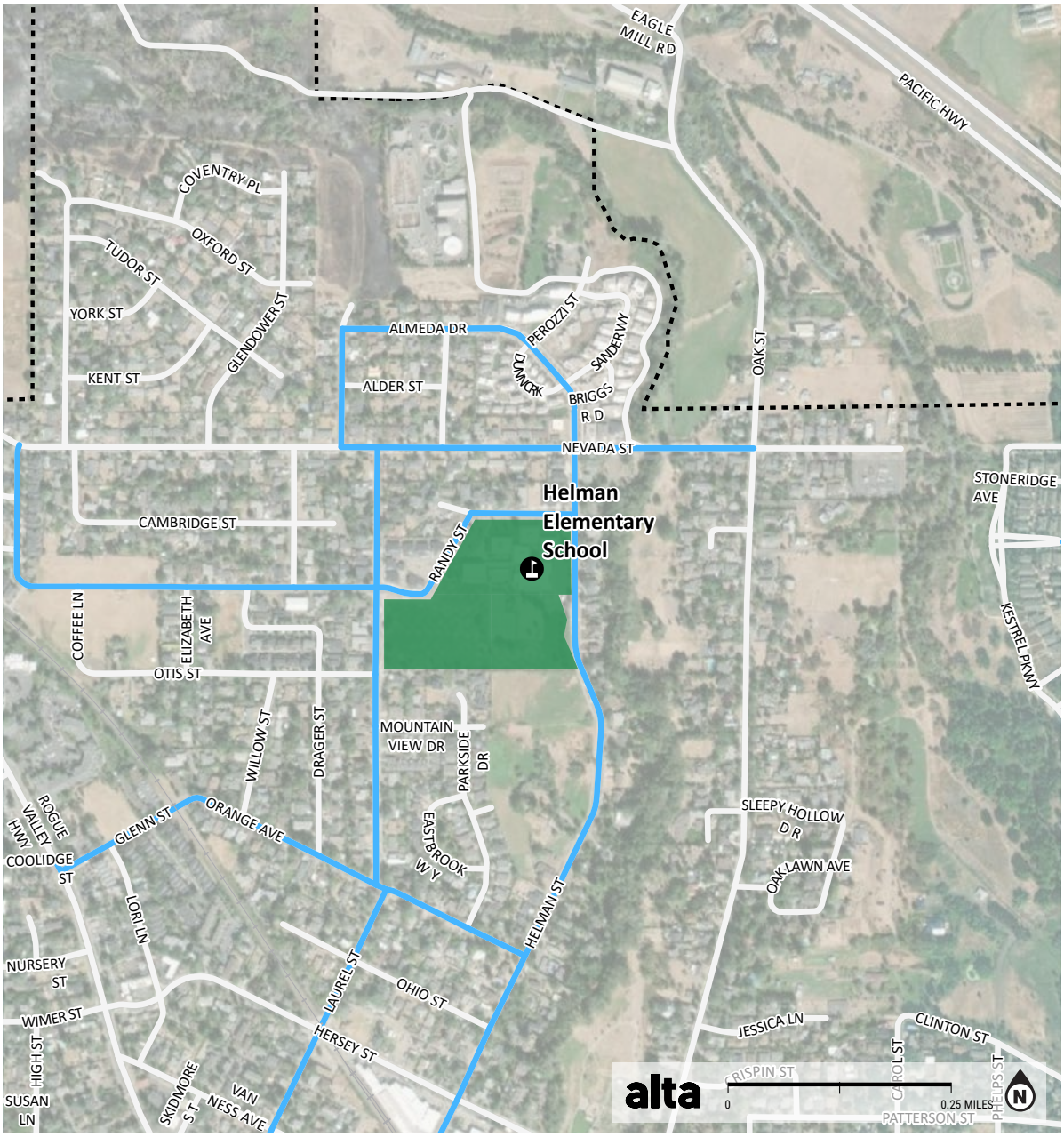
PRIORITY SRTS ROUTES

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School



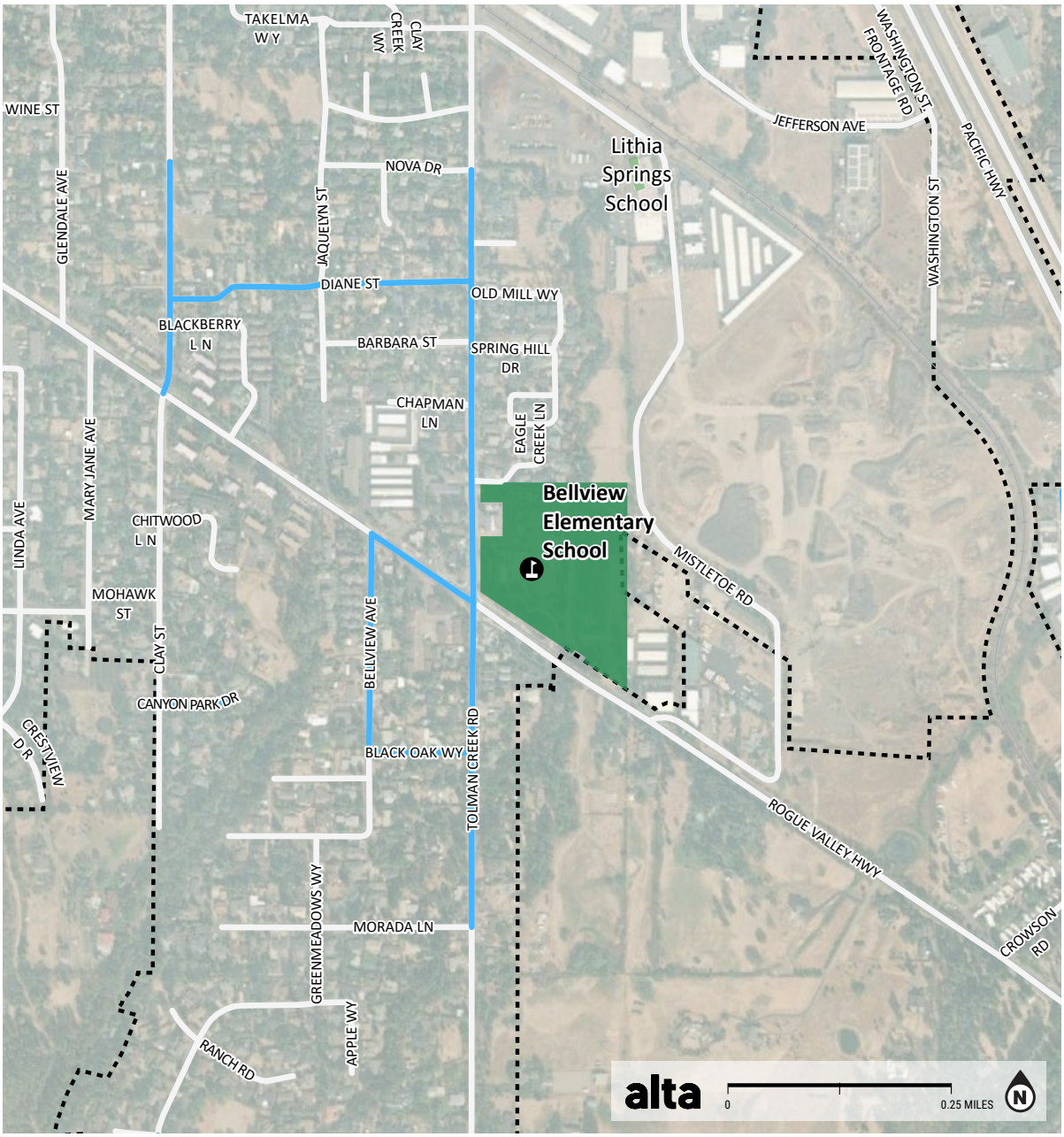
HELMAN ELEMENTARY SCHOOL SUGGESTED ROUTES

LEGEND

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

alta

Oregon Department of Transportation Safe Routes to School



BELLVIEW ELEMENTARY SCHOOL SUGGESTED ROUTES

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School

Table 2. Ashland School District Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Safe Routes to School Coordinator Position	City, County, Parks + Rec, Public Health, School District, Economic Development District, Community-Based Groups	Ashland SD could apply jointly with Talent-Phoenix SD for a Safe Routes to School Coordinator through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from different agencies or groups in the community.	Example job description and application materials	Include funds for translation of materials in the scope of this grant and programs where necessary.	Receipt of funding from ODOT, hiring of a SRTS Coordinator, meeting established goals and objectives
Free Transit passes for students	School District/ Rogue Valley Transportation District	Implementing a program offering free transit passes to middle and high school students would promote sustainable transportation options, reduce traffic congestion around schools, encourage active transportation habits among students, alleviate financial burdens on families, and help create a more environmentally friendly community.	Sufficient funding to cover the costs, collaboration with the local transit agency, a comprehensive public awareness and education campaign, mechanisms for data collection and evaluation, and adequate administrative support for program management.	Ensure outreach to underrepresented communities, provide multi-language communication, make transportation facilities and services accessible for individuals with disabilities, implement an equitable distribution system for transit passes, regularly solicit user feedback to address barriers, and provide education and training to transit staff.	Number of students using the passes, number of trips
Bike Club	City, Parks + Rec, Public Health, School District, Streets for Everyone	Given the popularity of recreational biking in Ashland, establish a bike club for elementary, middle, and high school students.	Bike Club	City, Parks + Rec, Public Health, School District,	Given the popularity of recreational biking in Ashland, establish a bike club for elementary, middle, and high school students.

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Crossing Guard Program	School District, schools, City, police department, public health	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Sufficient funding to cover the costs, dedicated team of volunteers or staff members, a comprehensive public awareness and education campaign	Promoting diversity and representation among crossing guards, considering gender, race, age, and language diversity. Also, ensuring physical accessibility for individuals with disabilities by providing proper training and accessible infrastructure	Monitoring indicators such as a reduction in pedestrian accidents or incidents at crossing locations, increased compliance with traffic regulations and awareness of safe crossing practices among pedestrians
Pedestrian and Bike Safety Education	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating, feedback from families, observations from school leadership
Bike and/or Bus Fairy	School Administration or SRTS Coordinator	Collect little treats and place them on student's bus seats or bikes during a celebration day.	Gift bags, pencils, stickers, erasers	Wings or Wand for Bike/ Bus Fairy may add to the fun.	Number of students participating
Train-the-Trainer Bike and Pedestrian Education	Teachers/ School Staff	Provide training for Physical Education teachers to facilitate bicycle and pedestrian education in schools.	Free education with the potential to include bike fleets and helmets for student use.	Consider how students with disabilities could participate	Number of students participating, skills learned, number of volunteers
Walk+Roll to School Day (one of four options listed below)	ODOT SRTS Team, SRTS Coordinator, Schools	Organize a Walk + Roll to School Day to encourage and celebration of walking and biking at the school. Participate in International Walk+Roll to School Day in October to encourage and incentivize walking and rolling. The ODOT SRTS team can provide materials and activities to help support the event including flyers, activity sheets, stickers, and more.	Food, music, decorations, printer, incentives or prizes for students (could be solicited from local businesses or ordered for free through ODOT), volunteers to pass out incentives	Ensure that students who live too far to walk or bike can participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Ruby Bridges Walk to School Day	SRTS Coordinator, Schools	The perfect opportunity to teach children about the civil rights movement and make connections to today's collective efforts for change. Ruby Bridges Walk to School Day gives children the opportunity to celebrate Ruby's courage by walking to school.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike can participate on campus. For example, consider locations to hold a remote drop-off site, such as a park or other landmark, where students can meet and walk to school together.	Number of students and community members participating
Earth Month - Oregon Safe Routes to Schools	SRTS Coordinator, Schools	As part of an Earth Month celebration, host Walk + Roll events and encourage students to learn more about how they can be kind to the Earth. Plant seeds at your school or around your community, write a thank you card to the Earth, create a collaborative mural at your school about biking and walking to school, or invite students to make posters about why they love the Earth.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
Winter Walk to School Day	SRTS Coordinator, Schools	Winter Walk to School Day encourages kids to walk and roll to school even in winter and all year round! As an accompanying activity, invite students to play bingo, take part in an art activity, organize a clothing swap, or have a fashion show, and be sure to share the event on social media.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Those who have disabilities may have trouble moving through the snow. Consider options for a remote drop-off and suggested travel route that is accessible for all students considering the weather conditions.	Number of students and community members participating
The Walk+Roll May Challenge	SRTS Coordinator, Schools	This annual event encourages kids and families to walk, bike, and roll to school and to stay active and healthy.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike can participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walk Around Campus Event (AKA walk-a-thons)	Teachers/School Staff	When students arrive at school, have them do a quick lap around the school campus to get their energy up for a day of learning. Walking around the school campus is also a great addition to encouragement events.	Music, Incentives, punch cards. Speak with teachers about adding events into curriculum.	This event is inclusive of all students, including those who ride the bus or are dropped off by an adult.	Number of students participating
Walk + Roll Anywhere	Teachers/ School Staff	Schools can organize Walk + Roll encouragement days that involve walking and rolling around the community. To further incentivize participation, on walks in local parks or along popular trails, families could scan a QR code to log their trip and be entered into a contest to win great prizes. This event allows students and families to explore other beautiful trails, parks and places that may be less car-centric.	QR code to enter, raffle for winners	Routes to schools may be along busy, high-speed highways, making daily biking and walking difficult for students.	Number of students participating, skills learned, number of volunteers
Parent Education and Outreach	Schools	Provide travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. Emphasize proper vehicle circulation procedures, safe routes for students, and traffic reduction at arrival and dismissal times, including the option to park and walk with students	Seasonal travel tips for school communications, flyer	Provide materials in Spanish and/or other languages as needed.	Feedback from families; observations from school leadership

Education and Encouragement Program Descriptions

PARENT EDUCATION AND OUTREACH

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

Resources include the following:

- The Oregon SRTS website has a host of safety tips for parents who are interested in their student walking and biking to school. Also, sign up for the newsletter to get current materials and seasonal safety tips.
- The National Center for SRTS offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

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

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

TRAFFIC SAFETY CAMPAIGN

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

Resources include the following:

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

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

PEDESTRIAN AND BIKE SAFETY EDUCATION

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

Resources include the following:

- The Oregon SRTS Team is available to train PE teachers to deliver bicycle and pedestrian education in classes through the new Jump Start program! You can sign up for training or to borrow a bike fleet for an event such as a Bike Rodeo by visiting the Jump Start Program page of the ODOT SRTS website.
- Oregon SRTS provides curriculum for activities and lessons that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian education videos.
- The National Highway Traffic Safety Administration offers a child pedestrian safety curriculum and Cycling Skills Clinic Guide to help organizations Plan bike safety skills events.

WALKING SCHOOL BUS/BIKE TRAIN

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

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

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

WALK + ROLL TO SCHOOL DAYS

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

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

September: Back to School

October: International Walk to School Day

November: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

April: Earth Month

May: Bike Month

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

Resources include the following:

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

This page intentionally left blank.

05

IMPLEMENTATION

IMPLEMENTATION

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

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

Project Prioritization Process

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

Prioritization Criteria

How should we prioritize projects in your community?

SAFETY ★

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

EQUITY

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

PROXIMITY TO SCHOOL

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

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

High Priority Construction Projects

Table 3 lists the top-priority improvements recommended for the 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 both to and from and between schools. The table also provides a planning-level cost estimate for each project. Table 4 (page 62) provides additional project-specific information needed for ODOT grant applications.

The City of Ashland will be the relevant agency to prepare the Competitive ODOT SRTS IN Grant.

Table 3. City of Ashland Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	$32,500
Traffic Control	$48,700
Erosion Control	$6,500
Clearing and Grubbing	$2,100
Traffic Calming along Walker Ave	
INSTALL RAISED CROSSWALK	$10,000
INSTALL ASPHALT SPEED HUMP	$24,000
INSTALL BUMPS AHEAD SIGN	$2,000
INSTALL CROSSWALK WARNING SIGN	$2,000
INSTALL ADA DETECTABLE WARNING SURFACE	$1,600
INSTALL MARKED CROSSWALK	$1,000
Rectangular Rapid Flashing Beacon(RRFB)on Walker Ave	
INSTALL SET OF RRFBs	$35,000
INSTALL CROSSWALK WARNING SIGN	$1,000
Install Pavement Markings for School Zone on Walker Ave	
INSTALL "SCHOOL" PAVEMENT MESSAGE	$1,500
INSTALL SCHOOL ZONE SIGN	$1,000
Additional Signage along Walker Ave	
INSTALL NO PARKING SIGN	$2,100
INSTALL FLEXIBLE DELINEATOR	$13,500
INSTALL LANE LINE STRIPE	$26,984
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	$1,750
Relocate RRFB at Main Street	
REMOVE LANE LINE STRIPE	$15,840
RELOCATE RRFB	$17,000
INSTALL ADA CURB RAMP	$66,000
INSTALL ADA DETECTABLE WARNING SURFACE	$400
INSTALL LANE LINE STRIPE	$21,120
INSTALL FLEXIBLE DELINEATOR	$5,250
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	$1,250
INSTALL ASPHALT PAVEMENT	$73,400
INSTALL 1' WIDE STOP LINE	$240
INSTALL STOP HERE FOR PEDESTRIAN SIGN	$700
Additional Costs	$386,400
TOTAL PROJECT COST	$800,834

Table 4. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF Ashland
Relevant Right of Way ownership	Right of Way does not appear to be an issue for any of the recommendations.
Utility implications	Minor to no utility impacts.
Environmental resource implications	Construction for recommendation 5 could have minor environmental impacts in regard to the field to the west of the Willow Wind Learning Center driveway.
Stormwater management implications	No
Near a railroad? Or bridge, tunnel, retaining wall affected?	Yes, Walker Ave has an at-grade railroad crossing.
AADT	Under 5,000 vpd (can't find information)
Priority Safety Corridor[1]	No

1 Priority Safety Corridor is a road where the posted speed or 85th percentile speed of traffic is 40 miles per hour or greater, OR if any two of the following apply:

- *Posted speed limit is 30 miles per hour or greater;*
- *More than 2 lanes or a crossing distance greater than 30 feet;*
- *12,000 or greater annual average daily traffic;*
- *Has a demonstrated history of crashes related to school traffic*

Implementation Next Steps

The immediate next step for the implementation of the education recommendations is to apply for the ODOT SRTS Education Grant to fund a district SRTS coordinator position. To accomplish this, Ashland School District and the Talent School District plan to collaborate on a joint application. Additionally, it is crucial to involve the City of Ashland and Talent in supporting roles for the application and position.

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.

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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

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

06

APPENDICES

APPENDICES

APPENDIX A. FOR MORE INFORMATION

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

NATIONAL RESOURCES

Safe Routes to School Data Collection System

http://www.saferoutesdata.org/

Pedestrian and Bicycle Information Center

http://www.pedbikeinfo.com/

National Center for Safe Routes to School

http://www.saferoutesinfo.org/

Safe Routes to School Policy Guide

http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool

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

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability

http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School

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

STATE RESOURCES

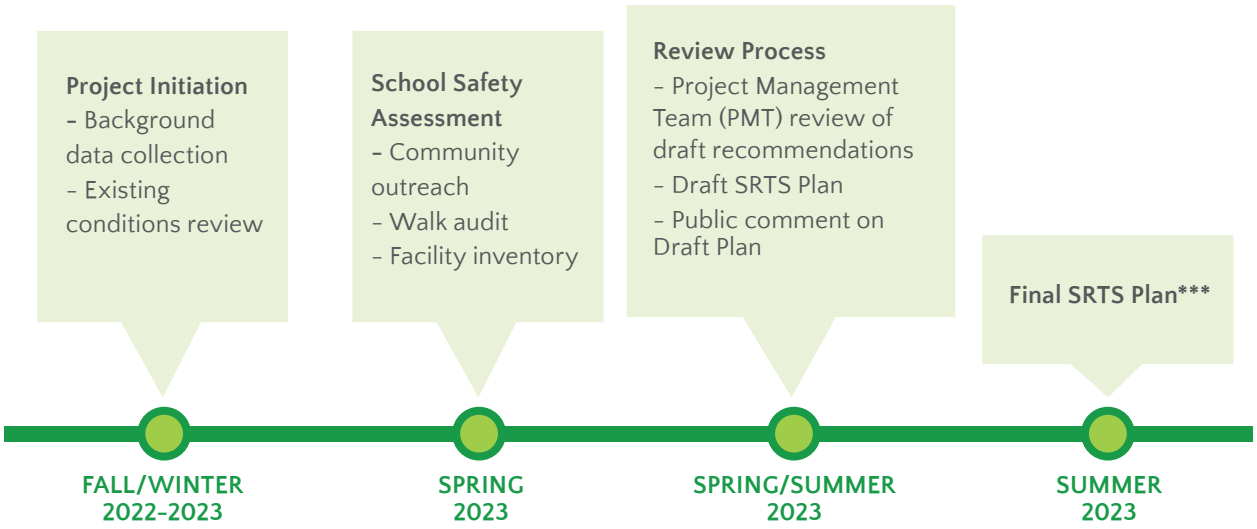
The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

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

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

APPENDIX B. PLANNING PROCESS

The Ashland SRTS Plan Process



Project Initiation

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

School Safety Assessment

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

WALK AUDIT

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

BIKE AND PEDESTRIAN FACILITY INVENTORY

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

- **Sidewalk deficiencies** – lack of continuity, insufficient width, poor surface condition, non-compliant cross-slopes and driveways, lack of separation from the travel lane, and obstacles (utility/light poles, signs, and vegetation)
- **School area signs and pavement markings** – presence, placement, and condition
- **Paths** – formal or informal, surface material
- **Bike lanes** – lack of continuity, insufficient width or markings, presence of on-street parking, speed and volume of traffic, poor pavement condition
- **Bicycle, scooter, and/or skateboard parking** – presence, location, visibility, degree of security, and

utilization

- **Drop-off/pick-up areas** – designated areas, curb paint, and signs
- **Visibility** – insufficient pedestrian lighting, line of sight obstacles (parked cars, vegetation, signs, and poles)

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

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

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

Review Process

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

Walk audit at Helman Elementary School

APPENDIX C. EXISTING CONDITIONS

Plan Review

CITY OF ASHLAND TRANSPORTATION SYSTEM PLAN 2012, ALL BIKE SHEETS AND ALL PEDESTRIAN SHEETS

Ashland Transportation System Plan (2034 TSP) is used to implement the community's transportation goals. The process to develop the 2034 TSP was initiated in 2010 and completed in 2012.

As the primary transportation planning document for the City of Ashland, the 2034 TSP documents an inventory of existing pedestrian and bicycle systems and provides an overarching structure for proposed infrastructure improvements and changes in the areas surrounding the focus schools. In the summer and fall of 2010, the City updated its transportation goals and objectives in collaboration with the City's Transportation Commission and Planning Commission. Below is a summarized list of goals and objectives relevant to this study.

Goal #1: Create a "green" template for other communities in the state and nation to follow.

Objectives relevant to this study:

- Create a prioritized list of active transportation green projects that reduce the number of auto trips, auto trip length, and vehicle emissions.
- Expand active transportation infrastructure to include features (e.g., bicycle boulevards, bicycle lanes, wider bicycle trails, and improved lighting) that encourage non-auto travel.
- Establish targets for increasing active transportation over the next 5, 10, and 20 years.
- Develop plans for pedestrian-oriented, mixed land-use activity centers with an active transportation focus and green infrastructure.
- Identify ways to reduce carbon impacts through changes to transportation choices to make travel by bicycle, as a pedestrian and by transit more viable.

Goal #2: Make safety a priority for all modes of travel.

Objectives relevant to this study:

- Coordinate with Safe Routes to School (SRTS) plans for local schools
- Strategic plan for safety and operational improvements for bicyclists and pedestrians.
- Reduce the frequency of bicycle and pedestrian-related crashes in the City of Ashland by 50% in the next 20 years.

Goal #3: Maintain small-town character, support economic prosperity and accommodate future growth

Objectives relevant to this study:

- Develop an integrated land use and transportation plan to increase the viability of active transportation.
- Identify opportunities, guidelines and regulations for bicycle, pedestrian and transit-supportive land uses within the City of Ashland.

Goal #4: Create a system-wide balance for serving and facilitating pedestrian, bicycle, rail, air, transit, and vehicular traffic in terms of mobility and access within and through the City of Ashland.

Objectives relevant to this study:

- Identify ways to improve street connectivity to provide additional travel routes to the state highways for bicyclists, pedestrians, and autos.
- Upgrade pedestrian facilities to ADA-compliant standards.

EXISTING PEDESTRIAN NETWORK

In general, the city's higher-density areas, including the downtown and surrounding residential streets, are well-served with a comprehensive network of sidewalks and crossings. Sidewalk coverage declines as you travel further from downtown and the primary traffic corridor (E Main Street – Siskiyou Boulevard), although a number of the newer residential developments on the outskirts of the city have been constructed with sidewalks on both sides of all streets.

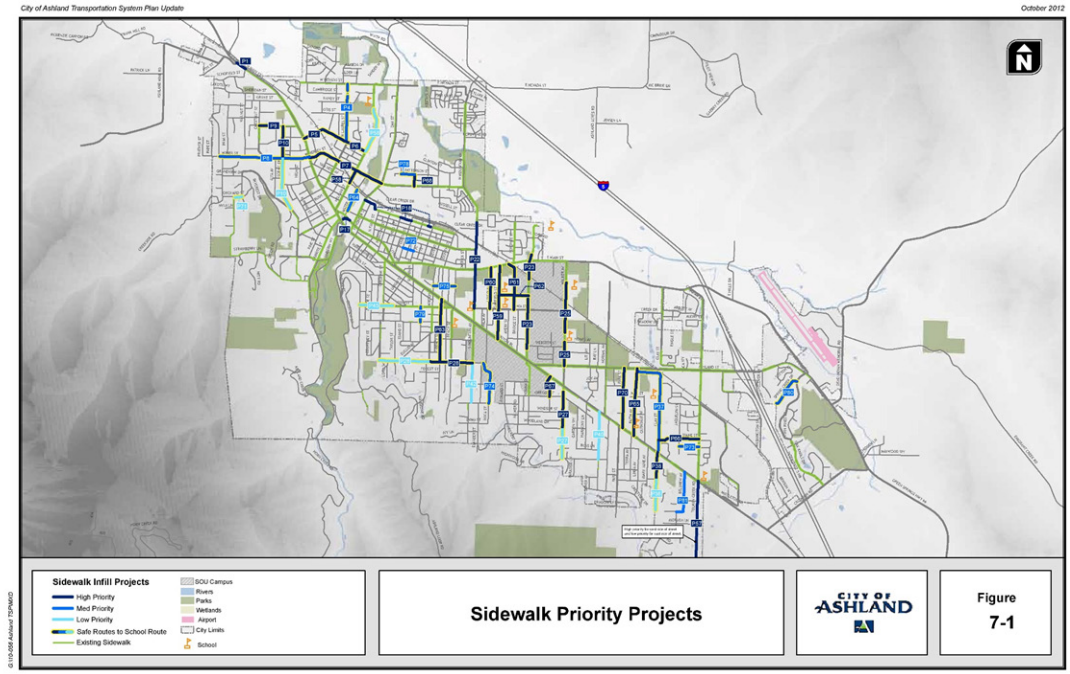
EXISTING BICYCLE NETWORK

Overall, approximately 26% of all major roadways (i.e., neighborhood collectors, avenues and boulevards) have on-street bicycle lanes and 22% are signed as shared roadways or have shoulder bikeways. The local street network has not been included in this analysis, but it is likely many local streets provide a comfortable environment for bicyclists and could form part of a future network of bicycle boulevards.

The TSP identifies the following active transportation improvement projects in the vicinity of the focus schools:

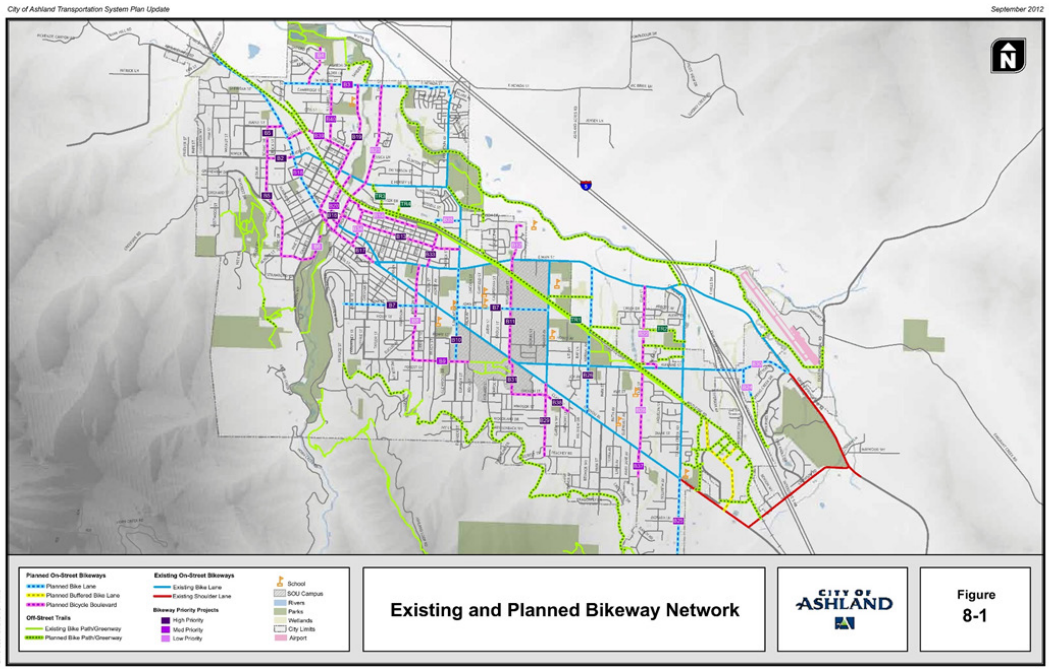
Sidewalk Priority Projects

STREET	LOCATION	PRIORITY
Wightman Street	From 200' north of E Main Street to 625' south of E Main Street	High (0-5 Years)
Walker Avenue	950' north of Iowa Street to Ashland Street (High priority	High (0-5 Years)
	From Oregon Street to Woodland Drive	High (0-5 Years)
	From Woodland Drive to Peachey Road	Low (15-25 Years)
Frances Lane	From Siskiyou Boulevard to Oregon Street	High (0-5 Years)
California Street	From E Main Street to Iowa Street	High (0-5 Years)
Garfield Street	From E Main Street to Siskiyou Boulevard	High (0-5 Years)
Faith Avenue	From Ashland Street to Siskiyou Boulevard	High (0-5 Years)
Park Street	From Ashland Street to Siskiyou Boulevard	High (0-5 Years)
Ashland Street	From S Mountain Avenue to Morton Street	High (0-5 Years)
	From Morton Street to Guthrie Street	Low (15-25 Years)
N Mountain Avenue	From 100' south of Village Green Way to Iowa Street	High (0-5 Years)
Lincoln Street	From E Main Street to Iowa Street	High (0-5 Years)
Liberty Street	From Siskiyou Boulevard to Ashland Street	High (0-5 Years)
Clay Street	From Faith Avenue to Siskiyou	Medium (5-15 Years)
	From Siskiyou Boulevard to Mohawk Street	High (0-5 Years)
	From Mohawk Street to the southern terminus	Low (15-25 Years)
Barbara Street	From Jaquelyn Street to Tolman Creek Road	Medium (5-15 Years)
Diane Street	From Jaquelyn Street to Tolman Creek Road	High (0-5 Years)
Tolman Creek Road	From Siskiyou Boulevard to City Limits (east side)	High (0-5 Years)
	From Siskiyou Boulevard to City Limits (west side)	Low (15-25 Years)
Bellview Avenue	From Green Meadows Way to Siskiyou Boulevard	Medium (5-15 Years)



Planned Bikeway Network

STREET	LOCATION	PRIORITY
Walker Avenue	From Siskiyou Boulevard to Peachey Road	Bicycle Boulevard, High (0-5 Years)
Iowa Street	From Terrace Street to road terminus and from S Mountain Avenue to Walker Avenue	Bike Lane, High (0-5 Years)
Indiana Street	Siskiyou Boulevard to Oregon Street	Bicycle Boulevard, High (0-5 Years)
Morton Street	From E Main Street to Ashland Street	Bicycle Boulevard, Low (15-25 Years)
Oregon/Clark Street	Indiana Street to Harmony Lane	Bicycle Boulevard, High (0-5 Years)
S Mountain Ave	From Ashland Street to Siskiyou Boulevard	Bike Lane, High (0-5 Years)
Ashland Street	From Morton Street to University Way	Bicycle Boulevard, Medium (5-15 Years)
Wightman Street	E Main Street to Siskiyou Boulevard	Bicycle Boulevard, High (0-5 Years)
	From Road terminus to E Main Street	Bicycle Boulevard, Low (15-25) Years)
Clay Street	From E Main Street to Ashland Street Road	Bicycle Boulevard, High (0-5 Years)
	From Siskiyou Boulevard to Mohawk Street	Bicycle Boulevard, Medium (5-15 Years)
	From the rail line to Siskiyou Boulevard	Bicycle Boulevard, Low (15-25) Years)
Tolman Creek Road	From Siskiyou Boulevard to Green Meadows Way	Bike Lane, Medium (5-15 Years)
Normal Avenue	From E Main Street to Siskiyou Boulevard	Bike Lane, Low (15-25 Years)
Northside Trail	From Orchid Avenue to Tolman Creek Road	Multi-use Path, High (0-5 Years)



PEDESTRIAN PLACES

N Mountain Avenue/E Main Street

- Create a neighborhood center that encourages the growth of an arts community to complement the civic uses, school uses, and the historic neighborhood that surrounds the center. The neighborhood center needs a more complete and more continuous grid of walking routes connecting people to Pedestrian Place. Those routes are not necessarily new local streets. They could be multi-use pathways for pedestrians, bikes, or alleys that are part of new in-fill housing plans.

Walker/Ashland

- Create a complete and compact university district 'hub' that complements the SOU Master Plan for additional student housing. Elements of the hub could be greatly enhanced streetscape for both Walker Avenue and Ashland Street, and redevelopment that ultimately results in a well-designed cluster of retail and entertainment uses with affordable housing choices.

PLANNED INTERSECTION AND ROADWAY PROJECTS (SUPPORTING AT)

Normal Avenue Extension

- Balance Mobility and Access
- Extend Normal Avenue to E Main Street consistent with the IAMP Exit 14 Access Management on Ashland Street (OR 66); (Medium Priority (5-15 Years))

Ashland Street Streetscape Enhancements (Siskiyou Boulevard to Walker Avenue)

- Improve Safety, Balance Mobility, and Access
- Widen and reconstruct sidewalks with street trees, stormwater planters, and bus shelters. Ashland Street/Walker Avenue intersection enhancements to include concrete crosswalks, paving, and ornamental lights (Medium priority (5-15 Years))

Ashland Street/Tolman Creek Road Streetscape Enhancements

- Support Pedestrian Places Planning
- Widen and reconstruct sidewalks with street trees, stormwater planters and bus shelters. Ashland Street/Tolman Creek Road intersection enhancements to include concrete crosswalks, paving, and ornamental lights (Development Driven)

Ashland Street Streetscape Enhancements (Walker Avenue to Normal Avenue)

- Improve Safety, Balance Mobility, and Access
- Widen and reconstruct sidewalks with street trees, stormwater planters, and bus shelters (Priority is Development Driven)

Walker Avenue Festival Street (Siskiyou Boulevard to Ashland Street)

- Support Pedestrian Places Planning
- Street reconstruction with flush curbs and scored concrete roadway surface. Sidewalk treatments to include decorative bollards to delineated pedestrian space, street trees, LID stormwater facilities, and ornamental lights (High priority (0-5 Years))

E Main Street/N Mountain Avenue Streetscape Enhancements

- Support Pedestrian Places Planning
- Widen and reconstruct sidewalks with street trees, stormwater planters and bus shelters. E Main Street/N Mountain Avenue intersection enhancement with concrete crosswalks and paving, and ornamental lights (Priority is Development Driven)

Siskiyou Boulevard (OR 99)/Park Street Intersection Improvements

- Reduce Conflicts, Improve Street Continuity
- Realign Park Street approach to eliminate offset (Development Driven)

Siskiyou Boulevard (OR 99)/Tolman Creek Road Intersection Improvements

- Conduct a speed study. Identify and install speed reduction treatments on northbound approach (High priority (0-5 Years))

Tolman Creek-Mistletoe Road Streetscape Enhancements

- Facilitate Economic Growth, Balance Mobility and Access
- Widen and reconstruct sidewalks with street trees, stormwater planters and bus shelters consistent with the Croman Mill District standards (Development Driven)

ROGUE VALLEY ACTIVE TRANSPORTATION PLAN, 2021

The Rogue Valley Active Transportation Plan (RVATP) is a long-range, strategic framework that identifies the regional networks for active transportation within the Rogue Valley Metropolitan Planning Organization (MPO) boundary.

This plan sets the direction for the design and implementation of the regional active transportation network over time. For people biking and rolling, the plan identifies a regional network of bicycle routes. For people walking, the plan focuses on walking access for short trips and transit access for longer regional connections.

Vision

"The Rogue Valley's active transportation network of streets and multi-use paths is comfortable, convenient, and attractive for walking and biking, connecting communities and people around the region. Coupled with transit, all users, regardless of age, ability, need, or interest can safely access destinations, employment, and schools via these networks."

Gap in the Pedestrian Facility

- Crowson Rd between Siskiyou Blvd and Green Spring Hwy, on both sides
- Green spring Hwy between Crowson Rd and around Oak Knoll Dr, on both sides
- Tolman Creek Rd between E Main St and Ashland St, on the east side
- E Main St between Tolman Creek Rd and Walker Ave, on both sides
- Walker Ave, between Ashland St and Siskiyou Blvd, on the west side
- Siskiyou Blvd between Walker Ave and Tolman Creek Rd, on Northside

Barriers to Walking and Biking

Potential Barriers on Regional and Connector Routes:

- Potential barriers located on the Rogue Valley's active transportation network were mapped to identify existing locations that limit the opportunity for people to walk and bike due to perceived or experienced safety risks.
- Intersections along the active transportation network were flagged as potential barriers when one or more of the following attributes was found to be present at a given intersection:
- Presence of Uncontrolled Right-Turn
- Shared Right-Turn or Bike Lane on Right
- side of Right-Turn
- Community Identified Barrier

Locations:

- E Main St and Tolman Creek Rd, Uncontrolled Right-Turn
- Ashland ST and Pacific Hwy, Shared Right-Turn or Bik e Lane Right of Right-Turn
- Ashland St and Tolman Creek Rd, ≥4 Lanes without Refuge Island
- Siskiyou Blvd and Ashland St, Shared Right-Turn or Bik e Lane Right of Right-Turn
- Walker Ave and Ashland St, ≥4 Lanes without Refuge Island

ASHLAND TRANSPORTATION EXPANSION FEASIBILITY STUDY, 2018

EXISTING CONDITIONS AND NEEDS ASSESSMENT

The City of Ashland Public Transportation Feasibility Study (2018) assessed how public transportation can help create a transportation system to best serve residents, workers and visitors. The purpose of the Existing Conditions and Needs Assessment technical memorandum was to understand local conditions, trends, resources, and needs of people living, working, or visiting Ashland.

Pedestrian/Cycling

- Centrally located streets downtown and in surrounding residential areas are well-served by pedestrian crossings and sidewalks.
- Study of Ashland crosswalks conducted in 2009 counted pedestrian and traffic volumes during the afternoon weekday peak (3:15 – 4:15 PM) at 31 intersections. Five signalized intersections observed the highest vehicular/pedestrian conflicts: OR 99 (NB)/Oak Street; OR 99 (SB)/ Oak Street; OR 99/Wimer Street/Hersey Street; Walker Avenue/Iowa Street; and South Mountain Avenue/Iowa Street.
- The fiscally constrained plan in the TSP describes 39 pedestrian-related projects over the next 25 years to improve connections throughout the city. Projects located on designated Safe Routes to School, streets with higher traffic volumes and speed, and adjacent to land use destinations are high priority (relevant project covered and map included in the previous section).
- The City's planned bicycle facility projects included 24 projects over the next 25 years. One project will aim to encourage biking and retrofit the bike program by establishing funds and processes for installing off-street bicycle racks at existing businesses and establishments.
- One project is to create a TravelSmart Education Program to inform and encourage walking and

biking in Ashland.

Public Transport

- RVTD provides two types of bus pass programs to employers and schools: the U-Pass and the Fare Share.
- The U-Pass program: requires at least 10 employees or students for participation. Participating Schools can purchase monthly passes for $1.95 per month.
- The Fare Share program: requires at 100 employees or students. Schools can provide access to reduced monthly passes for employees at $10 per month and students at $5 per month
- Existing bus stop amenities
- Ashland East of Walker Ave, no space for shelter, no sitting
- Ashland St, east of Siskiyou, Space for shelter, Simmi seating
- Ashland St - East of Lit Wy, no space for shelter and no sitting

TDM Services

- Rideshare
- People in Ashland can find a carpool or vanpool through Oregon's rideshare matching and trip logging service, Drive Less. Connect. (DLC).
- Bikeshare
- The Rogue Bike Share program has eight stations, seven of which are throughout Ashland.

STRATEGY DEVELOPMENT AND EVALUATION

The purpose of the Strategy Development and Evaluation technical memorandum was to introduce and evaluate public transportation projects, investments, and programs that will support the transportation needs of people living in, working in, and visiting Ashland.

Bike and Ped Infrastructure

- This memo proposes eight strategies under Capital Strategies that support pedestrian and bicycle access. These strategies focus on providing safe and comfortable pedestrian and bicycle infrastructure that improves access to public transportation, including sidewalks, crosswalks, lighting, bike lanes and bicycle parking.
- Sidewalk infill where sidewalks are missing (0.5 miles of sidewalk infill annually) – Potential Phase, Near
- Add marked crossings to improve access to stops along high volume and/or high-speed roadways (four new high visibility crosswalks per year) - Potential Phase, Near

Public Transit

- The route proposed in L-1 would provide local service within Ashland between Asante Community Hospital and Tolman Creek Road, via Main Street, Laurel Street, Hersey Street, Mountain Avenue, East Main Street, Walker Avenue and Ashland Street
- Service would operate every 60 minutes

Action Plan

- Develop a comprehensive active transportation project list or plan. The assessment can include a citywide asset and program inventory. Historical pedestrian and bicycle collision data can help identify high-risk areas, and illustrate correlations between collision frequency, severity, location type, and person movements. Include locations with sidewalk gaps, needed pedestrian crossings, bike lanes, and other investments to respond to non-motorized transportation safety.
- Coordinate bicycle and pedestrian investments with Safe Routes to School funding opportunities. Coordinate with the Ashland School District and RVTD to identify projects that provide safe access for students to local schools, while also meeting local transit access needs. Examples include sidewalks and crosswalks.

Crash History

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

However, it's important to note that these data to not tell the whole story, as it does not account for near-misses or crashes that may have occurred since 2020. Local knowledge of past incidents and reports of perceived discomfort or danger is essential to understanding existing SRTS issues.

PEDESTRIAN AND BICYCLIST COLLISIONS

Between 2016 and 2020, there were forty-seven (47) reported vehicle collisions involving people walking and biking within one mile of Ashland Highschool (map in Figure 3 shows these collisions within half a mile of this school). Notable information about pedestrian- and bicycle-involved collisions is outlined below:

- There were twenty-one (21) pedestrian collisions and twenty-six (26) bicycle collisions within a mile of the school during this period
- The majority of these collisions resulted in minor injuries. No fatal collision was reported
- Eight (8) collisions happened on Siskiyou Blvd from which Seven (7) were at or very close to intersections
- Three (3) locations had pedestrian collisions due to darkness and lack of lighting:
    - E Main St & Walker Ave
    - E Main St & 2nd St
    - Ashland St & Normal Ave
- One bicycle collision happened at the intersection of Oak St & Van Ness Ave that was on a rainy day due to darkness and lack of street lighting

Within one mile of Ashland Middle School, Walker Elementary School, Willow Wind Learning Center and TRAILS outdoor school (map in Figure 4 shows these collisions within half a mile of these four schools), there were thirty reported vehicle collisions involving people walking and biking from which fourteen (14) were pedestrian collisions and sixteen (16) were bicycle collisions. Notable information about pedestrian- and bicycle-involved collisions is outlined below:

- The majority of these collisions resulted in minor injuries. No fatal collision was reported
- Seventeen (17) collisions happened at the intersections and during daylight
- Six (6) intersections had pedestrian collisions:
    - Beach St & Siskiyou Blvd
    - E Main St & 8th St
    - Garfield St & Siskiyou Blvd
    - Ashland St & Walker Ave
    - Iowa St & Wightman St
    - Peachy Rd & Walker Ave

Within one mile of Bellview Elementary School, there were five (5) reported vehicle collisions involving people walking and biking. None of these collisions took place within half a mile of the school (map in Figure 5 shows the collisions within half a mile of this school).

- Of the five (5) total collisions, four (4) were bicycle collisions and only one had pedestrians involved
- The pedestrian collision happened at the intersection of Peachy Rd & Walker Ave where there is a stop sign during daylight
- All other four (4) collisions happened at intersections during daylight at the following locations:
    - Hillview Dr & Siskiyou Blvd
    - Normal Ave & Siskiyou Blvd
    - Ashland St & Indian Memorial Rd
    - Ashland St & Tolman Creek Rd

Within one mile of Helman Elementary School, there were twenty-one (21) reported vehicle collisions involving people walking and biking. Three (3) of these collisions occurred within half a mile of the school (map in Figure 6 shows these collisions within half a mile of this school). No fatal collision was reported.

Of all collisions, fifteen (15) involved a cyclist and seven (7) happened at intersections during daylight. Locations reported for these collisions are:

- Fair Oaks Ave & Plum Ridge Ct
- Lithia Way & 1st St (4 collisions at this location)
- Hersey St & Oak St
- Helman St & Randy St

All pedestrian collisions (six (6)) happened at intersections:

- Grant St & Main St
- E Main St & Oak St (2 collisions at this location)
- Lithia Way & 2nd St
- A St & Pioneer St
- E Main St & Pioneer St

Collisions between vehicles and people walking and biking within half a mile of Ashland Highschool (2016-2020)

COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

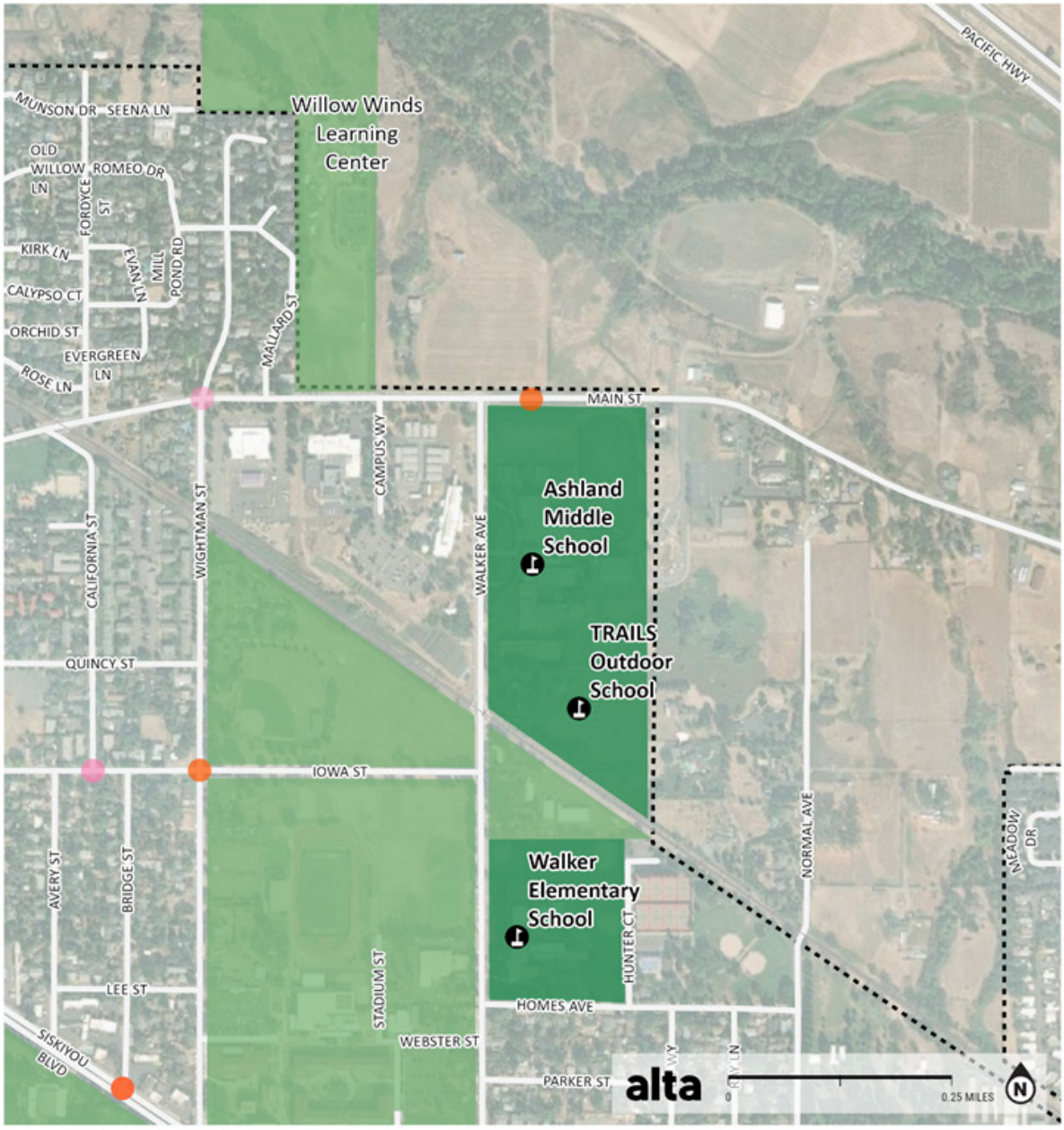
COLLISIONS
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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

alta

Oregon Department of Transportation
Safe Routes to School

Collisions between vehicles and people walking and biking within half a mile of Ashland Middle School, Walker Elementary School, TRAILS outdoor School and Willow Winds Learning Center (2016–2020)



COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

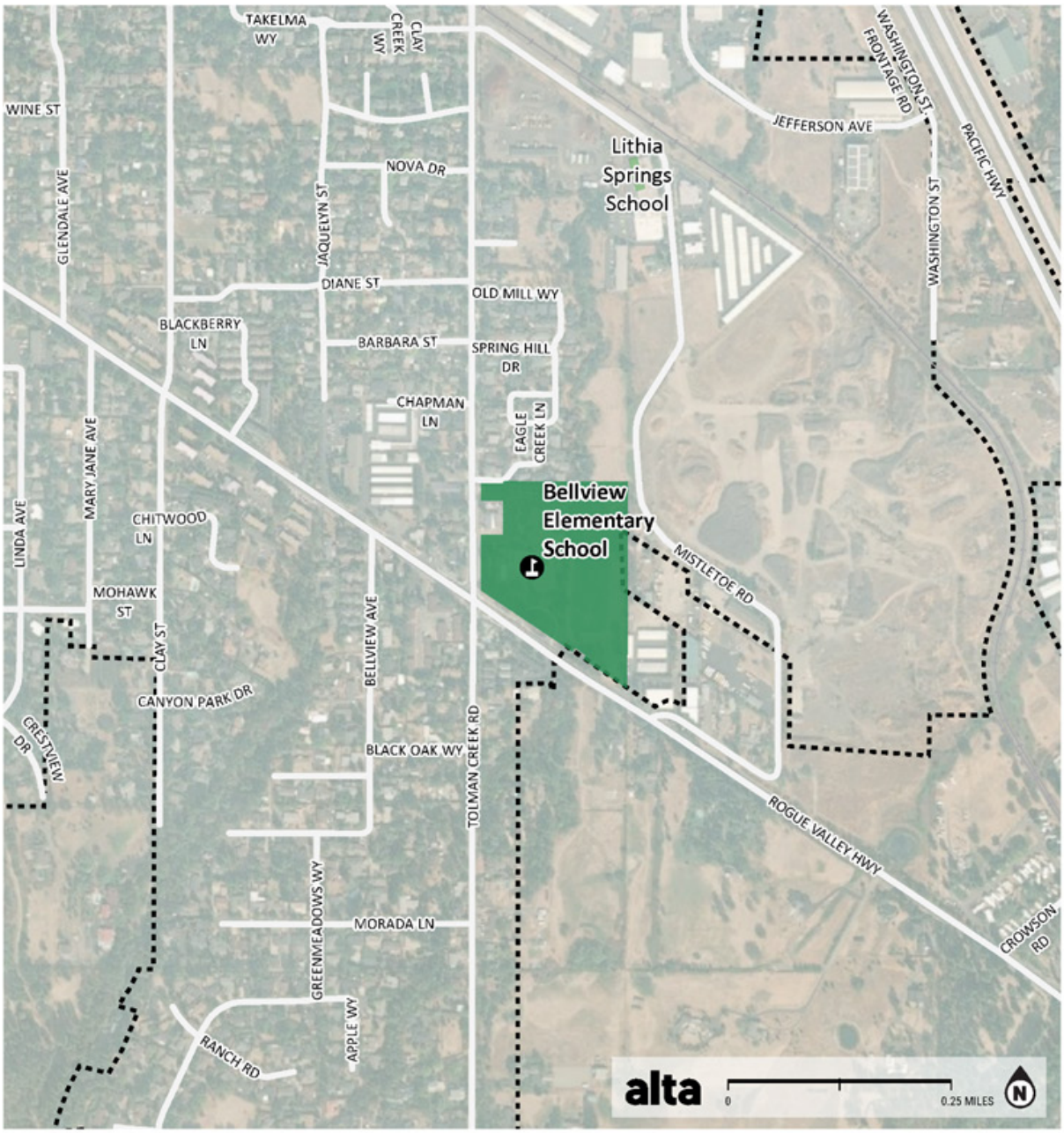
COLLISIONS
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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

alta

Oregon Department of Transportation
Safe Routes to School

Collisions between vehicles and people walking and biking within half a mile of Bellview Elementary School (2016–2020)



COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

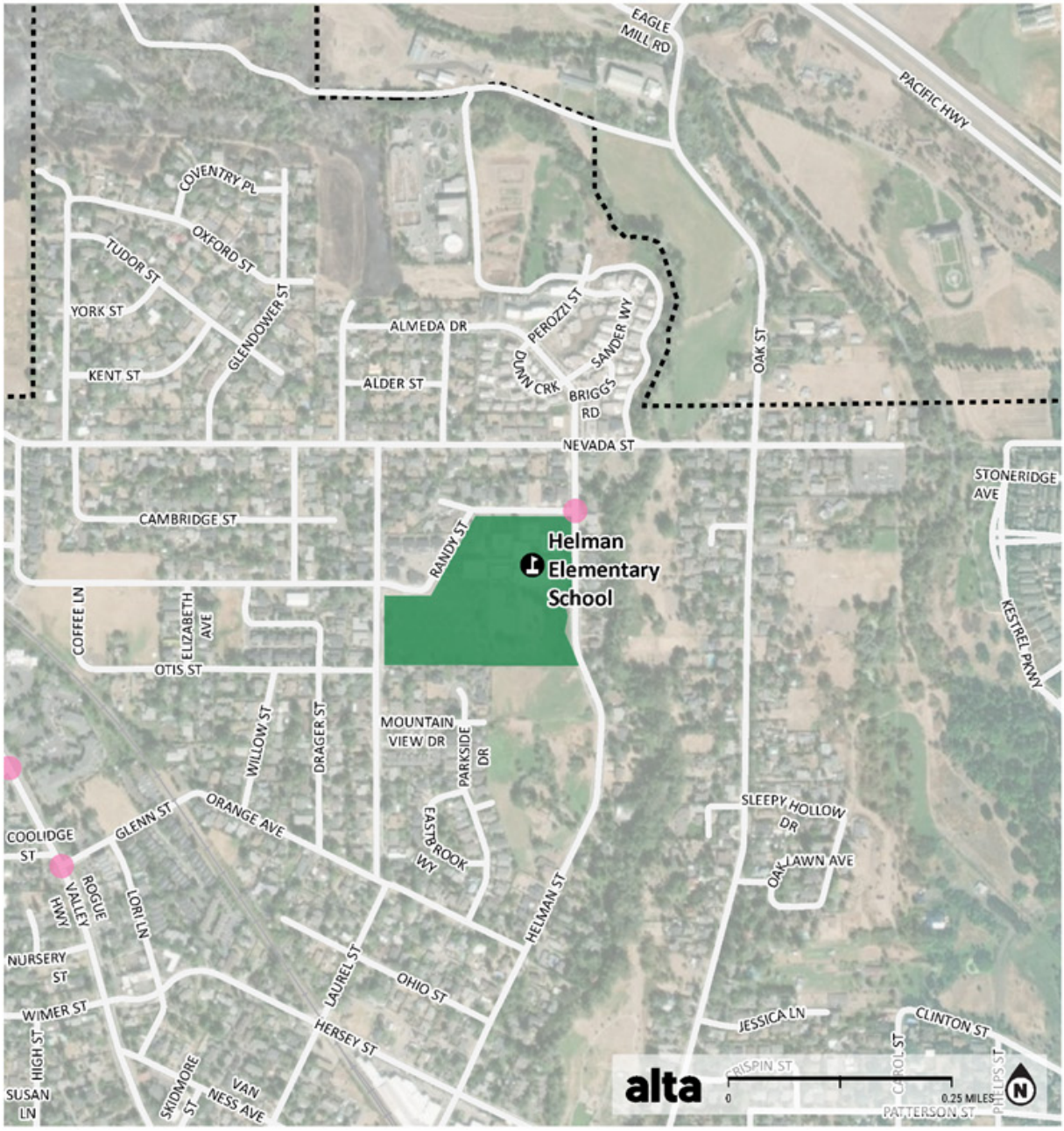
COLLISIONS
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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

alta

Oregon Department of Transportation Safe Routes to School

Collisions between vehicles and people walking and biking within half a mile of Helman Elementary School (2016-2020)



COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

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

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

alta

Oregon Department of Transportation
Safe Routes to School

VEHICLE-ONLY COLLISIONS

The following crash maps (See Figures,7, 8, 9, and 10) illustrate the locations of vehicle-only crashes. While these crashes did not involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users.

According to the reported data for the years 2016 through 2020:

There were 1307 vehicle-only collisions reported within one mile of Walker Elementary School, Ashland Middle School, TRAILS Outdoor School, Ashland High School, Bellview Elementary and Helman Elementary and Willow Wind Learning Center from which:

- 537 happened at intersections.
- 106 were caused by Speeding, reckless driving or driving too fast for the conditions.
- 102 happened at night in locations with no street lighting. Summary of these locations:
    - Walker Ave
    - Mae St
    - Ashland St
    - Normal Ave
    - 2nd St
    - Van Ness Ave
    - Main St
    - Hersey St
    - Oak St
    - Carol St
    - Grant ST
- 182 happened at Walker Ave and Siskiyou Blvd

Vehicle-only collisions within half a mile of Ashland High School (2016-2020)

ALL CRASHES INVOLVING VEHICLES 2016-2020

CRASH SEVERITY

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

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School

Vehicle-only collisions within half mile of Ashland Middle School, Walker Elementary School, TRAILS Outdoor School and Willow Winds Learning Center (2016-2020)

ALL CRASHES INVOLVING VEHICLES 2016-2020

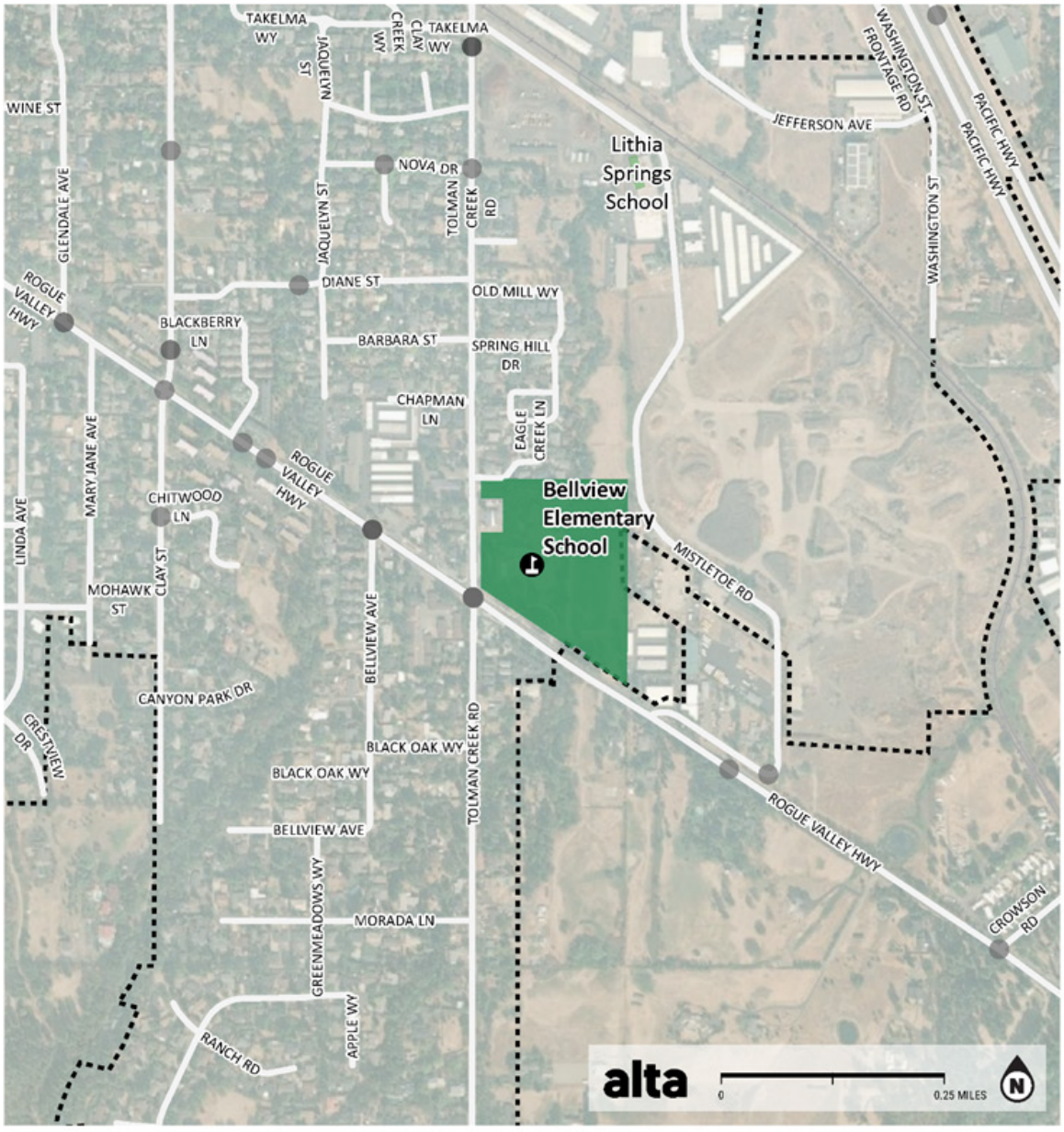
CRASH SEVERITY
- Fatal Injury
- Suspected Serious Injury
- Suspected Minor Injury
- Possible Injury
- No Apparent Injury

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

alta

Oregon Department of Transportation
Safe Routes to School

Vehicle-only collisions within half a mile of Bellview Elementary School (2016-2020)



ALL CRASHES INVOLVING VEHICLES 2016-2020

CRASH SEVERITY

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

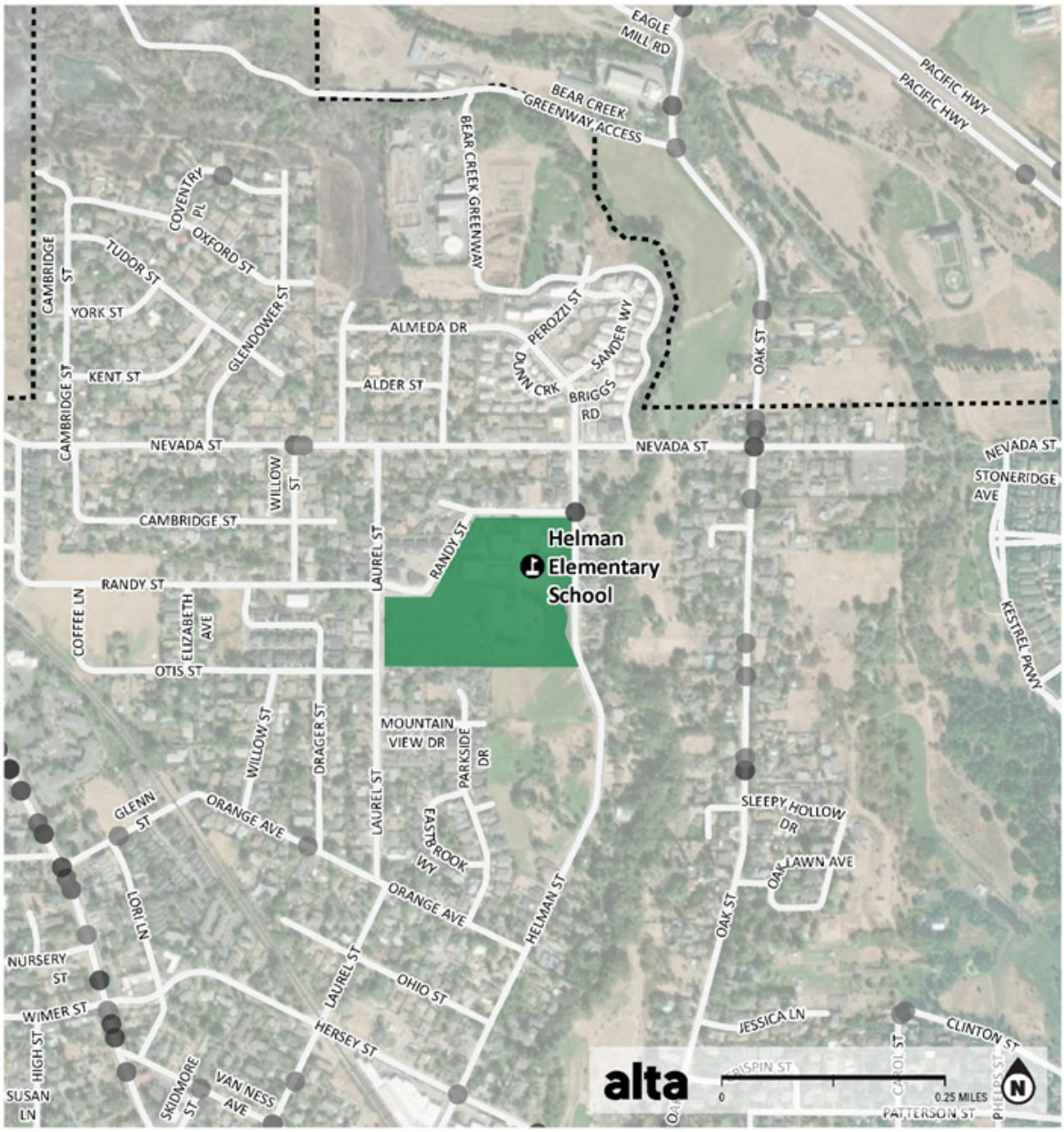
LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School

Vehicle-only collisions within half a mile of Helman Elementary School (2016-2020)



ALL CRASHES INVOLVING VEHICLES 2016-2020

CRASH SEVERITY

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

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School

This page intentionally left blank.

APPENDIX D. FUNDING AND IMPLEMENTATION

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

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

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

Statewide Funding Opportunities

ODOT SRTS GRANTS

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

COMPETITIVE INFRASTRUCTURE GRANT

ODOT's SRTS Competitive Infrastructure Grant program funds roadway safety projects located within a one-mile radius of an educational facility that improves walking and biking conditions for students on their way to school. Funding requests may range between $60,000 and $2 million, with a 40% local match (special circumstances may allow a 20% reduction in match requirements). These funds are awarded on a competitive application basis to cities, counties, transit districts, ODOT, any other roadway authority, and tribes are in compliance with existing jurisdictional Plans and receive school or school district support. Learn more about the 2021-2022 grant cycle at https://www.oregon.gov/odot/Programs/Pages/SRTS-Competitive-Infrastructure-Grant.aspx.

RAPID RESPONSE INFRASTRUCTURE GRANT

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

EDUCATION GRANT

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

SMALL CITY ALLOTMENT PROGRAM (SCA)

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

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

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program (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 Multimodal Active Transportation funds. For more information visit https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

Federal Funds

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

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

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

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

APPENDIX E. TRAFFIC CALMING MEASURES

A wide range of traffic calming measures may be used alone or in combination near school zones to address vehicular speeds and/or volumes. All measures should be properly designed, with appropriate spacing and use of signs, striping, lighting, and vertical elements where necessary to improve visibility.

Traffic calming measures

CURB EXTENSIONS

Curb extensions are installed to reduce the roadway width from curb to curb at an intersection, shortening the crossing distance for pedestrians and making it easier for motorists to see pedestrians.

SPEED HUMPS

Speed humps are raised sections of pavement placed across the street to force motorists to reduce speeds. They are effective in reducing traffic speeds and are relatively low cost.

RAISED CROSSWALKS

Raised crosswalks are similar to speed humps, except they include a flat section on top, sometimes constructed with decorative surface material. Raised crosswalks are speed tables marked as pedestrian crossing, which allows pedestrians to cross without stepping down and up between the curb and the road. Speed tables permit slightly higher motorist speeds and smoother transitions than speed humps.

REDUCED CORNER RADII

There is a direct relationship between the size of the curb radius and the speed of turning motor vehicles. A large radius may easily accommodate large fire trucks and other large trucks and school buses, but it also allows other drivers to make high-speed turns and it increases the crossing distance for pedestrians. The reduction of a corner radius to produce a tighter turn results in decreases in turning speeds and improved motor vehicle and pedestrian site distances, and a shortened pedestrian crossing distance.

LANE REDUCTION

The narrower lanes can reduce motor vehicle speed, which may reduce total pedestrian crashes. They also reduce the lengths of pedestrian crossings. There are several ways to narrow a street. Paint is a simple, low-cost, and easy way to narrow the street or travel lanes.

PAVEMENT MARKINGS

Pavement markings define vehicle spaces and contribute to reducing speed by providing clear visual cues to drivers, enhancing safety on the roadway.

RADAR SPEED DISPLAY SIGN

Speed feedback signs, equipped with electronic displays, are effective tools for encouraging drivers to slow down. By providing real-time feedback on their vehicle's operating speed, these signs alert drivers and promote self-awareness, ultimately improving road safety. They can be installed either permanently or temporarily, depending on the specific needs and objectives of a particular location or situation.

RUMBLE STRIPS

Rumble strips (also known as sleeper lines or alert strips) are a road safety feature designed as a traffic calming, speed reduction and driver alert system. It aims to alert inattentive drivers of potential danger by causing a tactile vibration and audible rumbling transmitted through the wheels into the vehicle interior.

This page intentionally left blank.