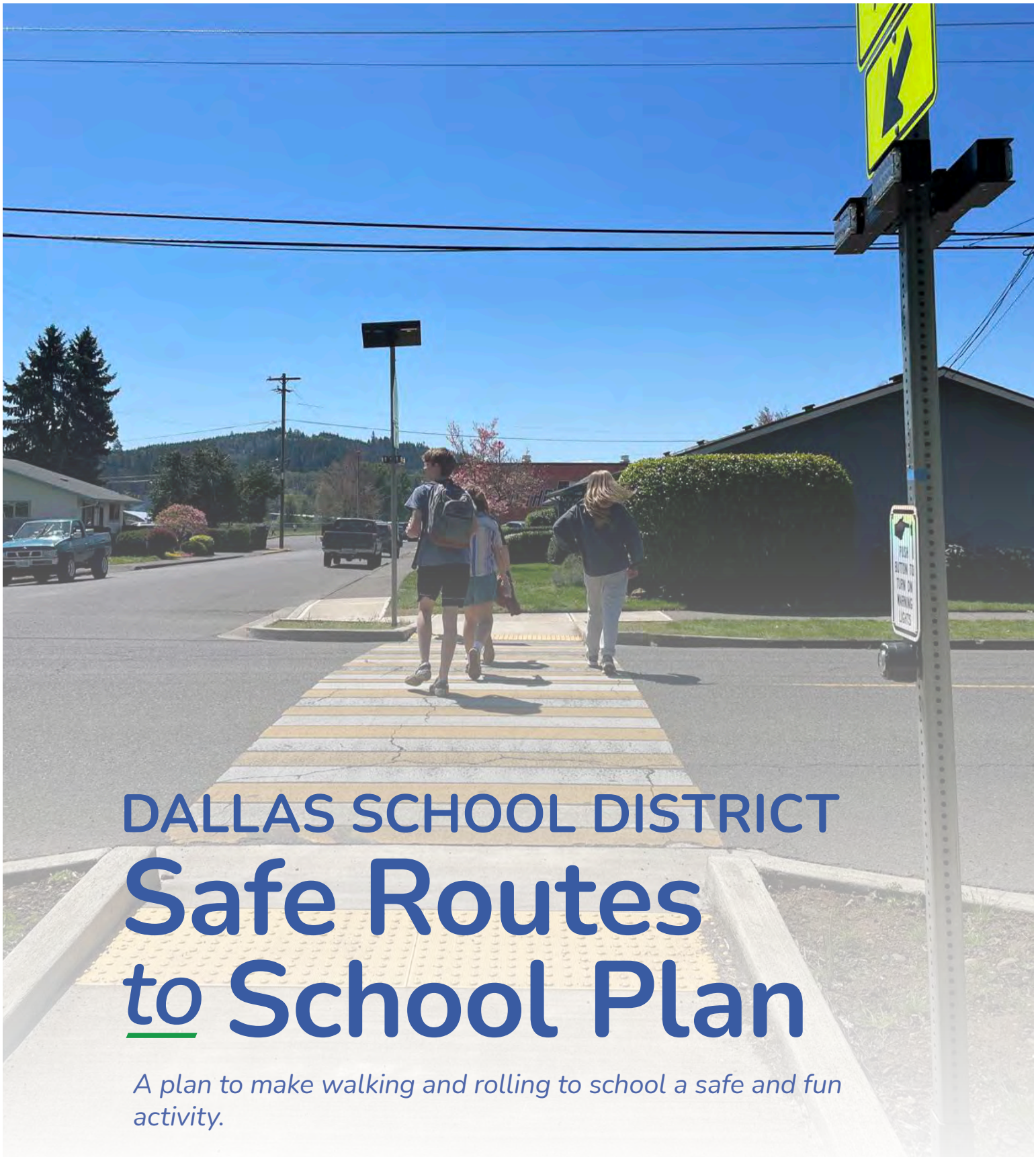


DALLAS SCHOOL DISTRICT

Safe Routes *to* School Plan

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

CITY OF DALLAS
DALLAS SCHOOL DISTRICT

FINAL REPORT / SEPTEMBER 2023

Oregon Department of Transportation
Safe Routes to School

ALTA · COMMUTE OPTIONS · THE STREET TRUST

ACKNOWLEDGMENTS

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

MICHAEL PEIRCE
City of Dallas

KASSHAWNA KNOLL
Dallas School District

REED LANGDON
Dallas School District

GARY MARKS
City of Dallas

RACHEL ALPERT
Dallas School District

BOB ARCHER
Dallas School District

JENNA BERMAN
OREGON DEPARTMENT OF TRANSPORTATION (ODOT)

BRANDON WILLIAMS
OREGON DEPARTMENT OF TRANSPORTATION (ODOT)

ALTA PLANNING + DESIGN STAFF

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.*

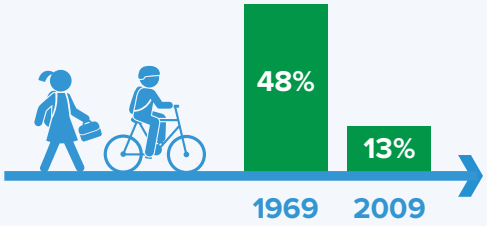
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefits adjacent neighborhoods, as well as students and their families,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

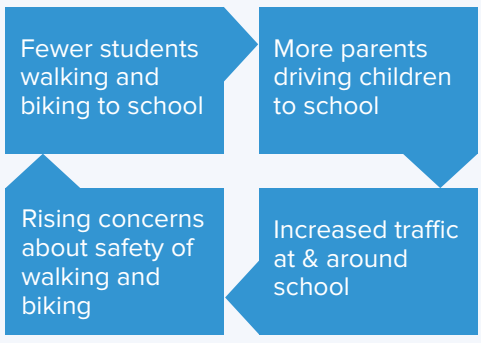
Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



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**.

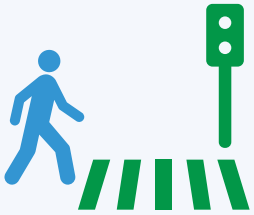


THE SOLUTION

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 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 activity – two-thirds of the recommended amount!

IMPROVED ACADEMIC PERFORMANCE

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

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*

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

Dallas School District SRTS Project Identification Program

The City of Dallas, Oregon Department of Transportation (ODOT) Region 2 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers— Alta Planning + Design and the Central Regional SRTS Hub—to complete this SRTS Plan.

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

This process did not include schools outside City boundaries.

The goals of the PIP process are:

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

The Dallas School District SRTS Plan Process

*For more information on the ODOT SRTS program, visit www.OregonSafeRoutes.org.
**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.
- **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 council members, 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 county wide 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**.
- Identify leverage opportunities for existing and planned projects to implement SRTS recommendations.

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

Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, and the environment. Participants in the Dallas 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.

Above: Biking to school is popular at Whitworth Elementary;

Below: High School Students on break.

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: Dallas School District will integrate on-campus infrastructure improvements into their ongoing planning and maintenance processes.
- Action: The City of Dallas will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2023 for infrastructure improvements, outlined in Chapter 4.

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

- Action: The City of Dallas will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Dallas will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school.
- Action: The City of Dallas and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: The Dallas School District and the City of Dallas will coordinate with school leadership to apply for the ODOT SRTS Education Grant to fund a Safe Routes to School coordinator position. This coordinator will organize safety, education, and encouragement activities, prioritizing options for activities that take place outside of instructional hours, such as a Bike Train or Walking School Bus.
- Action: All Dallas schools will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

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

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

- Action: Dallas School District and City of Dallas will provide SRTS information and educational materials in English and Spanish.
- Action: Dallas School District and City of Dallas will partner with existing groups and organizations that serve low-income households, and other historically disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Dallas 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 Dallas will implement infrastructure recommendations with a consideration for improvements that serve underserved and low-income communities.
- Action: Whichever agency implements an SRTS Education and Outreach Program will work to include lower-income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups in programming.

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: Dallas School District will look for areas of overlap between SRTS efforts and other health initiatives and PE class.
- Action: Lyle Elementary and Whitworth Elementary will support a Walking School Bus, Bike Train, and other similar initiatives to encourage students to walk and bike to school.

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

- Action: Dallas School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Dallas' schools will share relevant health statistics and messages in school newsletters, back-to-school night, or through other communication channels.
- Action: The City of Dallas 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 campuses.

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

A Community-Driven Planning Process

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

- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey

The City of Dallas, Dallas School District, and school leadership from Lyle Elementary School worked diligently to spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The city's schools promoted the PIP process and opportunities for community input on social media channels and through e-mail listservs.

The City of Dallas shared information via social media channels and the City website.

The project team hosted a series of four walk audits in Dallas on May 10th, 2023. The team coordinated observation of student dismissal at Lyle Elementary, Whitworth Elementary, LaCreole Middle School, and Dallas High School.

Walk audit participants provided feedback about specific barriers and challenging locations near the school based on their observations. Additionally, project team members were able to speak with parents, bus drivers, and students to gather feedback directly.

After the walk audits, the participants met in LaCreole Middle School to debrief their experiences and share their observations and insights.

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. There were 13 respondents to the map. These respondents primarily included parents and caregivers, in addition to some school district staff.

Participants of the walk audit at Dallas High School get organized..

The walk audit participants debriefed at LaCreole Middle School. Their observations were documented and compiled in this report.

COMMUNITY ENGAGEMENT KEY THEMES

This section details specific locations of concern and interest that emerged through the walk audits and the online Public Input Map.

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

- Levens St and Ellendale Ave
- LaCreole Dr and Miller Ave

Based on the feedback received through all engagement methods, it is clear that the Dallas 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 improved crossings, particularly along LaCreole Dr, Ellendale Ave, and Miller Ave. Commenters also focused on the need for safer and more accessible connections from Godsey Rd and River Dr, and expressed concerns about speeding.

Other key themes that emerged from the walk audit observation were documented by the project team:

- Parent vehicle circulation at Lyle Elementary is complicated by the orientation of the parking lot on the west side of the school.
- Streets in Dallas are generally very wide. Many streets have wide travel lanes and angled parking.
- The sidewalk system is nearly complete, but there is very minimal bike infrastructure.
- Ash St is a key corridor for students. It functions as both a roadway and parking lot for students and faculty.
- Safe routes to school in Dallas could better incorporate the existing trail system in the city.
- Enhanced crossings are effectively used by students at both Miller Ave and Fenton St (the RRFB) and at LaCreole Dr and Barberry Ave (the raised crosswalk).

This page intentionally left blank.

03

EXISTING CONDITIONS

EXISTING CONDITIONS

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

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

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

SCHOOL CONTEXT:

Lyle Elementary

1001 10TH ST

PRINCIPAL:
Kelly Beard

ENROLLMENT:
326

GRADES SERVED:
K-3

43% of students are below the poverty line.

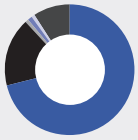
6% of students are Ever English Learners.

12% of students have a disability.

24% of students are chronically absent.

Transportation Disadvantage Index (TDI): **1.28**

DEMOGRAPHICS*



- White, non-Hispanic, 72%
- Hispanic, 17%
- American Indian/Alaska Native, 1%
- Black / African American, 1%
- Asian, 1%
- Multiracial, 9%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,964
Spanish	81

Total Languages Spoken: 7

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

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

Lyle Elementary Safety Assessment

Date: May 10, 2023

SCHOOL LAYOUT

Lyle Elementary is a public school located in northwest Dallas. The school is situated between the Dallas City Park and a busy highway, W Ellendale Ave (refer to the map on the next page). The campus includes a primary building adjacent to Levins St on the east, with athletic fields to the west. The main parking lot is on the northwest corner of the school property. There is a secondary entrance with a wide one-way drive and three parking stalls located on the east side of the school. Students walking and biking to and from school use both the north or east entrances.

SITE CIRCULATION

Vehicles: Parent and family vehicles use the northwest parking lot for pick up and drop off. The line of vehicles forms on the south side of Ellendale Ave heading eastbound to a newly built, right-turn only parking lot entry drive, which prevents westbound traffic from turning left into the lot. Vehicles continue south through the parking lot and loop around to the drop off / pick up zone at the west entrance of the school.

School Buses: The school bus loading and unloading occurs along the one-way driveway at the entrance to the east side of the building.

Pedestrians: Students walking to and from the school can directly access the sidewalk on the south side of Ellendale Ave or sidewalk on the west side of Levins St. There are crossing guards at both locations to assist students with crossing the very busy streets.

Bicyclists: Students biking to and from the school can bike on the sidewalks and park their bikes at the bike racks on the north side of the school building.

Transit: Salem Area Mass Transit District (Cherriots) serves the City of Dallas and Polk County. The nearest bus stop is the Dallas Downtown stop located at SW Oak and SW Robb, 0.4 miles from the elementary school. The 40X, 45 and 50X bus routes run every few hours Monday-Friday.

LYLE ELEMENTARY SCHOOL

SITE PLAN

LEGEND

- School Property
- City Boundary
- Railroad
- Water

alta

Oregon Department of Transportation
Safe Routes to School

SCHOOL CONTEXT:

Whitworth Elementary

1151 SE MILLER AVE

PRINCIPAL:
Darrick Bruns

ENROLLMENT:
373

GRADES SERVED:
K-5

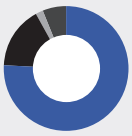
39% of students are below the poverty line.

<5% of students are Ever English Learners.

19% of students have a disability.

15% of students are chronically absent.

Transportation Disadvantage Index (TDI): **1.26**



DEMOGRAPHICS*

- White, non-Hispanic, 76%
- Hispanic, 16%
- American Indian/Alaska Native, 2%
- Black / African American, 0%
- Asian, 1%
- Multiracial, 6%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,964
Spanish	81

Total Languages Spoken: 7

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

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

Whitworth Elementary Safety Assessment

Date: May 10, 2023

SCHOOL LAYOUT

Whitworth Elementary is located on the south side of Miller Ave between Godsey Rd and Ash St. It is just east of LaCreole Dr, which leads to the Aquatic Center, the skate park, the Community Park and LaCreole Middle School to the north. The Whitworth Elementary School campus is immediately adjacent to Dallas High School to the west (refer to the map on the next page). The majority of students walking and biking to school at Whitworth Elementary access the school from the northwest, in part because in that direction there are more complete sidewalks, trails, and crossings (ex: Miller Ave at Fenton St).

SITE CIRCULATION

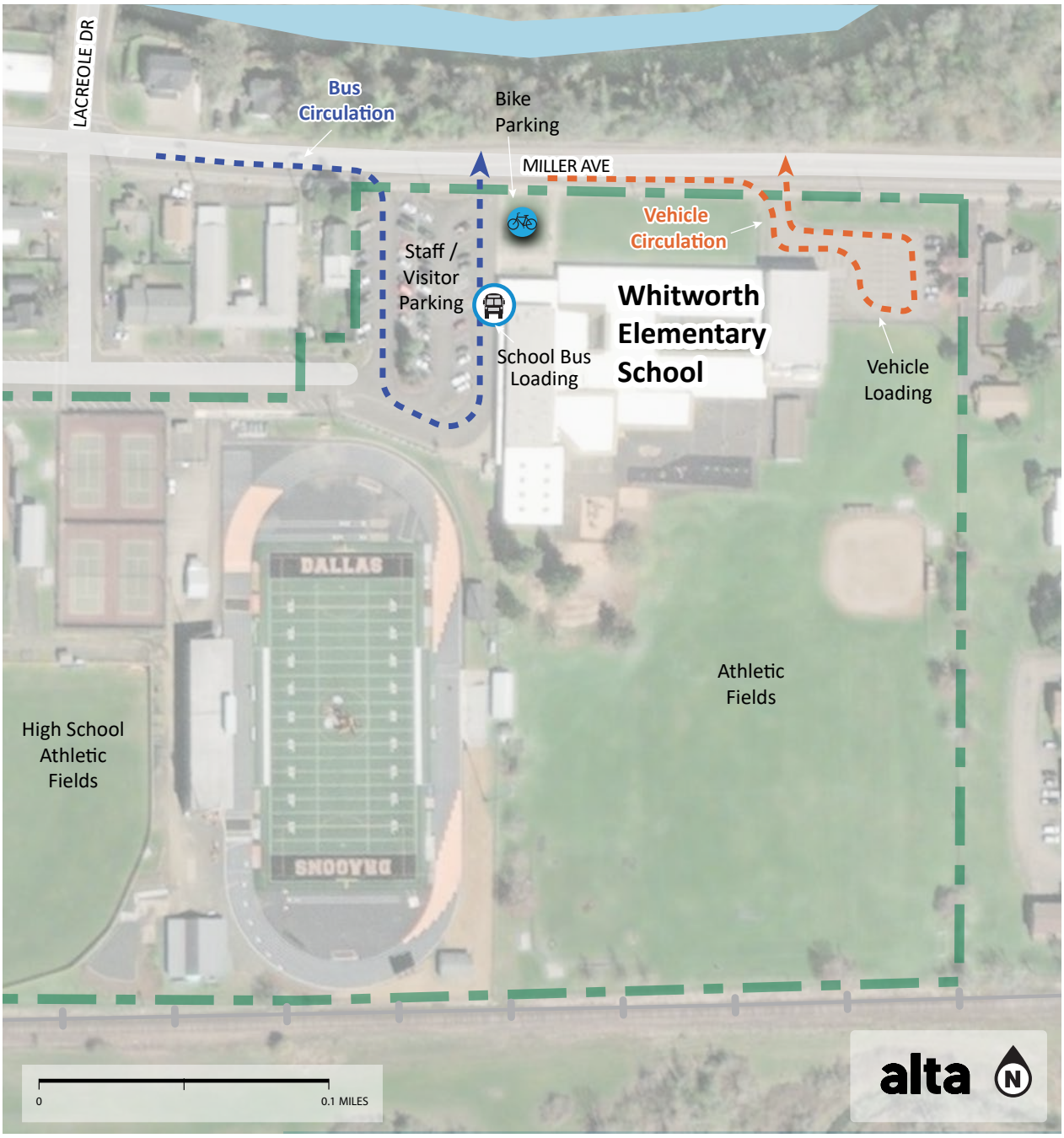
Vehicles: Parents and caregivers utilize the east parking lot of the school, and circulate counter-clockwise. The line of cars waiting to pick up students begins before school ends, and starts on the south side of Miller Ave.

School Buses: Buses enter the west parking lot and circulate counter-clockwise. The buses load and unload students on the west side of the building.

Pedestrians: Students walking to and from school use the sidewalk on Miller Ave or on the south sidewalk of Ash St.

Bicyclists: Students park their bikes by the flag pole near the north entrance. The majority use the sidewalk on the south side of Miller Ave since there is no bike infrastructure surrounding the school. At the end of the day, teachers group the students biking home and walk them to the crossing of Miller Ave at Fenton St, so that students can navigate the driveways and traffic safely.

Transit: Salem Area Mass Transit District (Cherriots) serves the City of Dallas and Polk County. The nearest bus stop is the West Valley Hospital stop located at SE Washington and SE Lewis, 0.46 mile from the high school. The 40X, 45 and 50X bus routes run every few hours Monday-Friday. There is also the 888 Monmouth Cutoff (Garten) bus stop, with the 45 bus that runs hourly that is 0.4 mile from the school.



WHITWORTH ELEMENTARY SCHOOL

SITE PLAN

LEGEND

- School Property
- City Boundary
- Railroad
- Water

alta

Oregon Department of Transportation
Safe Routes to School

SCHOOL CONTEXT:

LaCreole Middle

701 SE LACREOLE DR

PRINCIPAL:
Kasshawna Knoll

ENROLLMENT:
625

GRADES SERVED:
6-8

40% of students are below the poverty line.

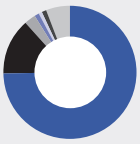
6% of students are Ever English Learners.

19% of students have a disability.

38% of students are chronically absent.

Transportation Disadvantage Index (TDI): **1.22**

DEMOGRAPHICS*



- White, non-Hispanic, 77%
- Hispanic, 14%
- American Indian/Alaska Native, 3%
- Black / African American, 1%
- Asian, 1%
- Native Hawaiian Pacific Island, 1%
- Multiracial 6%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,964
Spanish	81

Total Languages Spoken: 7

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

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

LaCreole Middle School Safety Assessment

Date: May 10, 2023

SCHOOL LAYOUT

LaCreole Middle School is located on the east side of Dallas along Lacreole Dr, a key north-south collector between Hwy 223 (Ellendale Ave) and Miller Ave. The school is adjacent to both the Strader Field Baseball complex to the north and Roger Jordan Community Park to the south (refer to the map on the next page).

The school is a collection of attached buildings with a main parking lot on the east side. There is a track and athletic fields on the south side of campus. Aside from Lacreole Dr, two east-west streets are key collectors in the area: Hankel St and Academy St. Although vehicles cannot drive east on Lacreole Dr pas the sports fields (the street connection ends), students are able to walk and bike this route to reach neighborhoods west of the school.

SITE CIRCULATION

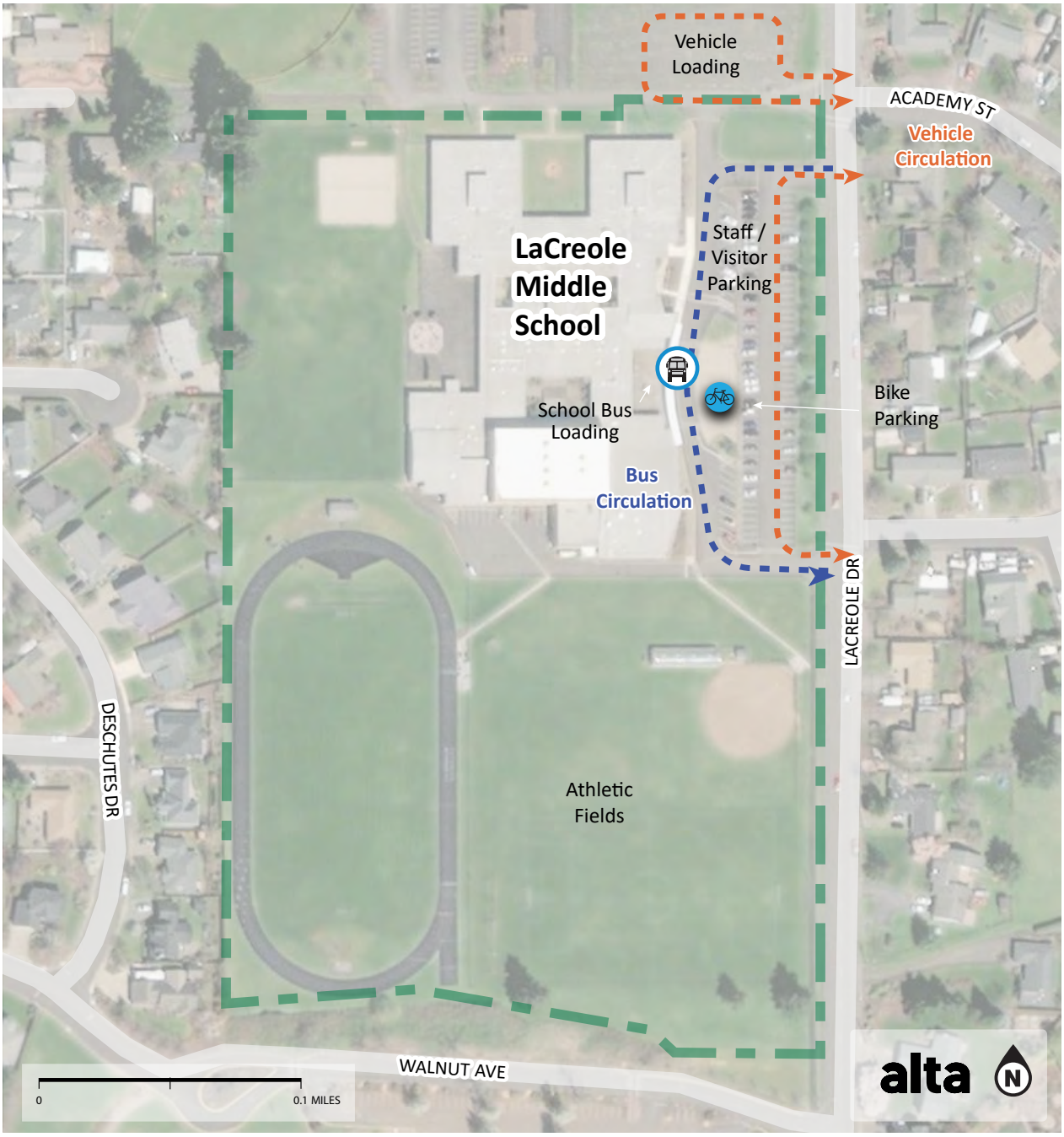
Vehicles: Parents and caretakers pick up and drop off students in two locations at LaCreole Middle: the church-owned parking lot to the north of the school, and the main lot east of the school. As a result, students walk in many directions during pick up and drop off.

School Buses: Bus drivers pull through the main lot from the north entrance to the south entrance to load and unload students curbside at the front entrance.

Pedestrians: Students walk to and from school in every direction, utilizing the complete sidewalk network in this part of town. Some students walk as far north as Ellendale Ave and beyond, though the majority walk to and from the south or west.

Bicyclists: Students park their bikes in the large plaza in the center of the east parking lot, which has multiple bike racks. Most students ride south after school, using the west side path along Lacreole Dr that connects to the park.

Transit: Salem Area Mass Transit District (Cherriots) serves the City of Dallas and Polk County. The nearest bus stop is the Dallas Downtown stop located at Kings Valley Hwy and SE Oak, 0.6 mile from the middle school. The 40X, 45 and 50X bus routes run every few hours Monday-Friday.



LACREOLE MIDDLE SCHOOL

SITE PLAN

LEGEND

- School Property
- City Boundary
- Railroad
- Water

alta

Oregon Department of Transportation
Safe Routes to School

SCHOOL CONTEXT:

Dallas High School

1250 SE HOLMAN AVE

PRINCIPAL:
Tanner Smith

ENROLLMENT:
882

GRADES SERVED:
9-12

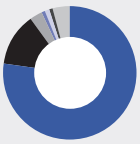
27% of students are below the poverty line.

5% of students are Ever English Learners.

17% of students have a disability.

41% of students are chronically absent.

Transportation Disadvantage Index (TDI): **1.26**



DEMOGRAPHICS*

- White, non-Hispanic, 78%
- Hispanic, 13%
- American Indian/Alaska Native, 3%
- Black / African American, 1%
- Asian, 1%
- Native Hawaiian Pacific Island, 1%
- Multiracial, 4%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,964
Spanish	81

Total Languages Spoken: 7

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

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

Dallas High School Safety Assessment

Date: May 10, 2023

SCHOOL LAYOUT

Dallas High School is the only high school in the City of Dallas. It is a public school located southeast of downtown. The school is adjacent to two other school campuses, the Chemeketa Community College and Whitworth Elementary (refer to the map on the next page).

The school includes a large complex of buildings with parking surrounding the campus on all sides. The primary lot used by students is the west lot off of Holman Ave. Students also park along Ash St in angled on street parking. Students walking and biking to school must use either Holman Ave or Ash St as there is no access to the school from the south nor east.

SITE CIRCULATION

Vehicles: Since many students are able to drive themselves, there is no designated drop off or pick up line at Dallas High. Instead, vehicle circulation primarily revolves around the availability of parking in either the west lot or along Ash St.

School Buses: Buses enter the northernmost driveway of the west parking lot from Holman Ave and exit onto Ash St.

Pedestrians: Students who walk to and from school most often use the main entrance on the west side or the north side entrance on Ash St. There is direct sidewalk access from both doors to the sidewalks on Holman Ave and Ash St. There is a covered walkway on the west side of the school north of the main entrance.

Bicyclists: Students park their bikes at one of the few uncovered racks on the southwest corner of the school complex.

Transit: Salem Area Mass Transit District (Cherriots) serves the City of Dallas and Polk County. The nearest bus stop is the West Valley Hospital stop located at SE Washington and SE Lewis, 0.3 mile from the high school. The 40X, 45 and 50X bus routes run every few hours Monday-Friday.

DALLAS HIGH SCHOOL

SITE PLAN

LEGEND

- School Property
- City Boundary
- Railroad
- Water

alta

Oregon Department of Transportation
Safe Routes to School

OTHER SCHOOLS IN DALLAS:

Oakdale Heights Elementary School

1375 SW MAPLE ST

PRINCIPAL: Todd Baughman

ENROLLMENT:
346

GRADES SERVED:
K-3

39% of students are below the poverty line.

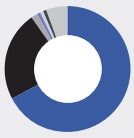
6% of students are Ever English Learners.

12% of students have a disability.

25% of students are chronically absent.

Transportation Disadvantage Index (TDI): **1.00**

DEMOGRAPHICS*



- White, non-Hispanic, 85%
- Hispanic, 29%
- American Indian/Alaska Native, 2%
- Black / African American, 1%
- Asian, 1%
- Native Hawaiian Pacific Island, 1%
- Multiracial, 7%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	2,964
Spanish	81

Total Languages Spoken: 7

Morrison Campus Alternative

1251 MAIN ST

PRINCIPAL: Ryan Sticka

ENROLLMENT:
56

GRADES SERVED:
Alternative School, 11-12

*No data available for racial/ethnic demographic or equity factors.

Source: Oregon Department of Education 2021-2022 school year

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

PREVIOUS SRTS EFFORTS

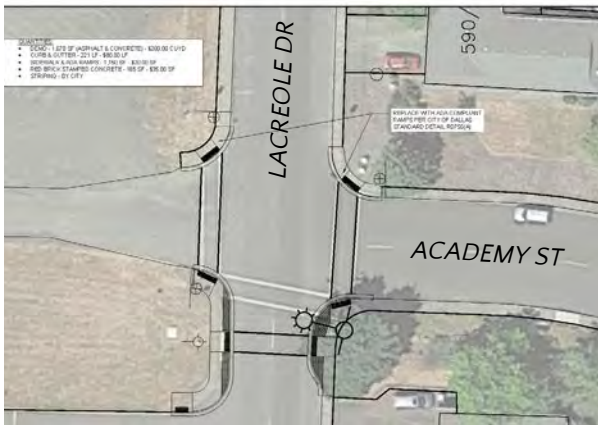
Education and Engagement Activities: Lyle Elementary School has partnered with the Oregon Department of Education for crossing guard training. Additionally, the police department has conducted bicycle trainings and rodeos with schools in the district.

Construction Activities: At the time of writing this Plan, a traffic light will soon be installed near Lyle Elementary School at the intersection of Ellendale Ave and Levens St.

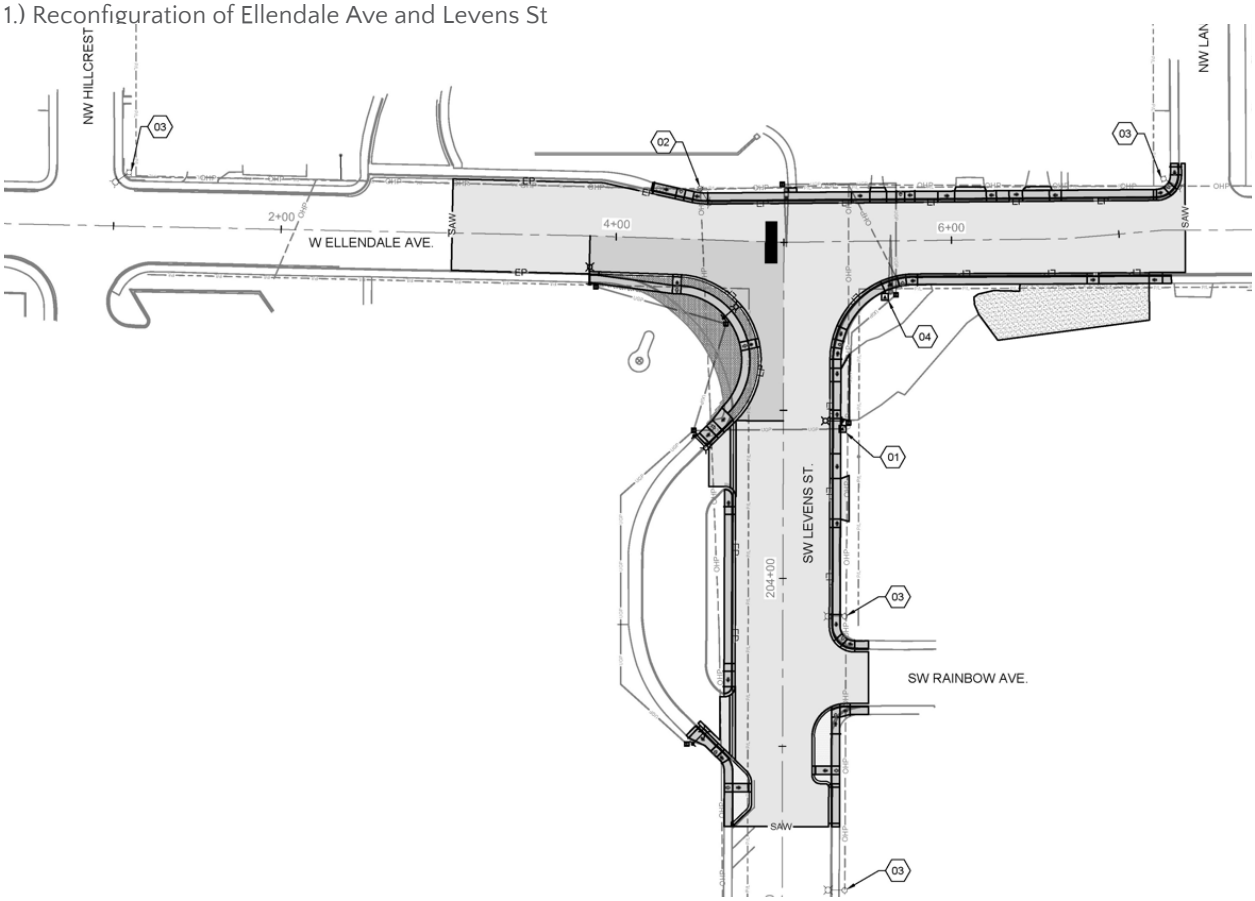
The City of Dallas applied for a Safe Routes to School construction grant during previous cycles for the following projects:

1.) Reconfiguration of Ellendale Ave and Levens St (see image below).

2.) Intersection improvements to LaCreole Dr and Academy St (see image to the right).



Above: The City of Dallas has drawn up plans to improve the intersection of LaCreole Dr and Academy St.

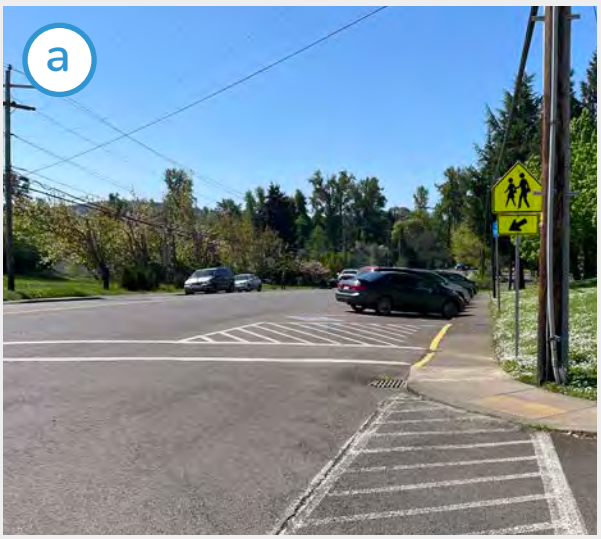


Above: The City of Dallas has been working on a redesign for the intersection of Levens St and Ellendale Ave.

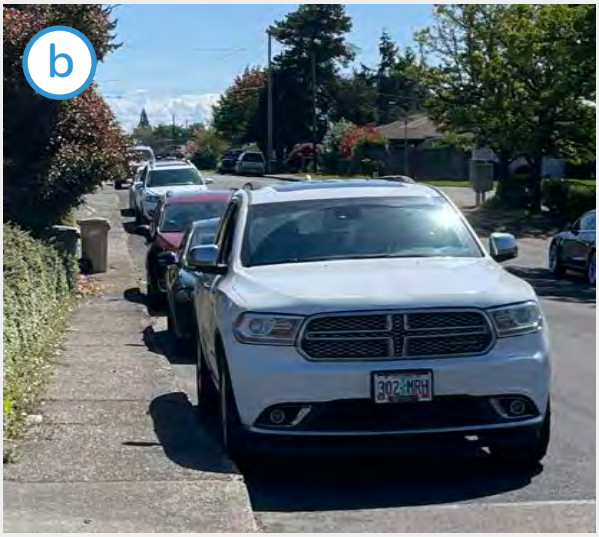
Bike and Pedestrian Facilities Inventory

Key Observations

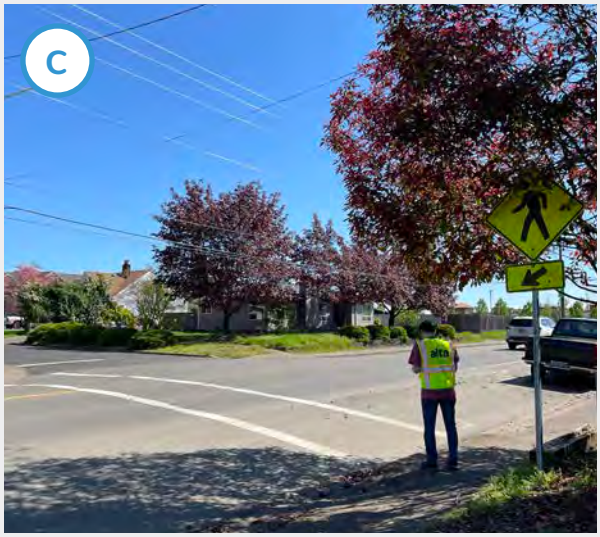
- Crossing Ellendale Ave is challenging for students and families walking and biking to Lyle Elementary School.
- The crosswalks near the entrance and driveway on the east side of Lyle Elementary are not ADA-compliant and have very long crossing distances.
- Students biking or walking to LaCreole Middle School must use large collector streets. However, the sidewalk network is fairly complete in this neighborhood and there is a highly used shared-use path to the south of the school.
- Ash St near Dallas High School and Whitworth Elementary is a wide street with heavy vehicular and pedestrian traffic, creating potential for user conflicts.
- Students walking or biking to Whitworth Elementary use a narrow sidewalk on the south side of Miller Ave.
- The crossing of Miller Ave at Fenton St is a key crossing for many students walking and biking to and from LaCreole Middle, Dallas High, and Whitworth Elementary.



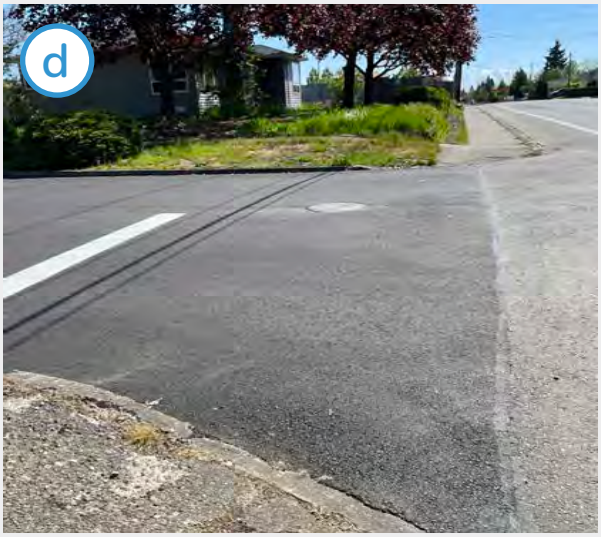
Crosswalks with long crossing distances and non-standard markings on the east side of Lyle Elementary.



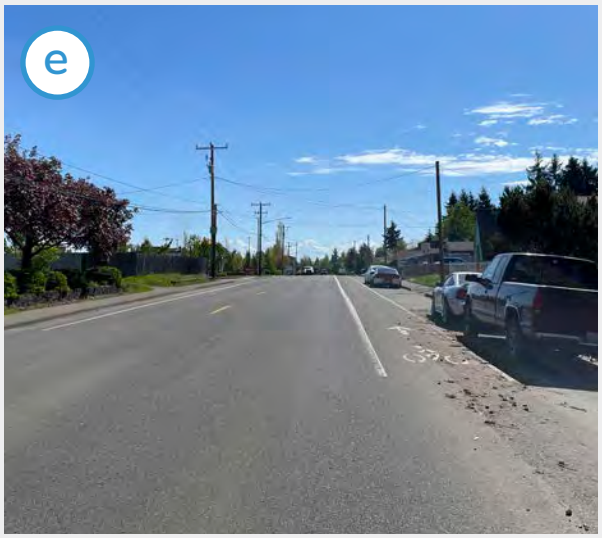
Garbage bins obstructing sidewalk access on Rainbow Ave near Lyle Elementary.



A tree obscures the pedestrian crossing sign at the intersection of Ellendale Ave and Lange St. This crossing lacks ADA-compliant curb ramps and continental crosswalk markings.

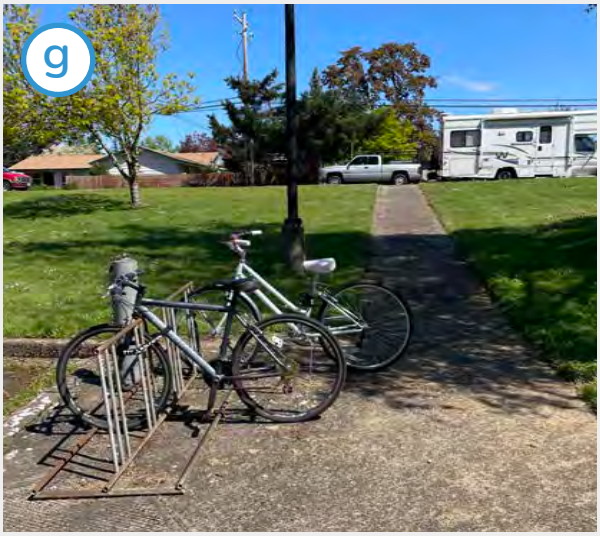


Corners at the intersection of Ellendale Ave and Lange St lack ADA-compliant curb ramps.

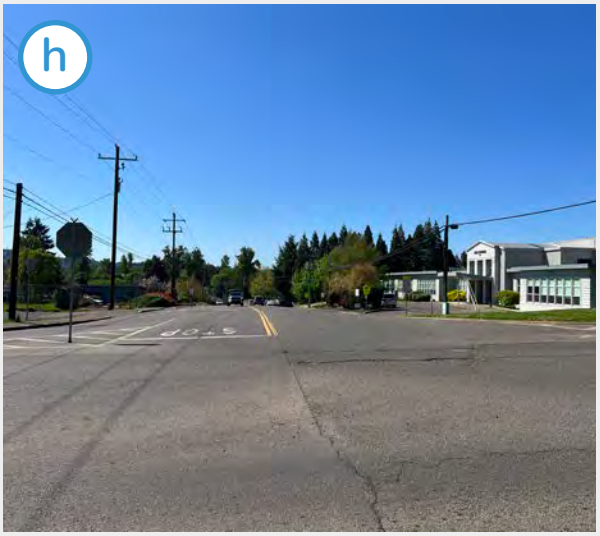


Bike lanes begin on W Ellendale Ave at Lange St. W Ellendale Ave is owned by the City of Dallas. E Ellendale Ave is under ODOT jurisdiction.

W Ellendale Ave near Lyle Elementary has lots of large trucks and freight traffic. The road is especially wide north of the school, at the westbound right-turn lane near the Dallas Retirement Village.



Bikes parked on the north side of Lyle Elementary.



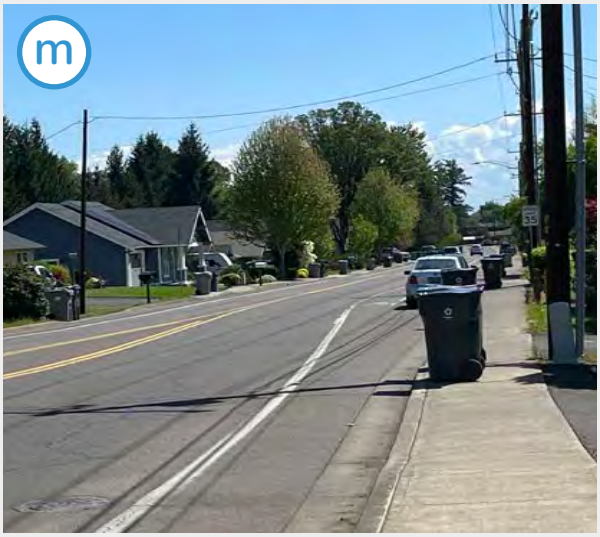
The intersection of Ellendale Ave and Levens St is very wide and has no marked pedestrian crossings. It is the closest intersection to Lyle Elementary.

Curb ramps adjacent to the ADA parking stalls on the east side of Lyle Elementary are not ADA-compliant. Parked cars overhang the sidewalk on the west side of Levens St.

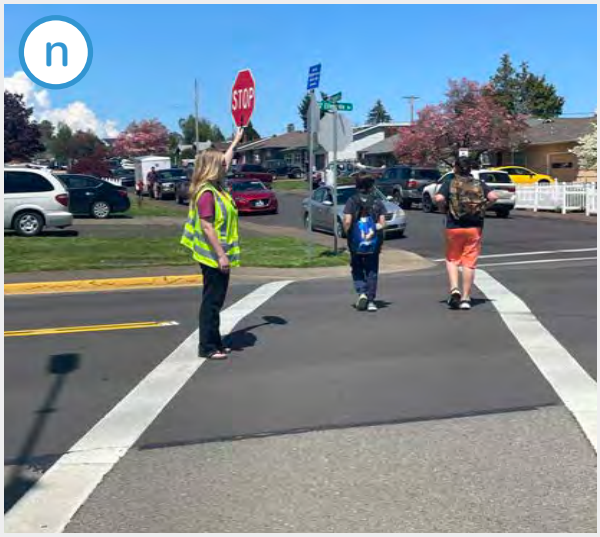
The driveway on the east side of Lyle Elementary is wide enough to accommodate two vehicle lanes, which creates space for drivers to pass the bus line and allowing for potential conflicts with people walking north and south on the Levens St sidewalk.

The skewed crosswalk angle at Levens St and Rainbow Ave increases the crossing distance for students.

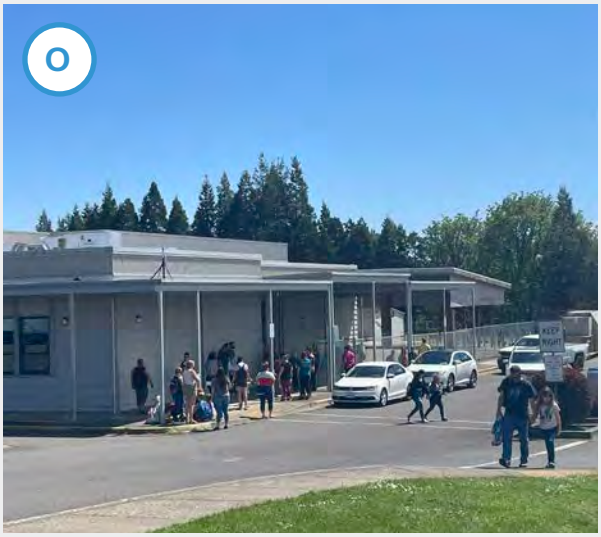
The crosswalk in front of Lyle Elementary leads to "no where" and does not use standard continental markings.



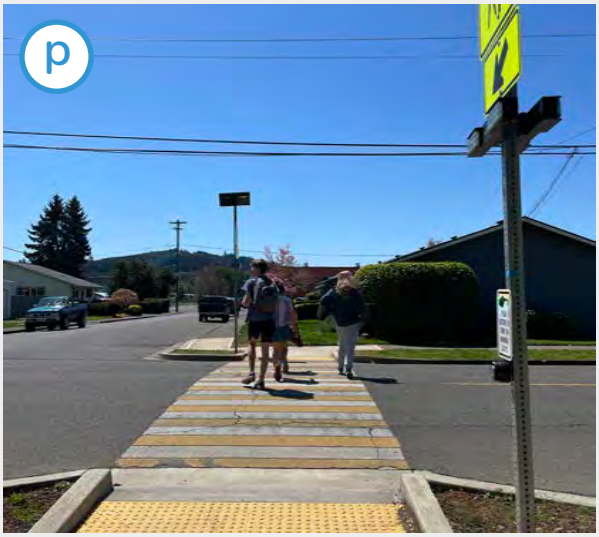
Garbage bins obstruct the sidewalk near Lyle Elementary.



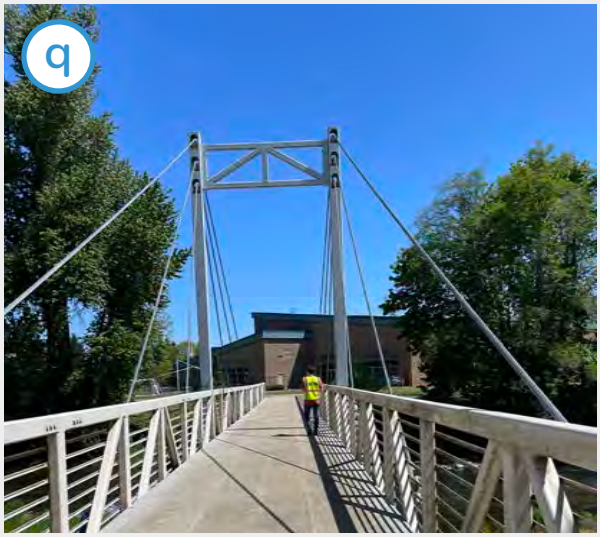
A crossing guard at Lyle Elementary helps students cross Ellendale Ave north of the school.



Students, parents, and teachers gather on the west side of Lyle Elementary after school during pick up.

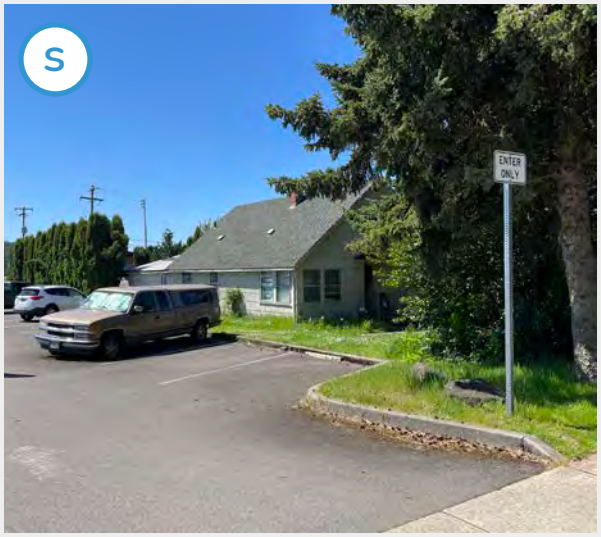


The enhanced crossing of Miller Ave at Fenton St near Dallas High School uses white and yellow alternating continental style markings. This design is employed by the City of Dallas for key crossing locations.

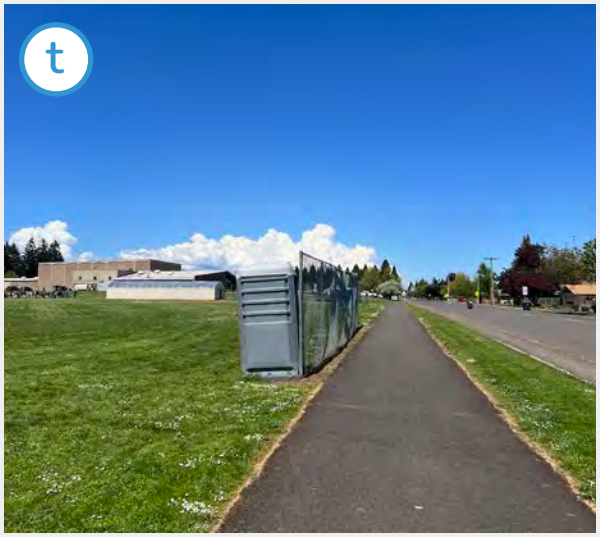


The bridge leading to the Dallas Aquatic Center is frequently used by students walking and biking to school.

The bike rack on the north side of Whitworth Elementary.



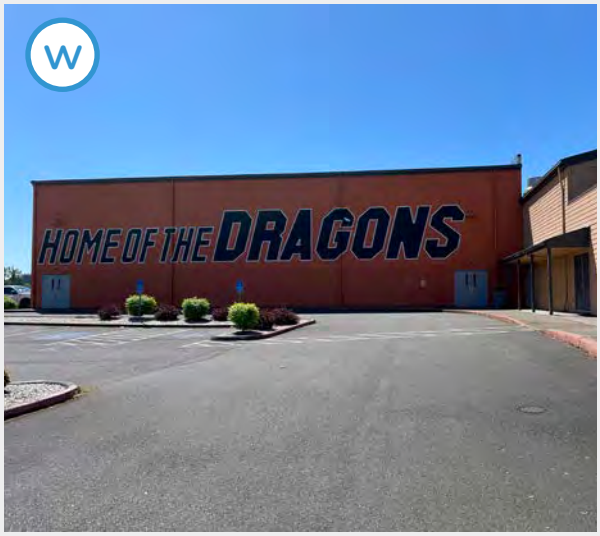
Buses for Whitworth Elementary enter eastbound on Miller Ave at the north side of the parking lot. The "ENTER ONLY" sign is small and not highly visible.



A shared use path connects Roger Jordan Community Park (south) to LaCreole Middle School (north).

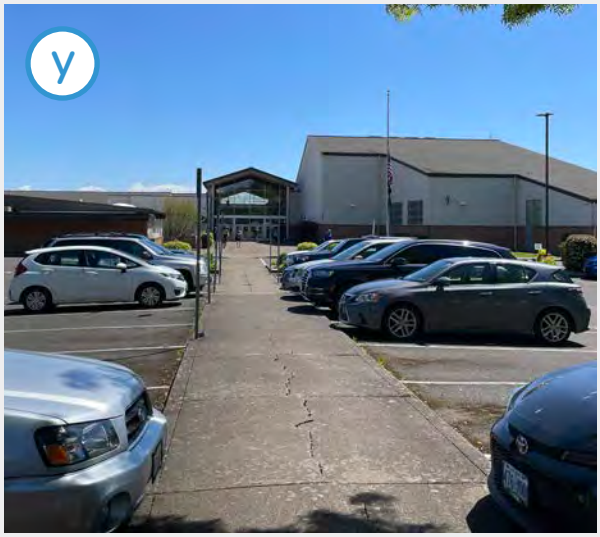
The bike rack at LaCreole Middle is on the west side of the school outside the entrance.

The each corner at the intersection of LaCreole Dr and Miller Ave has fencing to contain groups of students that gather to cross and funnel them into the crosswalk.

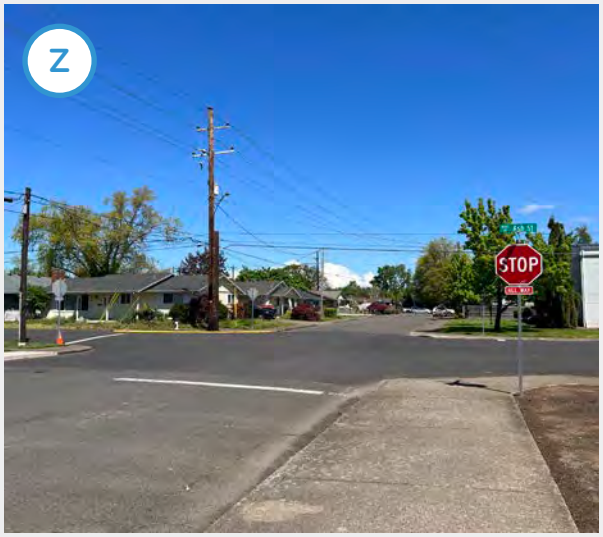


The crosswalk on the east parking lot of Dallas High School does not use standard continental crosswalk markings.

The crosswalk on the west side of the Dallas High School parking lot has ADA-compliant curb ramps but does not use standard continental crosswalk markings.



Parked vehicles overhang the sidewalk leading to the main Dallas High School entrance.



The intersection of Ash St and Holman Ave is a four way stop, but lacks crosswalks and ADA-compliant curb ramps.

Many students get picked up at the High School at the intersection of Ash St and Mason St. The crosswalks in this location are non-standard and lack ADA-compliant curb ramps.

Ash St is very wide and many drivers speed through the corridor.

There is no safe pedestrian facility on Holman Ave at the train tracks along Birch St.

The intersection of Holman Ave and Birch St lacks crosswalks and ADA-compliant curb ramps. Eastbound drivers on Birch St have a free left turn at Holman Ave because there is no stop sign in that direction.

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

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

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

Construction Project Recommendations

This section describes recommended construction projects within two miles of the focus schools. The map on the following page is a guide to the 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.

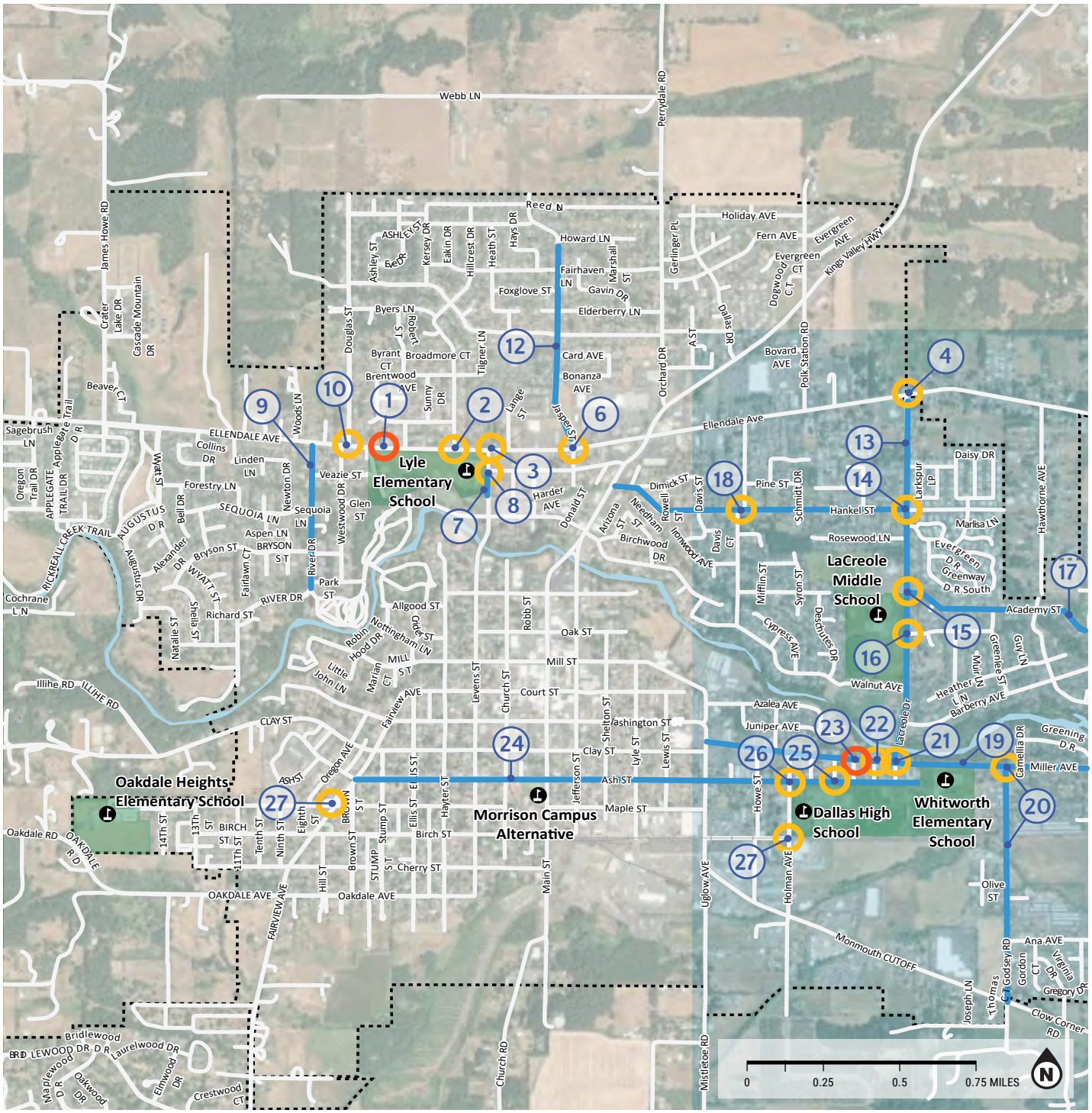
Some recommendations may be flagged with implementation next steps to provide guidance about how to move them forward:

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

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

How to read the recommendations map:

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



IMPROVEMENT RECOMMENDATIONS

IMPROVEMENTS

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

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

alta

Oregon Department of Transportation
Safe Routes to School

Table 1. Dallas School District Infrastructure Needs and Recommendations

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
City-Wide Recommendations			
CW1	Enforce city code prohibiting encroachments in public rights-of-way, easement, or public property.	City of Dallas	
CW2	*Upgrade crosswalks to standard high-visibility continental-style crosswalk markings throughout City, except at signalized intersections with ODOT roadways.	City of Dallas	
CW3	Consider adding curb stops to parking stalls to eliminate vehicle overhang.	City of Dallas	
CW4	Trim vegetation and ensure signs are visible to drivers.	City of Dallas	
Campus-Wide Recommendations			
	Lyle Elementary School Campus		
L1	Remove and replace existing crosswalk markings with high-visibility continental-style crosswalk markings*.	Dallas School District	
L2	Restripe and add signage to indicate crosswalk is for access to ADA parking stalls only. Alternatively, consider moving ADA stalls to a better suited location and remove crosswalk. Check ADA parking requirements to	Dallas School District	
L3	Refresh worn and faded pavement markings.	Dallas School District	
L4	Evaluate parking lot circulation after the nearby signal at Ellendale Ave and Levens St is installed and operational. The new signalized intersection may provide more gap opportunities for vehicles entering the roadway.	Dallas School District	
L5	Remove or replace signs if faded / illegible.	Dallas School District	
L6	Upgrade existing bike parking to U-shaped or staple bike racks. Construct covered bike parking if possible. Accommodate skateboard parking.	Dallas School District	
	Whitworth Elementary School Campus		
W1	Upgrade crosswalks to standard high visibility continental-style crosswalk markings throughout City per Recommendation No. 2	Dallas School District	
W2	Upgrade existing bike parking to U-shaped or staple bike racks. Construct covered bike parking if possible. Accommodate skateboard parking.	Dallas School District	
W3	Refresh pavement markings if worn or faded. Repaint yellow curb.	Dallas School District	
W4	Add another sign or relocate to a more visible location. Consider adding delineators to the Ellendale yellow centerline to prevent westbound drivers from turning left into the parking lot.	Dallas School District	
	LaCreole Middle School Campus		
LC1	*Upgrade crosswalks to standard high-visibility continental-style crosswalk markings**	Dallas School District	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
LC2	Upgrade existing bike parking to U-shaped or staple bike racks. Construct covered bike parking if possible. Accommodate skateboard parking.	Dallas School District	
	Dallas High School Campus		
D1	Upgrade crosswalks to standard high visibility continental-style crosswalk markings throughout City.	Dallas School District	
D2	Upgrade ramps to be ADA compliant.	Dallas School District	
D3	Consider adding curb stops to parking stalls to eliminate vehicle overhang.	Dallas School District	
D4	Install bike parking: implement U-shaped or staple bike racks. Construct covered bike parking if possible. Accommodate skateboard parking.	Dallas School District	
Recommendations near Lyle Elementary			
	Ellendale Ave (Hwy 223)		
1	Reinforce the existing school zone on Ellendale Ave between Douglas St and Jasper St by adding flashers to the school zone signs and replacing the Time of Day signs (OS4-8) with WHEN FLASHING signs (S4-4P).	ODOT	
	Intersection of Ellendale Ave and Hillcrest Dr		
2a	Install an in-street student crossing marker (R1-6b) at the centerline to increase crosswalk visibility. Construct a curb extension on the northwest corner to reduce crossing distance and prevent passing on the right.	City of Dallas	**Quick Build Compatible**
2b	Upgrade crosswalks to standard high-visibility continental-style crosswalk markings* with ADA compliant ramps on south, west, and north legs of intersection.	City of Dallas	**Quick Build Compatible**
	Intersection of Ellendale Ave and Levens St		
3	Follow the 95% design review plans and engineering recommendations provided by the City of Dallas. Reconstruct intersection to reduce turning radius of the southwest corner of the intersection and upgrade all curb ramps to ADA standards.	City of Dallas	**ODOT SRTS Construction Grant Priority**
	Intersection of Ellendale Ave and LeCreole Dr		
4	Consider adding a Leading Pedestrian Interval (LPI) of three to five seconds to allow pedestrians a head start into crosswalk before turning vehicles are given a green signal indication. Consider replacing signal head backplates with retroreflective borders to be more visible and conspicuous in both daytime and nighttime conditions.	ODOT	**Requires Additional Traffic Analysis**

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
	Intersection of Ellendale Ave and Lange St		
5	Upgrade crosswalks to standard high-visibility continental-style crosswalk markings* with ADA ramps on west and north legs of intersection. Consider "gating" the crosswalk by installing school crosswalk signage back-to-back on both sides of the street for higher visibility. Note that this recommendation may be disregarded if recommendation #3 is implemented.	City of Dallas	
	Intersection of Ellendale Ave and Jasper St		
6	Upgrade crosswalks to standard high-visibility continental-style crosswalk markings* with ADA ramps on west and north legs of intersection.	City of Dallas	
	Levens St		
7	Consider adding curb stops to parking stalls to eliminate overhanging.	City of Dallas	
	Intersection of Levens St and Rainbow Ave		
8a	Realign crosswalk and construct curb extensions with ADA compliant ramps per the Levens St and Ellendale Intersection Improvement Plan, but ensure that the crosswalk is perpendicular to the roadway and not at an angle to minimize the crossing distance. Consider enhancing the crossing across the Levens St with Rectangular Rapid Flashing Beacons (RRFBs).	City of Dallas	**Quick Build Compatible**
8b	Consider adding curb stops to parking stalls to eliminate vehicle overhang.	City of Dallas	
	River Dr		
9	Designate River Dr south of Ellendale Ave as a neighborhood greenway/bike boulevard and install appropriate signage and pavement markings. Consider adding neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds and discourage cut-through traffic along River Dr.	City of Dallas	
	Douglas St		
10	Consider upgrading crosswalks to standard high-visibility continental-style crosswalk markings* with ADA ramps on west leg of intersection.	City of Dallas	
	Hillcrest Dr		
11	Designate Hillcrest Dr from Reed Ln to Ellendale Ave as a neighborhood greenway/bike boulevard and install appropriate signage and pavement markings. Consider adding neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds and discourage cut-through traffic along Hillcrest Dr.	City of Dallas	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
	Jasper St		
12	Restripe existing bike lanes as buffered bike lanes on NW Jasper St by reallocating lane width for buffered space.	City of Dallas	
Recommendations near LaCreole Middle School			
	LaCreole Dr		
13	Consider implementing traffic calming elements such as speed cushions, raised crosswalks, or speed feedback signs to calm speeds along the roadway.	City of Dallas	
	Intersection of LaCreole Dr and Hankel St		
14	Add ADA compliant ramps on all four legs at this intersection. Install a standard high visibility continental-style crosswalk and Rapid Rectangular Flashing Beacon (RRFB) on the north leg of the intersection crossing LaCreole Dr.	City of Dallas	
	Intersection of LaCreole Dr and Academy St		
15	Upgrade existing crosswalks to standard high visibility continental-style crosswalk markings with ADA compliant ramps at this location. Consider installing a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions. Note that the City already has designs for this intersection; however, the plans do not show continental-style cross walk markings.	City of Dallas	**ODOT SRTS Construction Grant Priority**
	Intersection of LaCreole Dr and Greenbriar St		
16	Upgrade existing crosswalks to standard high-visibility continental-style crosswalk markings* with ADA compliant ramps at this location.	City of Dallas	
	Academy St		
17	Upgrade crosswalks to standard high-visibility continental-style crosswalk markings* with ADA compliant curbs along Academy St from Uglow St to SE Fir Villa Rd.	City of Dallas	
	Hankel St		
18a	Consider designating Hankel St from Kings Valley Highway to Lacreole St as a neighborhood greenway/bike boulevard and install appropriate signage and pavement markings. Consider adding neighborhood greenway elements such as traffic circles, speed cushions, and wayfinding signage to reduce vehicle speeds and discourage cut-through traffic along Hankel St.	City of Dallas	
	Intersection of Hankel St and Uglow St		
18b	Add a standard high-visibility continental-style crosswalk markings* with ADA compliant ramps across Hankel St between the north and south offset legs of Uglow St.	City of Dallas	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
Recommendations near Whitworth Elementary and Dallas High School			
	Miller Ave		
19a	Consider installing buffered bike lanes along Miller Ave between Lacreole Dr and Godsey Rd by removing parking lanes and reallocating the curb space. Consider constructing a shared use path (SUP) on the south side of Miller Ave between Whitworth ES and Fenton St to connect to the Rickreall Creek bridge.	City of Dallas	**Requires More Detailed Design**
19b	Add standard high-visibility continental-style crosswalk markings* with ADA compliant curbs to intersections along the south side of Miller Ave from Uglow Ave to Appleseed Dr.	City of Dallas	
	Godsey Rd		
20a	Construct a pedestrian facility on both sides of Godsey Rd from Monmouth Cutoff Rd to Miller Ave. Replace Godsey Rd bridge to accommodate pedestrian facilities.	City of Dallas	
20b	At the intersection of Godsey Rd and Miller Ave, onsider rebuilding the southwest and southeast corners of the intersection with ADA compliant ramps to reduce the vehicle turning radius and pedestrian crossing distance.	City of Dallas	
	Intersection of Miller Ave and LaCreole Dr		
21	Consider rebuilding all corners of this intersection with ADA compliant ramps to reduce the vehicle turning radius and pedestrian crossing distance. Consider reopening the east leg of the intersection to pedestrian crossings. Remove sidewalk railing on those corners and restripe existing crosswalks to high visibility continental-style crosswalks. While this intersection has yet to warrant a signal, consider alternative infrastructure to help pedestrians cross, such as signage, rectangular rapid flashing beacons, or pedestrian hybrid signals. As an alternative to enhancing the east leg of this intersection, consider adding a mid-block crossing east on Miller directly north of Whitworth Elementary.	City of Dallas	**Requires Additional Traffic Analysis**
	Intersection of Miller Ave and Eubanks St		
22	Restripe existing crosswalk with standard high visibility continental-style crosswalk markings. Construct ADA compliant ramps on the north and south approach of the crosswalk.	City of Dallas	
	Intersection of Miller Ave and Fenton St		
23	Install crosswalk warning signs in advance of the crosswalk in both directions per the Manual on Uniform Traffic Control Devices (MUTCD).	City of Dallas	
	Ash St		
24a	Designate Ash St a neighborhood greenway from Whitworth Elementary to Fairview Ave and add a center line stripe. On Ash St between Holman Ave and Whitworth Elementary, control speeding by implementing traffic calming measures. Consider adding sharrows and protected bike lanes and constructing speed cushions or raised crosswalks along this extent, and add curb extensions at the crossings that do not have raised crosswalks. Finally, install additional lighting along this extent.	City of Dallas	**Demonstration Project Compatible**

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
24b	Restripe parking stalls to standard angle stalls and drive aisle widths.	City of Dallas	
24c	Upgrade crosswalks to standard high-visibility continental-style crosswalk markings* with ADA compliant ramps along Ash St from Uglow Ave to Ash St	City of Dallas	
	Intersection of Ash St and Mason St		
25	Interim: Add painted curb extensions and expand pedestrian space on the south side of the intersection using flexible delineators and paint, or planters. Full-build: Construct raised curb extension on all corners and consider a concrete bulb-out on the south leg of the intersection to prevent drivers from stopping in the intersection	City of Dallas	**Quick Build Compatible**
	Holman Ave		
	Intersection of Holman Ave and Ash St		
26	Add standard high-visibility continental-style crosswalk markings* with extended ADA compliant curb ramps on all legs of intersection.	City of Dallas	
	Intersection of Holman Ave and Birch St		
27	Add stop sign and stop bar to the Birch St approach at intersection.	City of Dallas	
Recommendations near Oakdale Elementary School			
	Intersection of Kings Valley Highway and Maple St		
28	Reconstruct the southeast corner of the intersection by moving the westbound curb ramp further south, so that the crosswalk on the south leg is more perpendicular to the roadway. Construct ADA curb ramps on both corners of the south leg and add curb extensions. Add a standard high-visibility continental-style crosswalk markings across the south leg. Note that the curb ramp changes on the south leg may require reducing or reconfiguring driveway access for the property on the southeast corner of the intersection. Consider installing a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions.	ODOT	**Quick Build Compatible**

**Standard high-visibility continental-style crosswalk markings:*

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

However, this plan encourages the continued use of the yellow and white longitudinal bars implemented at key crosswalks by the City of Dallas.

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. Successful programs and educational initiatives will require close partnership between Dallas School District and the City of Dallas.

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

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

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

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

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

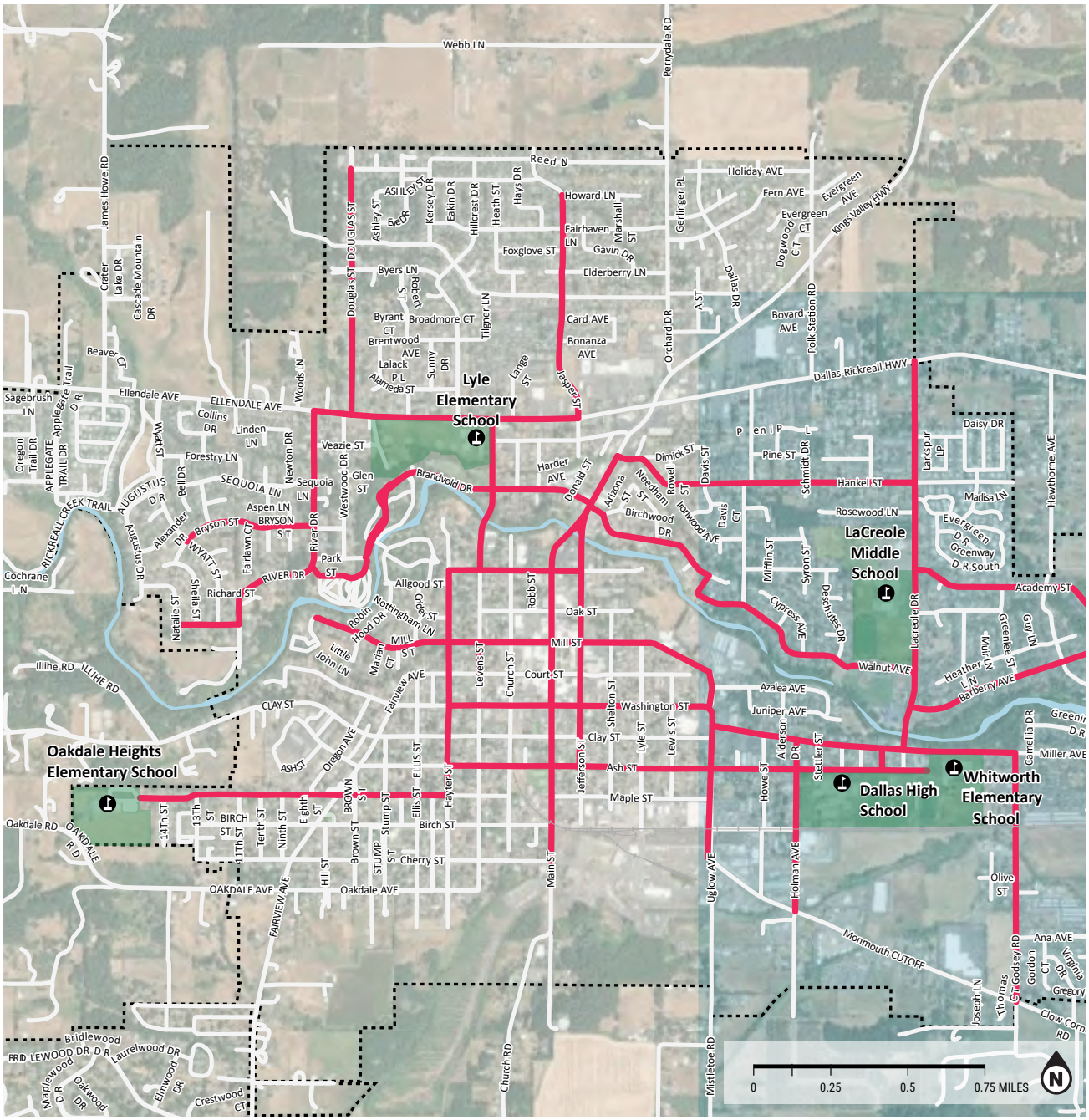
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

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

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

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



PRIORITY ROUTES

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School

Table 2. Dallas School District Education and Encouragement Recommendations

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

Activity	Responsible Party	Description	Resources Needed	Inclusion Considerations	Measures of Success
School Zone Traffic Safety Campaign	School Administration	A school zone traffic safety campaign can be used to share simple safety messages, encourage attentive behavior, and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish and/or other languages as needed.	Feedback from families, observations from school leadership
Walking School Bus and Bike Train	Parent volunteers, administers, SRTS Coordinator, Parents/Caregivers	Bike Train or Walking School Bus events could be held periodically to raise awareness of these options among students and families (for example, as part of Walk + Roll to School Day). With interest from the school community, an SRTS Coordinator could help staff and parents organize a regular Walking School Bus or Bike Train for students who usually walk alone or whose parents have work schedules that conflict with drop-off times.	Communications to parents, routes and meet-up points, signs, staff/ volunteer time	"Provide materials in Spanish and/or other languages as needed. Consider how students with mobility challenges can participate."	Number of students participating, feedback from families
Walk+Roll to School Day (one of five options listed below)	ODOT SRTS Team, SRTS Coordinator, Schools	Organize a Walk + Roll to School Day to encourage and 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 are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
Ruby Bridges Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	The perfect opportunity to teach children about the civil rights movement and make connections to today's collective efforts for change. Ruby Bridges Walk to School Day gives children the opportunity to celebrate Ruby's courage by walking to school.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. For example, consider locations to hold a remote drop-off site, such as a park or other landmark, where students can meet and walk to school together.	Number of students and community members participating

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

Activity	Responsible Party	Description	Resources Needed	Inclusion Considerations	Measures of Success
Lunchtime or After School Walking Club	Teachers or After-School Program Staff	To get students moving during the school day or after school, parent or teacher volunteers could lead small groups of students on walks. This is also an opportunity for students to familiarize themselves with what routes they may be able to take the school and practice safe walking.	Parent or teacher volunteers, safety vests (optional)	Consider how students with mobility challenges may need extra support participating	"Number of interested volunteers, number of interested students, increase in students walking and biking to school outside the club"
"Promote biking and walking safety through school curriculum"	Teachers/ School Staff	Consider incorporating activities related to active transportation into classes to promote greater awareness of travel by these modes. For example, math classes may help with pedestrian counts and art classes may make creative walking route maps.	Lesson plans	Incorporate users of mobility devices into pedestrian counts	More conversation and curiosity from students about active transportation
Communication and Engagement with Parents and Caregivers	School Administration	Send a letter to parents at the beginning of the year with travel safety tips and how they can add to their children's learning about active transportation through walking with them and volunteer opportunities	Letter template, travel tips flyer	"Provide materials in Spanish, or other languages as needed."	Parent interest in volunteering or engagement in walking and rolling
Bike 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
Jump Start Bike and Pedestrian Safety Education Training for PE Teachers	ODOT SRTS Team, School Administration	Coordinate with ODOT SRTS team to host free training for PE teachers to get the skills they need to teach bike and pedestrian safety in PE classes	Free education with the potential to include bike fleets and helmets for student use.	Consider how students with disabilities could participate	Number of students participating, skills learned, number of volunteers
Cocoa for Carpools	Teachers/ School Staff	Offer hot cocoa or other treats to encourage and celebrate students who carpool to school. It can also be fun to include a selfie or photo contest.	Food, music, decorations, photo contest guidelines, promotional materials	"Provide materials in Spanish and/or other languages as needed."	Number of students participating, increase in carpooling

Activity	Responsible Party	Description	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

RECOMMENDATIONS HIGHLIGHT:

Neighborhood Greenways

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

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

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

Speed humps help to slow traffic.

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

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

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

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.

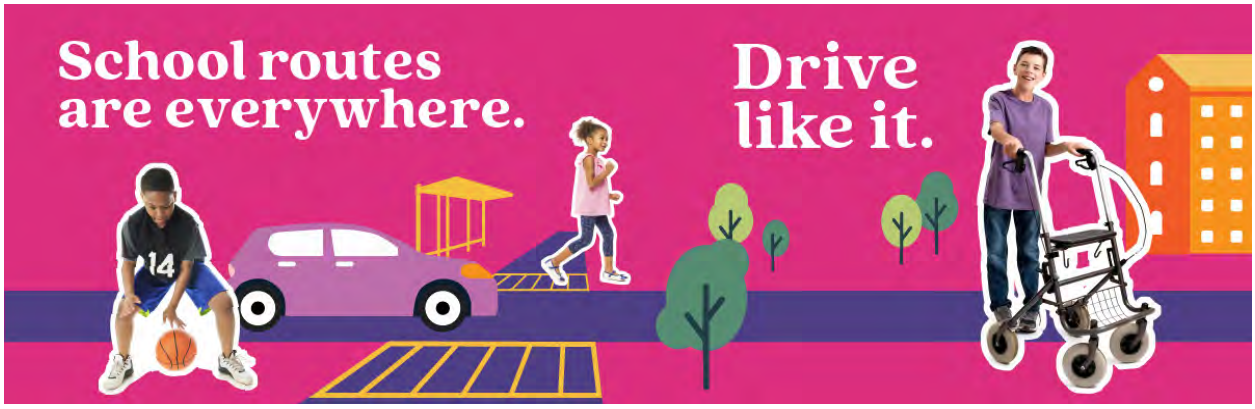
Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments. This grant can also provide technical assistance with hiring a coordinator, developing a work plan, and getting the program off the ground.

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.

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

Prioritization Criteria

How should we prioritize projects in your community?

SAFETY ★

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

EQUITY

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

PROXIMITY TO SCHOOL

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

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

High Priority Construction Projects

Table 3 lists the top-priority improvements recommended for the 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 Dallas and Dallas School District will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3. City of Dallas Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Ash St (Recommendation 24)	
Designate Ash St a neighborhood greenway from Whitworth Elementary to Fairview Ave and add a center line stripe. On Ash St between Holman Ave and Whitworth Elementary, control speeding by implementing traffic calming measures. Consider adding sharrows and protected bike lanes and constructing speed cushions or raised crosswalks along this extent, and add curb extensions at the crossings that do not have raised crosswalks. Finally, install additional lighting along this extent. Restripe parking stalls to standard angle stalls and drive aisle widths. Upgrade crosswalks to standard high-visibility continental-style crosswalk markings* with ADA compliant ramps along Ash St from Uglow Ave to Ash St	$357,505
Levens St (Recommendation 8)	
Realign crosswalk and construct curb extensions with ADA compliant ramps per the Levens St and Ellendale Intersection Improvement Plan, but ensure that the crosswalk is perpendicular to the roadway and not at an angle to minimize the crossing distance. Consider enhancing the crossing across the Levens St with Rectangular Rapid Flashing Beacons (RRFBs). Consider adding curb stops to parking stalls to eliminate vehicle overhang.	$108,345
LaCreole Dr and Academy St (Recommendation 15)	
Upgrade existing crosswalks to standard high visibility continental-style crosswalk markings with ADA compliant ramps at this location. Consider installing a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions (Note: ramps and RRFB not included in cost) Note that the City already has designs for this intersection; however, the plans do not show continental-style cross walk markings.	$8,650
Total Project Cost (Including additional engineering costs)	**$991,700**

Table 4. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF DALLAS
Relevant Right of Way ownership	City of Dallas
Utility implications	N/A
Environmental resource implications	N/A
Stormwater management implications	N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?	N/A
AADT	N/A
Priority Safety Corridor	No

Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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

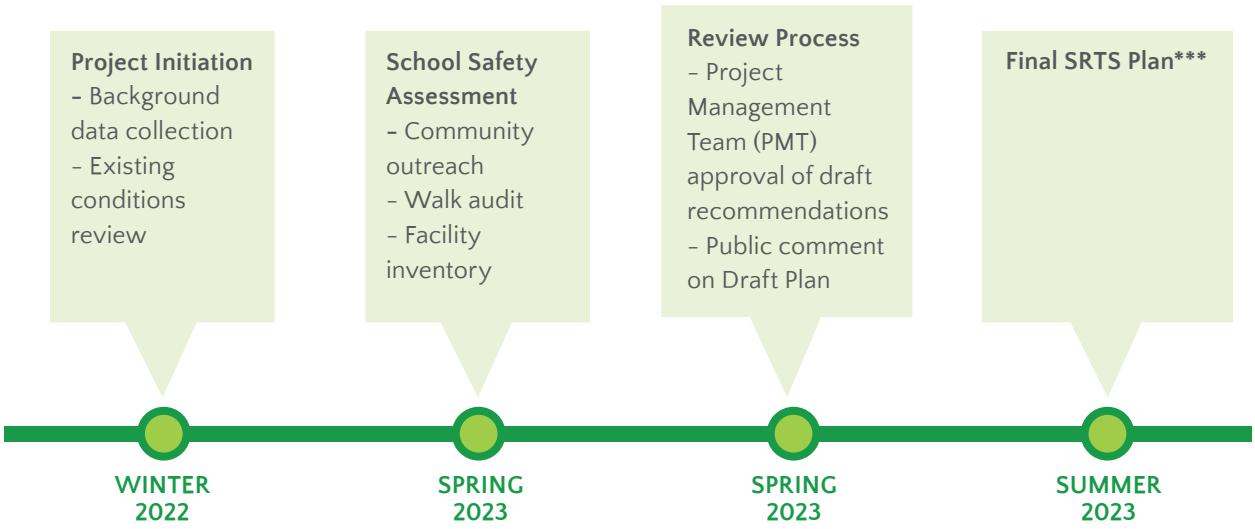
1. Coordination between practitioners through Regional Hubs that meet monthly https://www.oregonsaferoutes.org/contact
2. Trainings and resource guides, which can be found on the Oregon SRTS website https://www.oregonsaferoutes.org/resources/
3. Incentives, activities, and messaging for monthly Walk+Roll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

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

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

APPENDIX B. PLANNING PROCESS

The Dallas SRTS Plan Process



Project Initiation

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

School Safety Assessment

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

WALK AUDIT

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

COMMUNITY MEETING

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

BIKE AND PEDESTRIAN FACILITY INVENTORY

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

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

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

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

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

Review Process

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

APPENDIX C. EXISTING CONDITIONS

Plan Review

DALLAS SCHOOL DISTRICT LONG RANGE FACILITIES PLAN (2019)

In the Long-Range Facilities Plan, safety measures were outlined for each School District building. One of the measures pertaining to pedestrian safety is noted below.

1c. Site Circulation Bus & Parent Loop- A safe site requires safe access to parent pick up and the buses. Where possible we recommend complete separation between student pedestrian walking routes, parent drop-off and pickup and the bus route through the site. Student walking routes should connect directly to the public streets' sidewalk routes.

DALLAS TSP (2008)

The purpose of the TSP is to develop a plan that addresses the transportation issues and needs for all users of Dallas's transportation network over a 20-year planning horizon. The TSP provides for a safe, efficient, multi-modal transportation network.

One of the goals outlined in the TSP is to develop a balanced transportation system that will meet the needs of all users, including youth, elderly, and those with physical disabilities. Such a transportation system does not depend solely on one mode of transportation, but rather provides a variety of transportation features to accommodate vehicle travel as well as public transportation, bicycling, and walking. An objective outlined is to develop, adopt, and enforce design standards for arterials and collectors describing minimum right-of-way width, pavement, pedestrian service, bicycle travel, and other parameters. Another goal was to encourage development patterns that offer connectivity and mobility options for all members of the community.

Pedestrian and Bicycle Facilities are included as a critical goal of the TSP, specifically the need to provide for an interconnected system of pedestrian and bicycle facilities in Dallas to serve commuter and recreational users.

OBJECTIVES

- Ensure and strengthen the presence of safe, attractive, and convenient pedestrian and bicycle access to and circulation in the downtown area.
- Develop or maintain safe, connected pedestrian and bicycle facilities near schools, residential districts, and commercial districts.
- Provide or require provision of sidewalks on all new public streets.
- Construct and maintain bike lanes, bike paths, and shared roadway shoulder routes.
- Identify safe connections for vehicles, bicycles, and pedestrians across OR 223 Kings Valley Highway and Dallas-Rickreall Highway.
- Improve safety at locations where roads cross bicycle, pedestrian, and rail facilities.
- Undertake special traffic studies in problem areas, as needed, such as around schools, to determine appropriate traffic controls to manage vehicle and pedestrian traffic effectively and safely.
- Encourage use of alternative modes of transportation such as transit, bicycling and walking that reduce impacts to the natural environment.

PEDESTRIAN FACILITIES

Sidewalks: Sidewalks are located along roadways, are separated from the roadway with a curb and/or planting strip, and have a hard, smooth surface, such as concrete. ODOT standard sidewalk width is 6'; standard sidewalk width in Dallas is 5'. Examples of sidewalks in Dallas are present throughout the downtown and along most major roadways.

Shared Use Paths: Shared use paths are used by a variety of non-motorized users, including pedestrians, cyclists, skaters, and runners. Shared use paths may be paved or unpaved, and are often wider than the average sidewalk (i.e. 10'-12'). An example of a shared use path in Dallas is the path that connects LaCreole Middle School to the Dallas Aquatic Center. This path connects two major destinations, as well as the adjacent sports complex and skate park.

Roadway Shoulders: Roadway shoulders often serve as pedestrian routes in many rural Oregon communities. On roadways with low traffic volumes

(i.e., less than 3,000 vehicles per day), roadway shoulders are often adequate for pedestrian travel. These roadways should have shoulders wide enough so that both pedestrians and bicyclists can use them, usually 6' or greater. Many of the roads leading into Dallas rely on roadway shoulders to accommodate pedestrian travel.

Existing Sidewalks

The Dallas pedestrian system can generally be characterized as comprehensive in certain areas of the city, such as downtown and along most major roadways, and lacking in other areas, such as on the outskirts of town and in developments built before code required sidewalks to be constructed with new development. Sidewalk obstructions, typically mail boxes, overgrown vegetation, and utility poles, also impede safe pedestrian travel.

Existing Sidewalks Conditions

Existing sidewalk width along arterials and collectors is 5 feet, with no separation from the roadway. Sidewalks in residential areas are 5 feet and, particularly surrounding the downtown core, are often accompanied by 8- to 10-foot planter strips. Development code requires standard 5' sidewalks for all new development; 4-foot park rows or planting strips are required on arterial and collector roadways.

Many sidewalks along arterials and collectors have old curb ramps that are not in compliance with new ADA standards and guidelines. Other curbs lack ramps entirely. When present, common deficiencies include ramps of insufficient width (less than 36 inches), ramps that are not aligned with the pedestrian flow, excessive slope (maximum of 1:12), excessive cross-slope (maximum of 1:50), no detectable warnings on walking surfaces, inadequate landings, and obstacles in the pedestrian path.

Pedestrian-actuated signal controls in Dallas are mounted inconsistently (some are oriented in the direction of travel, while others the opposite), most lacked tactile markings, and the visual instructions on a few were illegible due to wear. Visually impaired pedestrians would find many major intersections very challenging because of the traffic patterns, inaudible signals, and unprotected pedestrian phases, particularly at the junction of OR 223 – Dallas-Rickreall Highways and Kings Valley Highway with W Ellendale Ave and Main St.

BICYCLE FACILITIES

Shoulder Bikeway: These are paved roadways that have striped shoulders wide enough for bicycle travel. ODOT recommends a 6' paved shoulder to adequately provide for bicyclists; 4' minimum in constrained areas. Roadways with shoulders less than 4' are considered shared roadways. Sometimes shoulder bikeways are signed to alert motorists to expect bicycle travel along the roadway. OR 223 from SW Oakdale Ave south has a shoulder bikeway for approximately 200'.

Bike Lane: Bike lanes are portions of the roadway designated specifically for bicycle travel via a striped lane and pavement stencils. ODOT and Dallas standard width for a bicycle lane is 6'. The minimum width of a bicycle lane against a curb or adjacent to a parking lane is 5'. A bicycle lane may be as narrow as 4', but only in very constrained situations. Bike lanes are most appropriate on arterials and major collectors, where high traffic volumes and speeds warrant greater separation. Bicycle lanes are present on OR 223 (Kings Valley Highway) from approximately Orchard Drive to NE Polk Station Road.

EXISTING BIKEWAY LOCATIONS

Most arterial and collector roads in Dallas do not have designated bicycle facilities. Bicyclists must share the roadway with vehicle traffic and, in locations without sidewalks or paths, with pedestrians.

EXISTING DALLAS BIKEWAYS

Location	*Type*
Dallas-Rickreall Highway	Shoulder bikeway
SE Miller Ave	Bike lane
SE LaCreole Drive	Signed shared roadway
Kings Valley Highway	Bike lane/shoulder bikeway
W Ellendale Ave	Signed shared roadway/shoulder bikeway
SW Levens St	Signed shared roadway
OR 223/SW Fairview Ave	Shoulder bikeway

EXISTING BIKEWAY CONDITIONS

Most of the existing marked bikeway facilities have substandard facilities on one side of the roadway. SE Miller Ave, OR 223 – King's Valley Highway, and W Ellendale Ave have a wide shoulder or bicycle lane on one side of the roadway (typically 6' – 10') and a either a sub-standard or nonexistent shoulder or bicycle lane on the other side.

PEDESTRIAN FACILITY DEFICIENCIES

Though many of the arterials and collectors in Dallas have adequate existing pedestrian facilities, there are still several barriers that pedestrians must overcome:

• Limited street connectivity and land use clustering force many pedestrians to walk along arterial and collector roadways to access destinations. Many of these roadways have sidewalks near the center of town, but are only 5' wide and curb tight. The lack of buffers (planter strip, bicycle lanes or on-street parking) can make walking uncomfortable and potentially dangerous next to high-speed traffic.

• Crossing OR 223 – Dallas Rickreall Highway is challenging due to long distances between signalized intersections and marked crossings. This discourages pedestrians from walking to services along the roadway and may endanger those who chose to dart across the roadway to reach their desired destinations.

• Sidewalks in many parts of Dallas are in substandard condition due to deferred maintenance, particularly on SW Church and SW Fairview/OR 223 as they approach the city limits. Cracking and heaving are two of the most common maintenance problems. Additionally, overgrown vegetation obstructs the sidewalk in some places, ostensibly blocking the walkway and forcing pedestrians to walk in the road.

• Streets and roads in perimeter areas lack basic pedestrian facilities such as shoulders.

• The intersection of SW Levens St and W Ellendale does not provide any pedestrian accommodation, despite its proximity to the elementary school, sports complex, and access to downtown. Sidewalks in this area are also in poor repair, lack curb ramps, and are blocked by overgrown vegetation. The intersection is also the junction of the truck route. These barriers make it difficult and intimidating for children and others to access the area.

BICYCLE FACILITY DEFICIENCIES

• Existing facilities need to be upgraded to provide adequate bikeway facilities in both directions of travel. For example, SE Miller Ave has a generous marked bicycle lane on the south side of the roadway from just west of SE Godsey Road to SE Fir Villa Road, but no shoulder or bicycle lane on the north side. W Ellendale Ave is similar. A 7-foot shoulder exists on the south side of the roadway from the city limits to SE Levens St, but there is no shoulder on the north side of the road.

• Several local bicyclists were observed riding on the sidewalk and against traffic. This may be due to the lack of facilities on both sides of the roadway or lack of education about safe bicycling techniques.

POTENTIAL PEDESTRIAN IMPROVEMENTS

New Sidewalks:

Miller Road: Construct new sidewalk from just east of LaCreole to just west of Fir Villa

Sidewalk Improvements: (Mill St) Improve sidewalk condition between Jefferson and Uglow, make curb ramps ADA accessible, fill in missing segments.

Uglow Ave (In-fill sidewalk segments between Ash St and railroad tracks)

Intersection Improvements

LaCreole and Miller: Improve pedestrian safety by signalizing intersection, marking crosswalks, and installing pedestrian signal heads.

Ash and Uglow: Improve pedestrian and bicyclist safety with marked crosswalks, curb extensions, and warning signage.

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

Lyle Elementary School has partnered with the Oregon Department of Education for crossing guard training. Additionally, the police department has conducted bicycle trainings and rodeos with schools in the district.

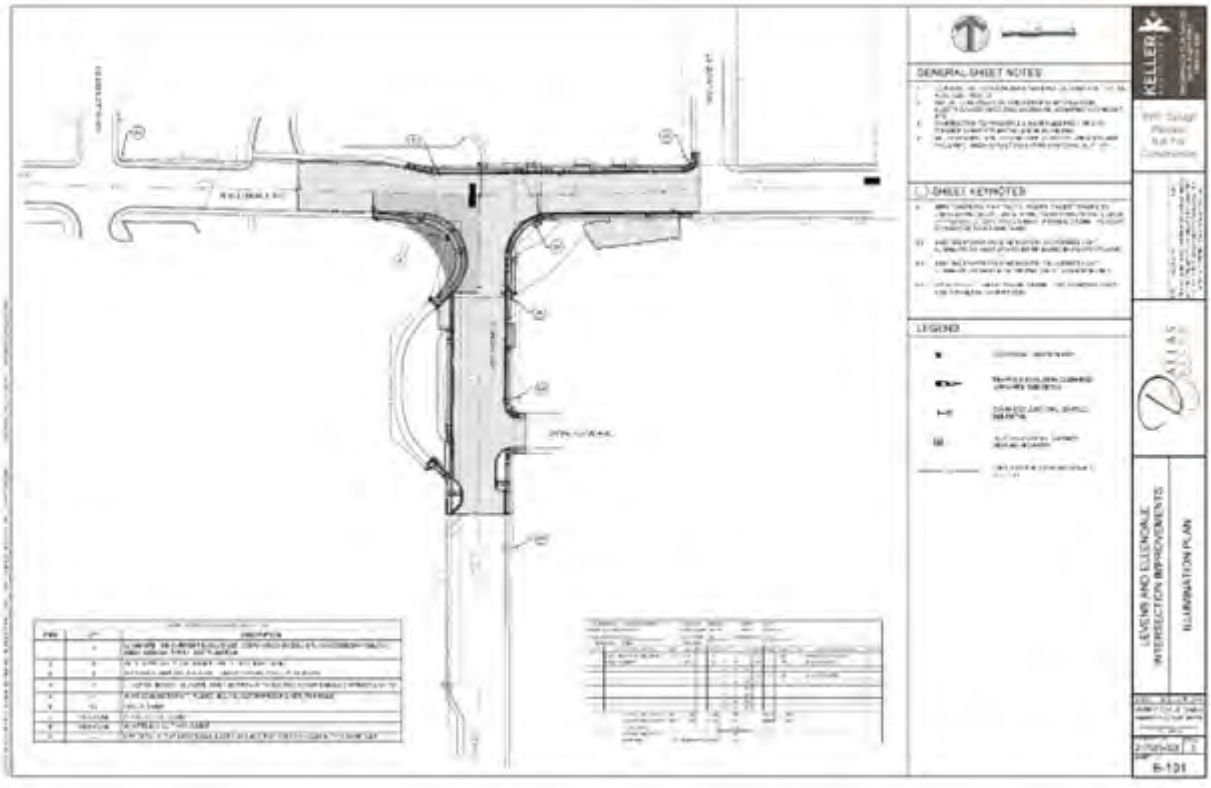
CONSTRUCTION ACTIVITIES

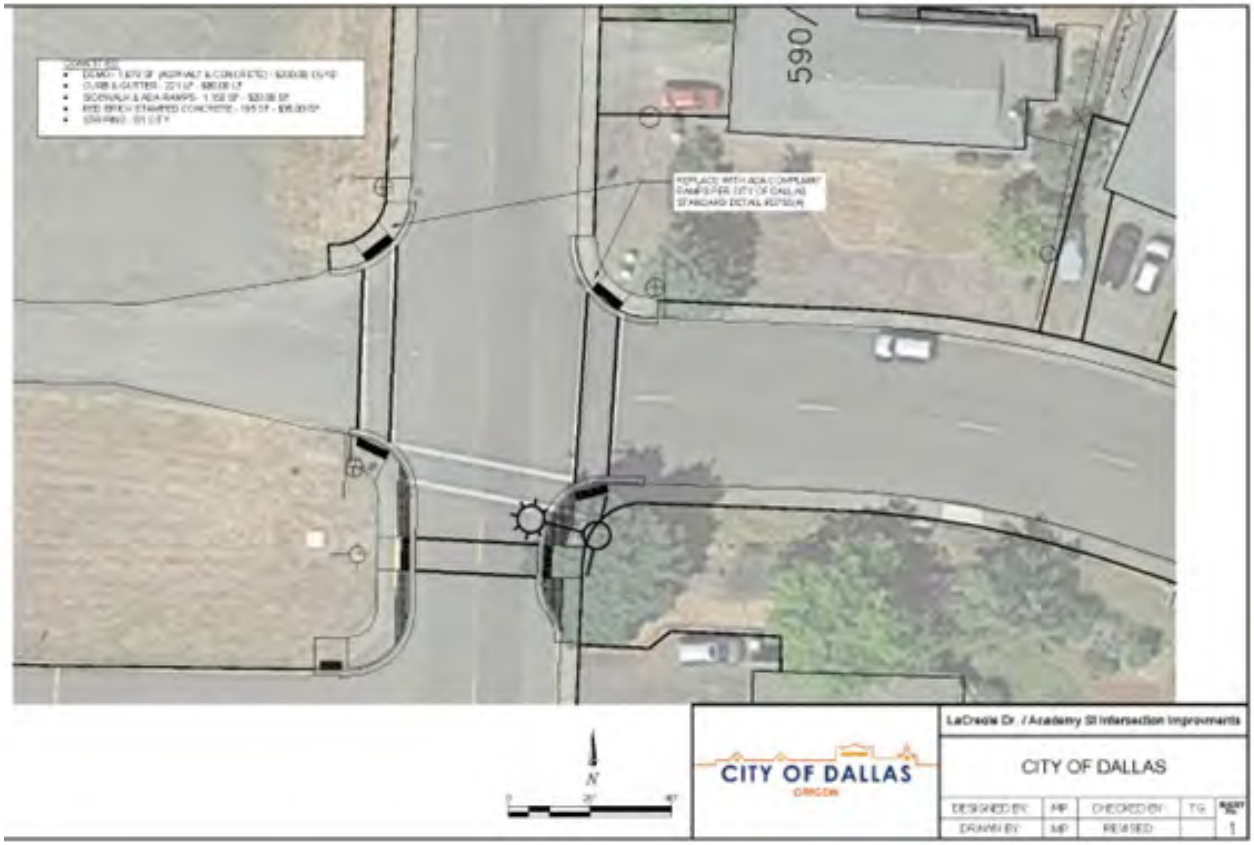
At the time of writing, a traffic light will soon be installed near Lyle Elementary School at the intersection of Ellendale Ave and Levens St.

The City of Dallas applied for a Safe Routes to School construction grant during previous cycles for the following projects:

1.) Reconfiguration of Ellendale Ave and Levens St intersection (below).

2.) Intersection improvements to LaCreole Dr / Academy St (next page).





Crash History

Examining the recent history of collisions in the area around the school is one component of understanding the potential hazards for people walking and 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 this data is incomplete, as it does not account for near-misses or crashes that may have occurred since 2020. Local knowledge of past incidents, as well as reports of perceived discomfort or danger, are an essential understanding existing SRTS issues.

PEDESTRIAN AND BICYCLIST COLLISIONS

The following section details the extent of vehicle collisions with people biking and walking within a one-mile radius of schools in Dallas. Note that because some schools are within one mile of each other, some collisions are counted toward the total for multiple schools. The following pages contain maps of crashes near each school in Dallas.

Lyle Elementary School

Between 2016 and 2020, there were twenty-six reported vehicle collisions involving people walking and biking within one mile of Lyle Elementary School. Notable information about pedestrian- and bicycle-involved collisions is outlined below:

- 11 collisions were with people walking
- 15 collisions were with people biking
- 2 of the collisions with people walking were fatal.

The first occurred in 2016 near the intersection of Shelton St and Washington St between 5 and 6pm; the cause attributed to the driver using a cellphone. The second occurred in 2020 near the intersection of Ellendale Ave and Jasper St, also between 5 and 6 pm, the cause of which is reported to be low visibility.

LaCreole Middle School

Between 2016 and 2020, there were thirty reported vehicle collisions involving people walking and biking within one mile of LaCreole Middle School. Note that nearly all these collisions are the same collisions reported previously for Lyle Elementary because the 1-mile radii for the two schools overlap significantly.

Dallas High School

Between 2016 and 2020, there were twenty-seven reported vehicle collisions involving people walking and biking within one mile of Dallas High School. Note that nearly all these collisions are the same collisions reported previously for Lyle Elementary because the 1-mile radii for the two schools overlap significantly. Notable streets with potential safety challenges include Miller Ave near the High School as well as the Holman Ave and Ash St intersection.

Whitworth Elementary School

Between 2016 and 2020, there were seventeen reported vehicle collisions involving people walking and biking within one mile of Whitworth Elementary School. Note that many of these collisions are the same collisions reported previously for Lyle Elementary because the 1-mile radii for the two schools overlap significantly.

Oakdale Heights Elementary School

Between 2016 and 2020, there were four reported vehicle collisions involving people walking and biking within one mile of Oakdale Heights Elementary School. None occurred within a quarter mile of the school. The four incidents, two collisions with people biking and two collisions with people walking, occurred at:

- Fairview Ave and Maple St
- Church St and Washington St
- Bryson St and River Dr
- Levens St and Court St

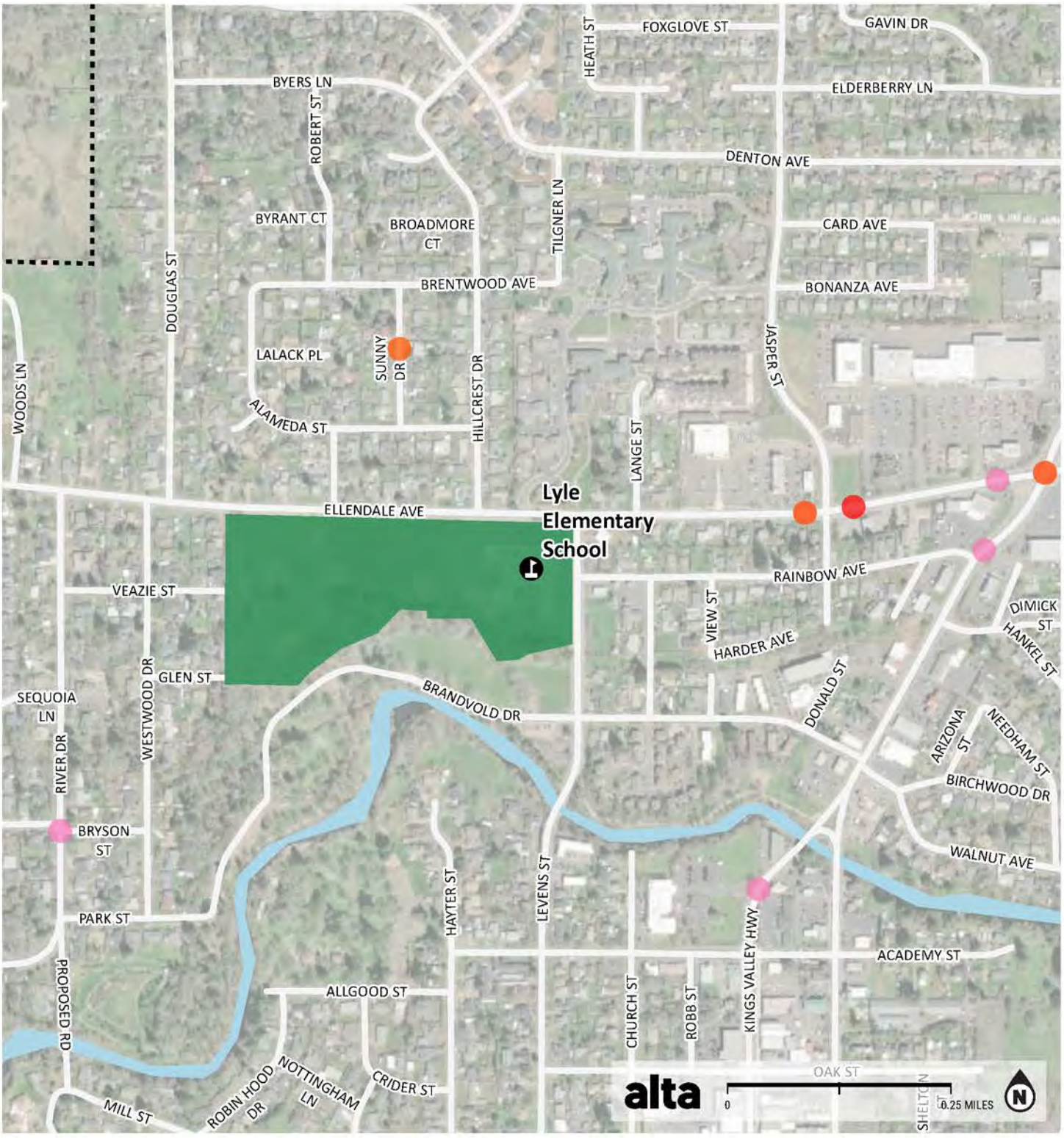
The closest collision, at Fairview Ave and Maple St, occurred in 2018 between 5 and 6am where a vehicle struck a person walking across the street.

Morrison Campus Alternative

Between 2016 and 2020, there were ten reported vehicle collisions involving people walking and biking within one mile of Morrison Campus Alternative. Note that many of these collisions are the same collisions reported previously for Lyle Elementary because the 1-mile radii for the two schools overlap significantly.

Vehicle-Only Collisions

The final crash map illustrates the locations of vehicle-only crashes. While these crashes did not involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users. For each school, many of the same locations that saw collisions with people biking and walking reappear in the vehicle-only crash data, as exemplified in the map for Lyle Elementary.



COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

COLLISIONS

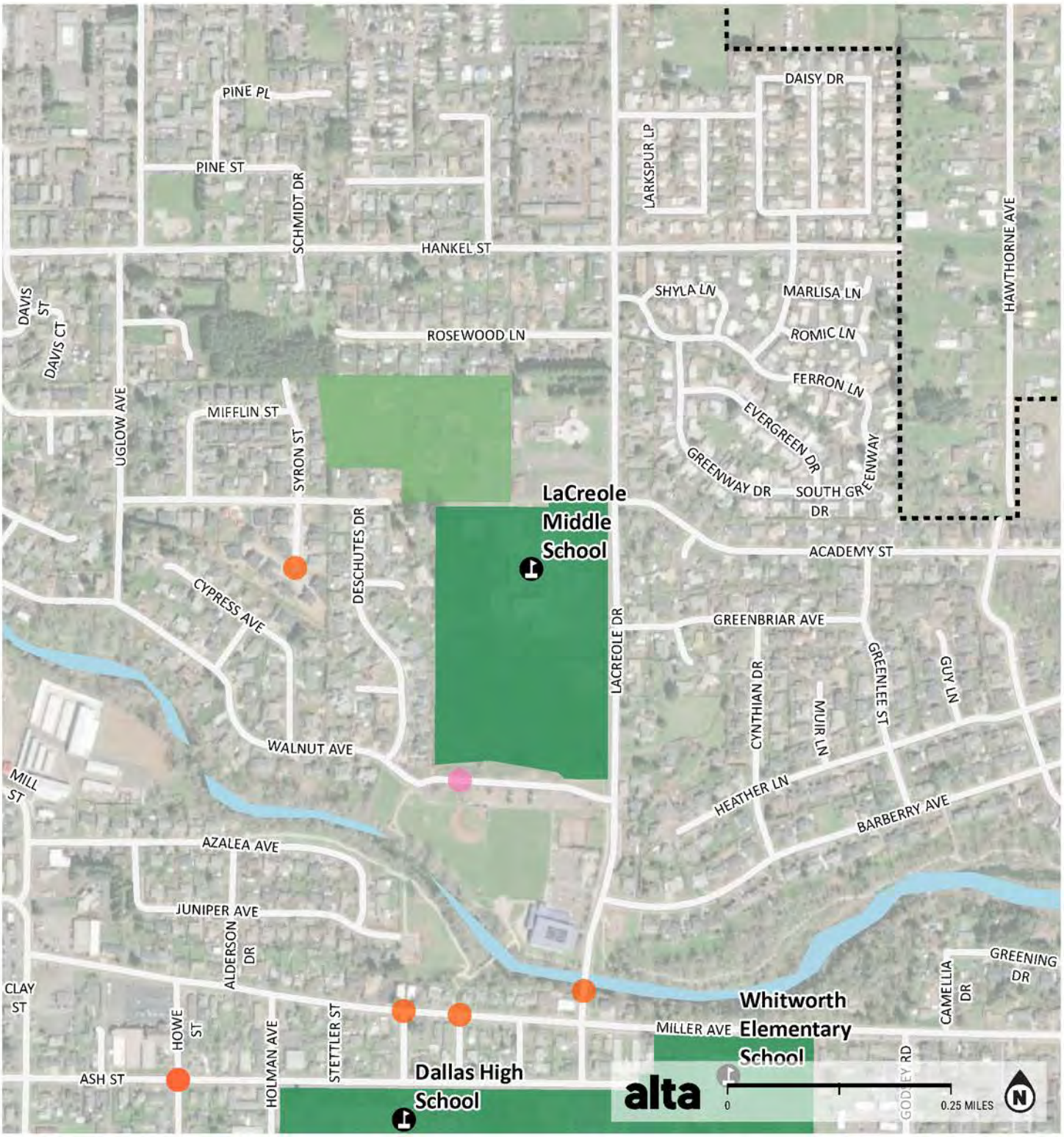
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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 2016-2020

COLLISIONS

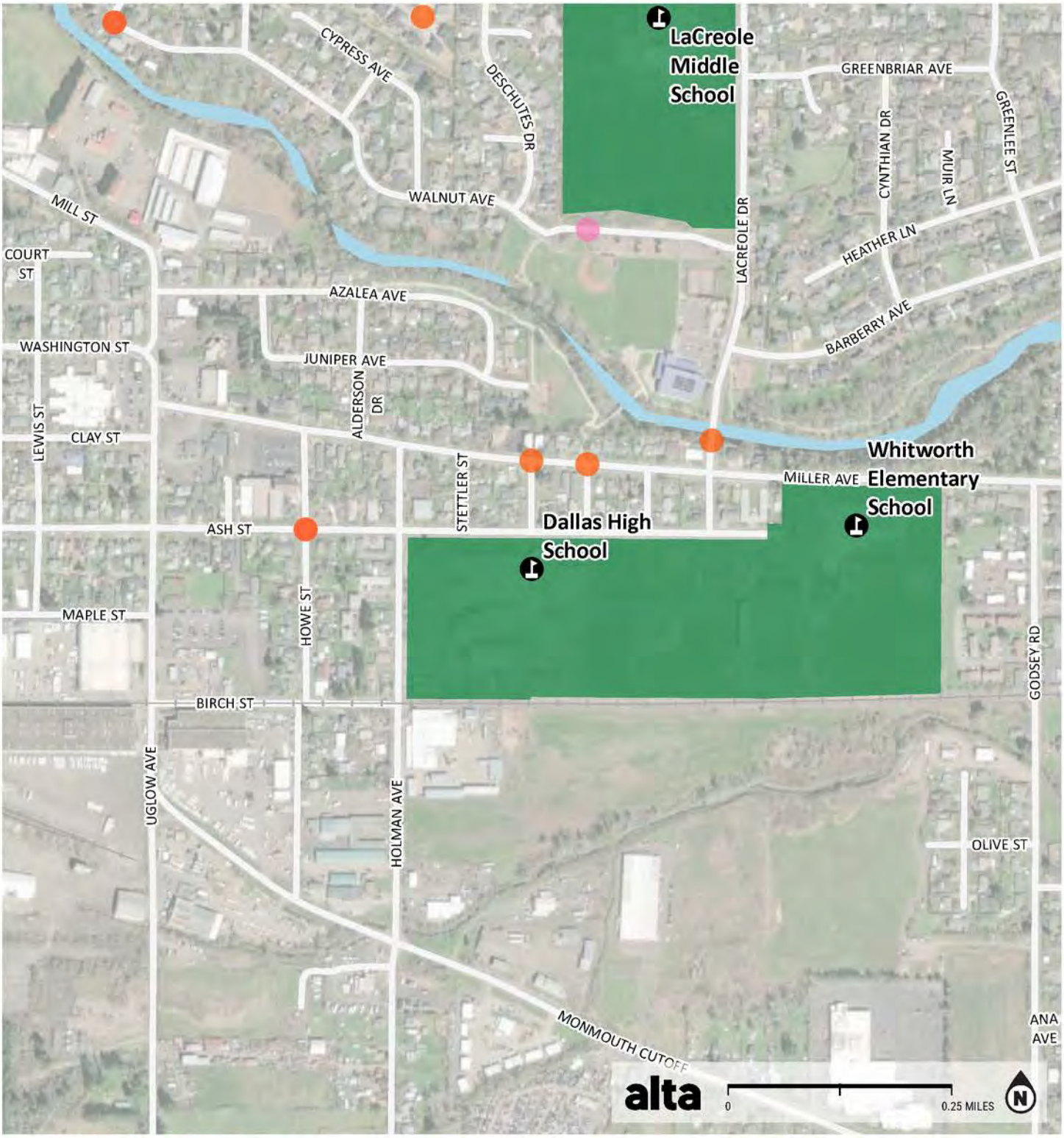
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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 2016-2020

COLLISIONS

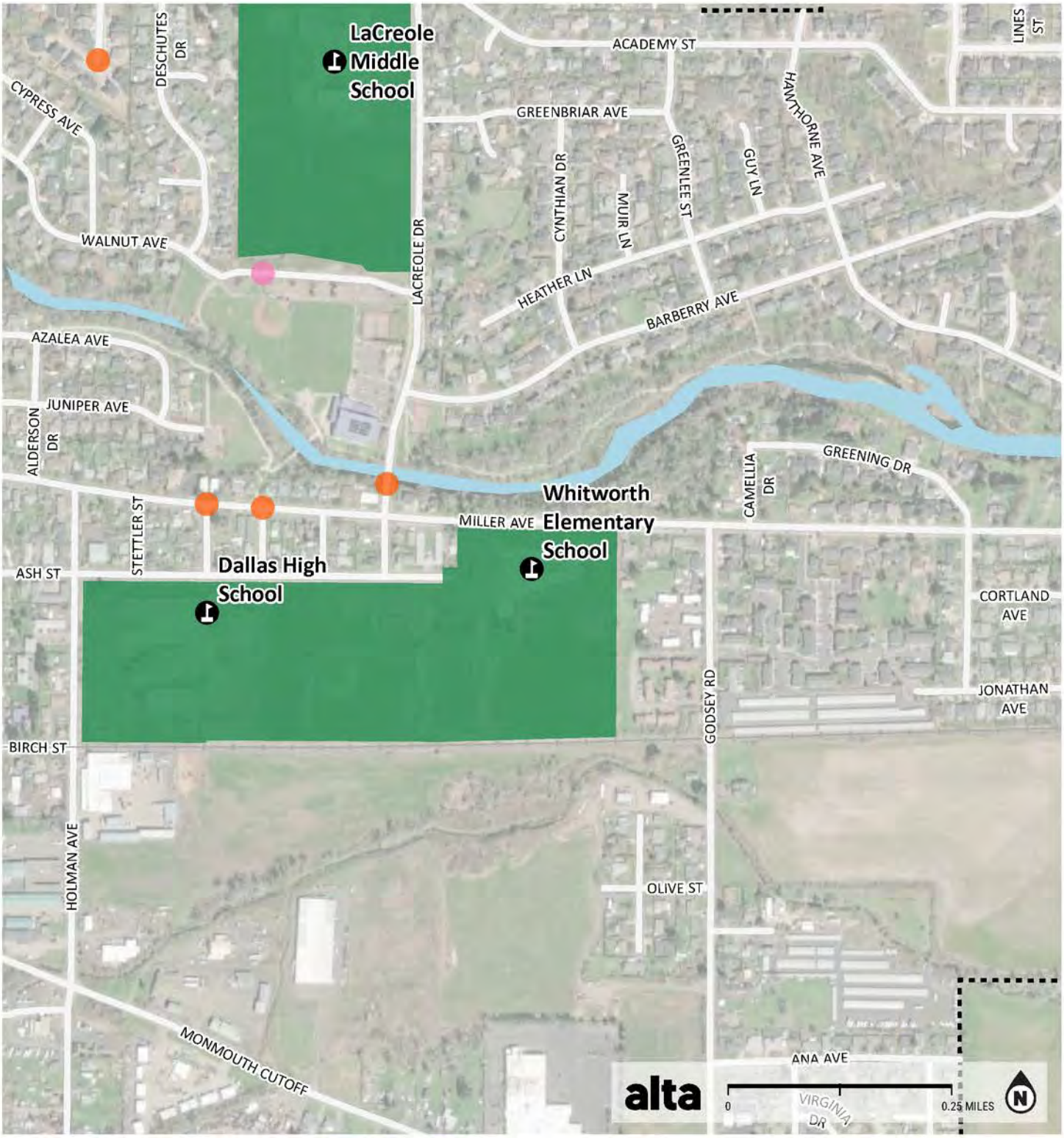
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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 2016-2020

COLLISIONS

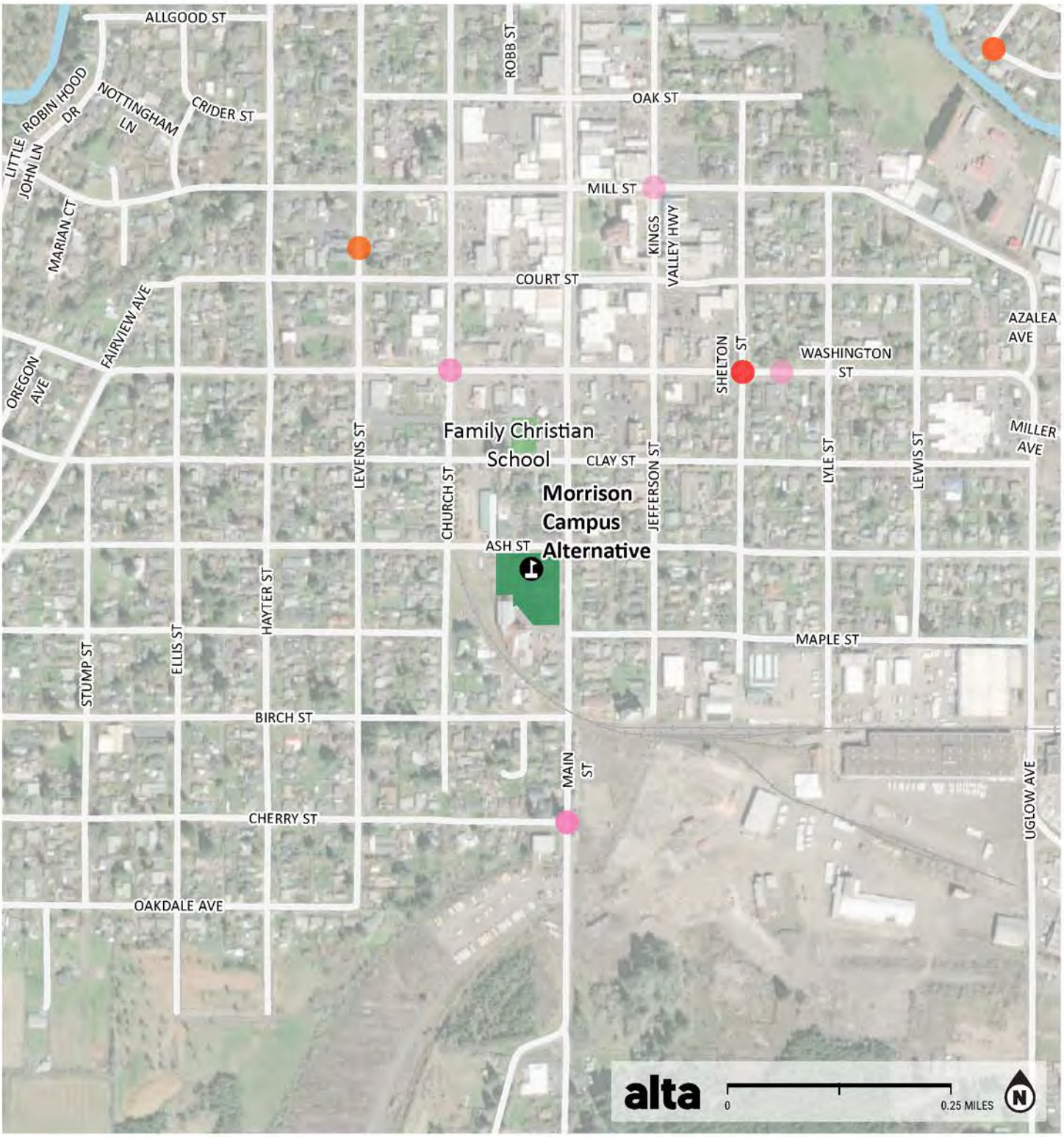
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

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 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 2016-2020

COLLISIONS

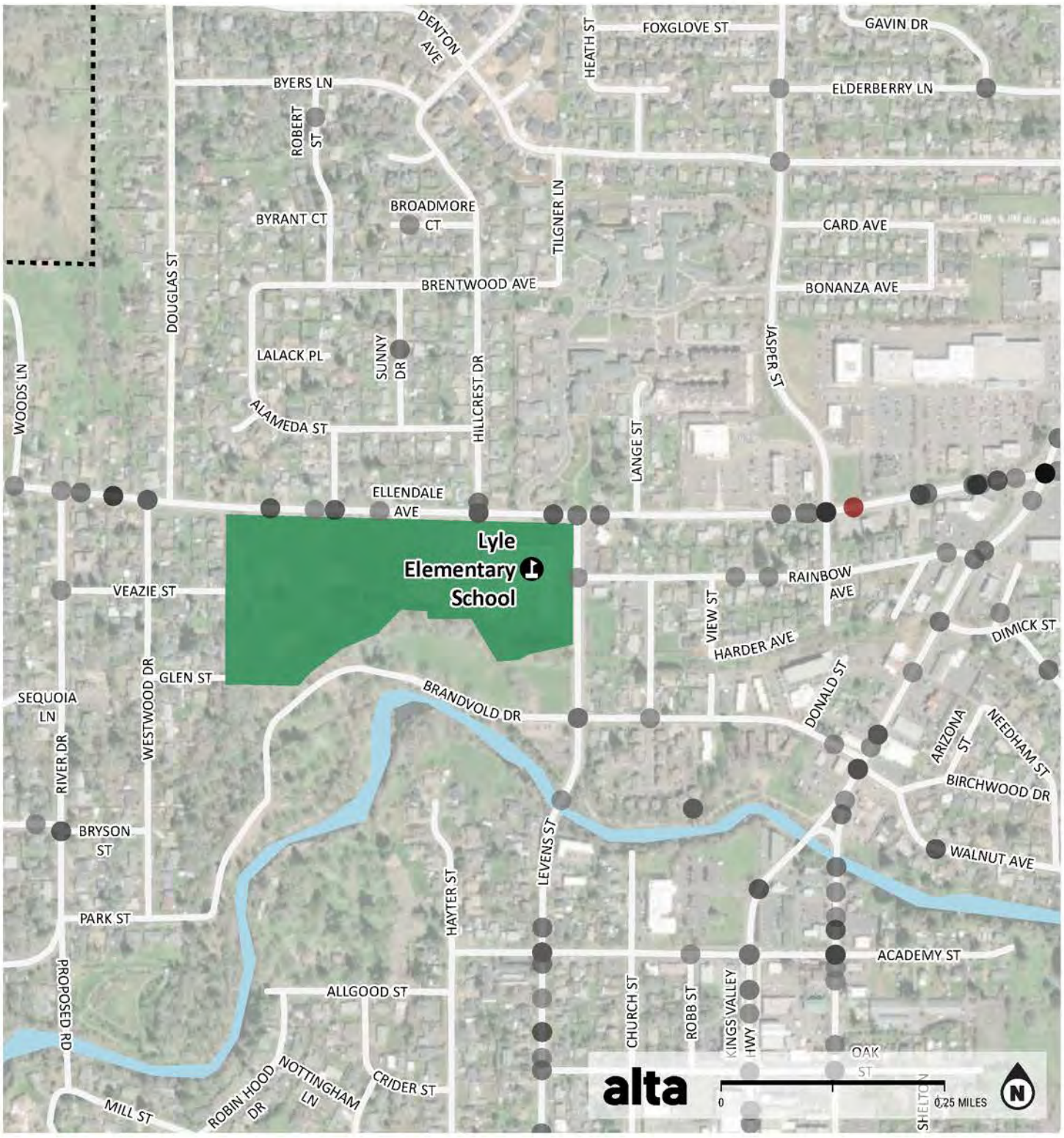
- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

LEGEND

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

alta

Oregon Department of Transportation
Safe Routes to School



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

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.

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

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	$47,500	1	$47,500
TRAFFIC CONTROL	15%	$71,200	1	$71,200
EROSION CONTROL	2%	$9,500	1	$9,500
24) ASH ST				
CYCLETRACK AND ANGELED PARKING (see cross section below) - WHITWORTH ES TO HOLMAN AVE				
REMOVE PAVEMENT MARKING	SF	$5	2156	$10,780
REMOVE ASPHALT PAVEMENT	SF	$5	11244	$56,220
INSTALL AGGREGATE BASE	CY	$60	152	$9,120
INSTALL CONCRETE PAVEMENT	SF	$30	5622	$168,660
INSTALL CROSSWALK MARKINGS	SF	$15	745	$11,175
INSTALL CROSSBIKE MARKINGS	SF	$20	1185	$23,700
INSTALL 1' WIDE STOP LINE	LF	$15	48	$720
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	$350	14	$4,900
INSTALL LANE LINE STRIPE	LF	$5	3686	$18,430
INSTALL FLEXIBLE DELINEATOR	EA	$50	6	$300
NEIGHBORHOOD GREENWAY - HOLMAN AVE TO FAIRVIEW AVE				
INSTALL SHARED LANE MARKING ("SHARROW")	EA	$350	26	$9,100
INSTALL CROSSBIKE MARKINGS	SF	$20	1200	$24,000
INSTALL ASPHALT SPEED HUMP	EA	$3,000	4	$12,000
INSTALL BICYCLE WAYFINDING SIGN	EA	$500	6	$3,000
INSTALL 'BUMPS AHEAD' SIGN	EA	$500	8	$4,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL SPEED LIMIT SIGN	EA	$350	4	$1,400
8) SW LEVENS ST AND RAINBOW ST				
REMOVE PAVEMENT MARKING	SF	$5	295	$1,475
REMOVE CONCRETE PAVEMENT	SF	$7	480	$3,360
REMOVE ASPHALT PAVEMENT	SF	$5	610	$3,050
INSTALL AGGREGATE BASE	CY	$60	13	$780
INSTALL CROSSWALK MARKINGS	SF	$15	300	$4,500
INSTALL 1' WIDE STOP LINE	LF	$15	48	$720
INSTALL 'STOP HERE FOR PEDESTRIANS' SIGN	EA	$500	2	$1,000
INSTALL SET OF TWO (2) RRFB ASSEMBLIES - POST-MOUNTED	EA	$25,000	1	$25,000
INSTALL ADA CURB RAMP	EA	$12,000	3	$36,000
INSTALL CONCRETE CURB	LF	$40	67	$2,680
INSTALL LANDSCAPED MEDIAN	SF	$40	120	$4,800
INSTALL CONCRETE PAVEMENT	SF	$30	70	$2,100
INSTALL ADA DETECTABLE WARNING SURFACE	SF	$40	72	$2,880
INSTALL STREET LIGHT	EA	$10,000	2	$20,000
15) LACREOLE DR AND ACADEMY ST				
15 CONTINENTAL CROSSWALK IMPROVEMENTS*				
REMOVE PAVEMENT MARKING	SF	$5	290	$1,450
INSTALL CROSSWALK MARKINGS	SF	$15	480	$7,200
			SUBTOTAL =	$602,700

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
ADDITIONAL COSTS	% or MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
CONSTRUCTION ENGINEERING	15% of SUBTOTAL	$90,500	1	$90,500
CONTINGENCY	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	$208,000	1	$208,000
	TOTAL CONSTRUCTION COST =			$901,200
SOFT COSTS (DESIGN ENGINEERING)	15% of SUBTOTAL	$90,500	1	$90,500
	TOTAL PROJECT COST =			**$991,700**