HINES
Safe Routes *to* School Plan

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

CITY OF HINES
SLATER ELEMENTARY SCHOOL
HINES MIDDLE SCHOOL
BURNS HIGH SCHOOL

DRAFT REPORT / FALL 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.

SON BURNS
Harney County School District

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City of Hines

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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[1] 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.

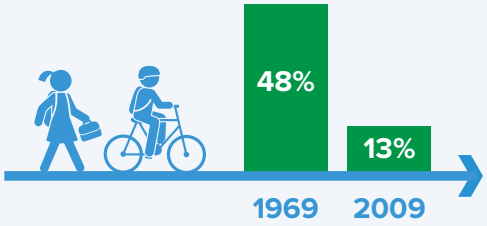
Learn more at [www.oregonsaferoutes.org.](www.oregonsaferoutes.org)

1 The term roll is used in this Plan as an inclusive term that includes biking and using mobility devices, such as wheelchairs and scooters

Why Safe Routes to School?

THE PROBLEM

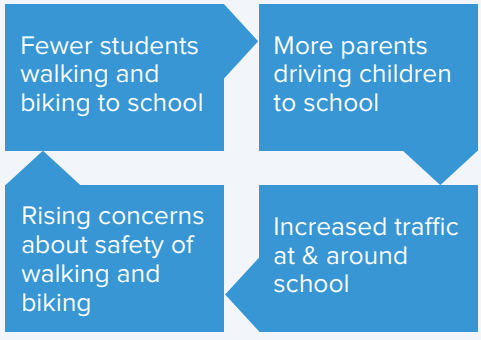
Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



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

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

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

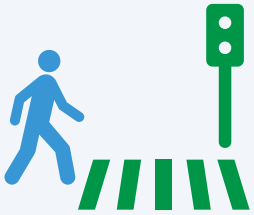


THE SOLUTION

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

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

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



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

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

Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains, which offer supervision and structure for walk or ride to school, provide alternative options for students to arrive on time and ready to learn.[1]

HEALTHIER STUDENTS

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

City of Hines SRTS Project Identification Program

The City of Hines, representatives of the Harney County School District, and the school community worked with ODOT's SRTS Technical Assistance Providers— Alta Planning + Design and the Central, Eastern and Southern Regional SRTS Hub—to complete this SRTS Plan.

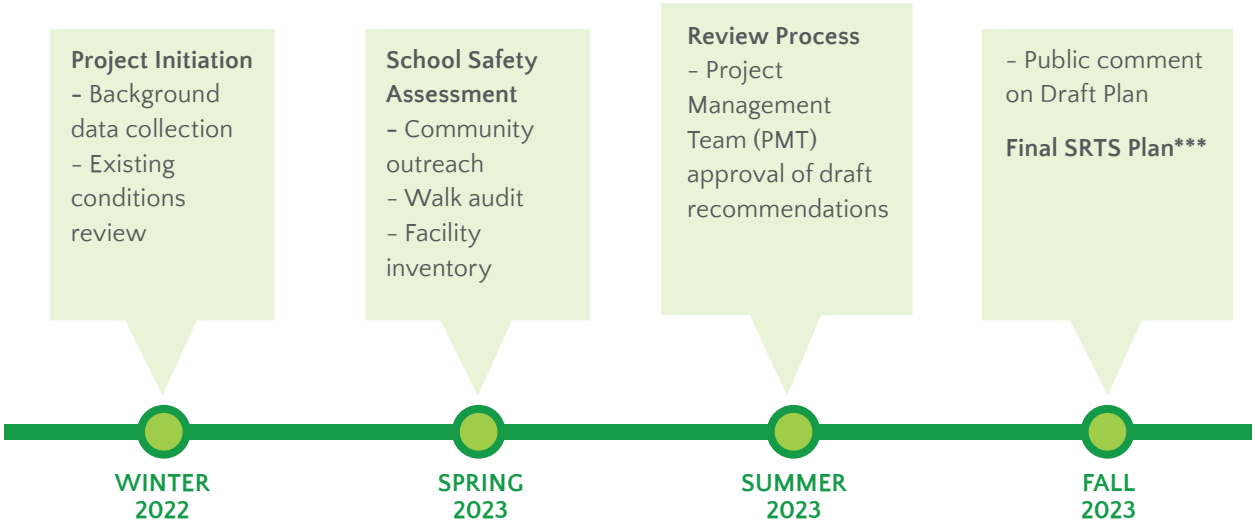
This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) process is an ODOT technical assistance program that helps communities identify needs and opportunities near one or more schools,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

This process includes schools in both Hines and Burns.

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 Hines SRTS Plan Process



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

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 chapter (which takes inventory of barriers and issues) is important for interested community members to review and add to. Recommendations are written in more technical language.
- **Planners, engineers and public works staff:** Ultimately, many of the recommendations in this plan involve highly specialized and technical processes, as well as competitive funding applications, which is why the Recommendations chapter is written with this audience in mind.
- **Local decision makers:** Elected officials, such as councilmembers, commissioners, and tribal governance bodies, are also a critical component of shaping active transportation. The Goals, Objectives, and Actions listed in the Vision and Goals chapter will be particularly relevant for this group, as well as the Recommendations chapter. However, the majority of this Plan is written to be accessible to this group.

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

How to Use This Plan

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

WHO ARE YOU?

I AM A STUDENT

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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely and SRTS talking points to caregivers and the school community.
- Tackle the SRTS objectives and actions from **Chapter 2** that are relevant to the school district, and develop **Chapter 4** programs that educate and encourage students and caregivers to seek alternatives to single family commutes to school.
- Prioritize facility improvements on district property.
- Work with multiple schools, sharing information and bringing efficiencies to programs at each school working on SRTS.
- Incorporate bike and pedestrian safety lessons into PE class and offer trainings for PE 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 a SRTS program can improve them (see **Chapter 2)**.
- Participate as an advocate to support education and encouragement programs (see **Chapter 4**).

I WORK FOR THE CITY OR COUNTY

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

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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

02 VISION AND GOALS FOR SRTS

VISION AND GOALS

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

Community Vision for SRTS

The Hines 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 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: Marked crosswalks on US-20;

Below: Students walking to Slater Elementary

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: Harney County School District will integrate on-campus infrastructure improvements into their ongoing planning and maintenance processes.
- Action: The City of Hines will consider applying to the ODOT SRTS Competitive Infrastructure Grant in 2024 for infrastructure improvements, as 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 Hines and City of Burns 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 Hines and City of Burns will begin implementing recommendations as funds for capital improvements become available, particularly focusing on lower cost improvements within a quarter mile of each school.
- Action: The City of Hines and City of Burns and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: The Harney County School District, the City of Hines, and the City of Burns will coordinate with school leadership to consider applying the ODOT SRTS Education Grant to fund a Safe Routes to School coordinator position. This coordinator could organize safety, education, and encouragement activities.
- Action: Slater Elementary and Hines Middle School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

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

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

- Action: Harney School District, Slater Elementary, Hines Middle School, and City of Hines and the City of Burns will provide SRTS information and educational materials in English and Spanish.
- Action: School, District, and City staff will partner with existing groups and organizations that serve particularly the Latino community, low-income households, indigenous communities, and other historically disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Hines Middle School and Slater Elementary 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 Hines and City of Burns will implement infrastructure recommendations with a consideration for improvements that serve underserved and low-income communities.

- Action: If the Harney County School District or others choose to implement a SRTS Education and Outreach Program, staff will work to include lower-income students, those with mobility challenges, Indigenous students, Spanish-speaking students, and students from other historically marginalized groups in programming.
- Action: The City of Hines, City of Burns and Harney County School District will work to establish safe walking or bike access to bus stops and locations where students access dial-a-ride near schools so that students have safe access when using public transit for after-school activities.

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: Slater Elementary School and Hines Middle School will look for areas of overlap between SRTS efforts and other health initiatives and PE class.
- Action: Slater Elementary School 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 school and reach nearby destinations.

- Action: Harney County School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Slater Elementary School and Hines Middle School will share relevant health statistics and messages in school newsletters, back-to-school night, or through other communication channels.
- Action: The City of Hines and the City of Burns will coordinate with local public health agencies to share information about SRTS and coordinate around shared wellness goals.

ENVIRONMENT

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

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

- Action: Harney County 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 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 Hines and Harney County School District, as well as school leadership from Hines Middle School and Slater Elementary School worked to spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The two schools promoted the PIP process and opportunities for community input on social media channels and through e-mail listservs. The City of Hines shared information via social media channels.

The project team hosted three walk audits in Burns and Hines on April 25th 2023, observing drop-off at Hines Middle School, lunchtime at Burns High School, and pick-up at Slater Elementary.

The members of the PMT attended the morning walk audit and community meeting at Hines Middle School, providing feedback about specific barriers and challenging locations near the school.

The technical assistance team performed the lunchtime walk audit at Burns High School, and several members of the PMT attended the afternoon walk audit at Slater Elementary. Following the observation of dismissal, members of the project team met to debrief what they'd observed.

COMMUNITY ENGAGEMENT

The project team disseminated public engagement materials to the community. However, there were limited responses, which may have been due to timing of the engagement and methods used to spread the word of the project. The PMT was able to gather additional feedback on the project through informal conversations with community members during the site visit.

Members of the PMT gather to discuss walk audit observations.

03

EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter summarizes the key challenges and opportunities that families walking or bicycling to school face and that this Plan seeks to address.

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

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

SCHOOL CONTEXT:

Hines Middle School

500 W BARNES AVE, HINES

PRINCIPAL:
Son Burns

ENROLLMENT:
172

GRADES SERVED:
6-8

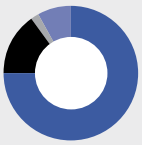
EQUITY FACTORS:
55% of students are below the poverty line.

8% of students have a disability.

30% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.15

DEMOGRAPHICS*



- White, non-Hispanic, 75%
- Hispanic, 15%
- American Indian/Alaska Native, 2%
- Multiracial, 8%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,166

Total Languages Spoken: 3

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

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

Hines Middle School Safety Assessment

Date: April 25, 2023

SCHOOL LAYOUT

Hines Middle School is a public school located on the west side of Hines. The school is on the west side of Saginaw Ave and east side of Hilltop Ave. The school is situated on a hill with the downslope to the east.

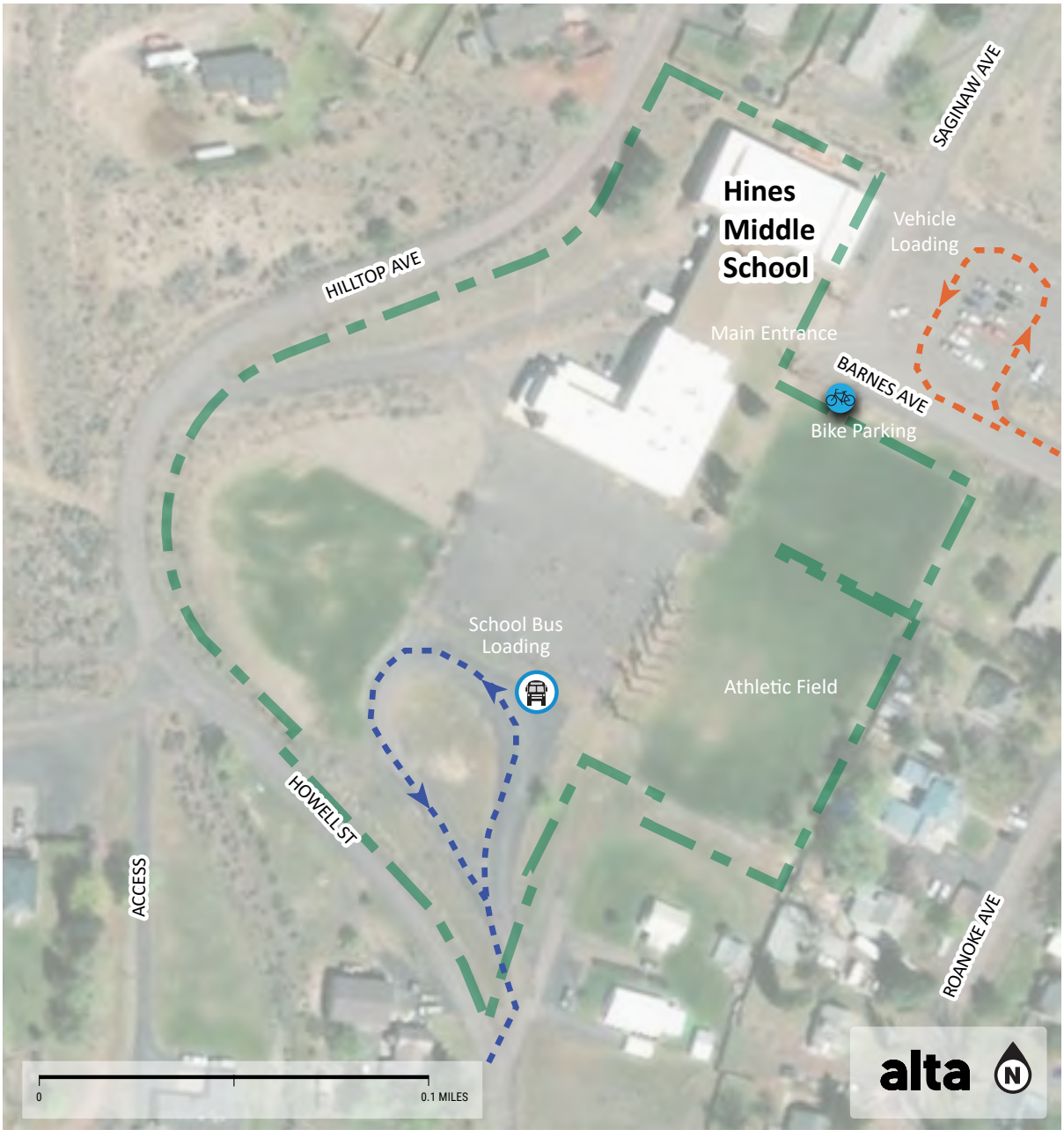
A few blocks to the east of the campus is US-20. This is a major north-south thoroughfare through town and accommodates frequent freight traffic.

SITE CIRCULATION

Vehicles: When dropping off their students, parents and caregivers are encouraged to access the school by Barnes Ave and travel counterclockwise through the school parking lot to drop off their student. Once the student is dropped off, they can walk to the school across Saginaw Ave, where there is a marked crosswalk. Parents and caregivers have also been observed dropping their students off in other locations around the school, such as on Hilltop Ave. However, this route is not advised given the narrow width of the roadway and potential for conflicts with buses.

School Buses: Hines Middle School serves students from throughout Harney County, including the nearby city of Burns. All students who live more than one mile from the school must be offered bus service. Buses access the school by turning west off US-20 and onto Hanley Blvd. To the west, the road becomes Saginaw Ave, where buses turn right to access a circular bus driveway.

Pedestrians: Students who live within one mile of the school cannot access bussing services and thus are more likely to access the school by walking. Pedestrian travel to and from the school is often limited by weather conditions, including the potential for heavy snow during the winter months. When it snows, routes on slopes can become particularly uncomfortable for walking, especially when walkers must share constrained roadways with vehicles. Pavement markings on roads may also become faded and difficult to detect during winter conditions. There



HINES MIDDLE SCHOOL

SITE PLAN

School Bus Loading

Bicycle Parking

School Bus Circulation

Vehicle Circulation

LEGEND

- School Property
- City Boundary
- Railroad
- Water

is a pedestrian lane that students use to walk along the south side of Barnes Ave that is approximately 3 feet in width. This lane leads east from the school to US-20, where there is a signalized crossing and sidewalks around the curb ramps. Students who live to the north and west of the school may use Hilltop Ave and Saginaw Ave to access the school. Students from Slater Elementary School or Burns High School may also use these roads to access the bus driveway where they can catch a bus to these campuses.There are no sidewalks on either of these roads. However, Saginaw Ave restricts vehicle entry during school operations hours between 7AM and 4PM. Students coming to the school from the south may walk along Howell St to access a dirt trail that leads into the school grounds directly to the east of the bus drop off circle. On the day of the walk audit, the members of the PMT noted that there may have been fewer walkers and bikers because of school sport season and the winter weather.

Bicyclists/Micromobility: Students traveling by bicycle to and from the school must share the roadway with vehicles or use the pedestrian lane on the south side of Barnes Ave. Similar to walking, winter weather conditions and slopes may make traveling by bicycle difficult for students. There is a bicycle rack adjacent to the front entrance and the sports fields, although this rack is made of wood and is not secured to the ground. It is also not covered or locked. On the day of the walk audit, one teacher had ridden their bicycle to the school and parked it at the school bike rack.

Transit: The Burns and Hines area is served by the Harney Hub dial-a-ride service, which is subsidized for middle school students. At least one student regularly uses this service to get to and from school. In addition, there is a bus stop at the corner of Circle Dr N and W Barnes Ave for the eastbound route of the local transit service, although the project team did not observe students using this service.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

There is no history of SRTS efforts or walking/biking encouragement activities in Burns or Hines.

The principal of Hines Middle School, Son Burns, describing site circulation at the school.

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SCHOOL CONTEXT:

Slater Elementary

800 N FAIRVIEW AVE, BURNS

PRINCIPAL:
Stephanie Lardy

ENROLLMENT:
343

GRADES SERVED:
K-5

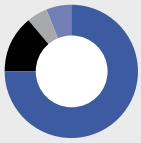
EQUITY FACTORS:
63% of students are below the poverty line.

17% of students have a disability.

24% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.43

DEMOGRAPHICS*



- White, non-Hispanic, 75%
- Hispanic, 14%
- American Indian/Alaska Native, 5%
- Multiracial, 6%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,166

Total Languages Spoken: 3

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

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

Slater Elementary Safety Assessment

Date: April 25, 2023

SCHOOL LAYOUT

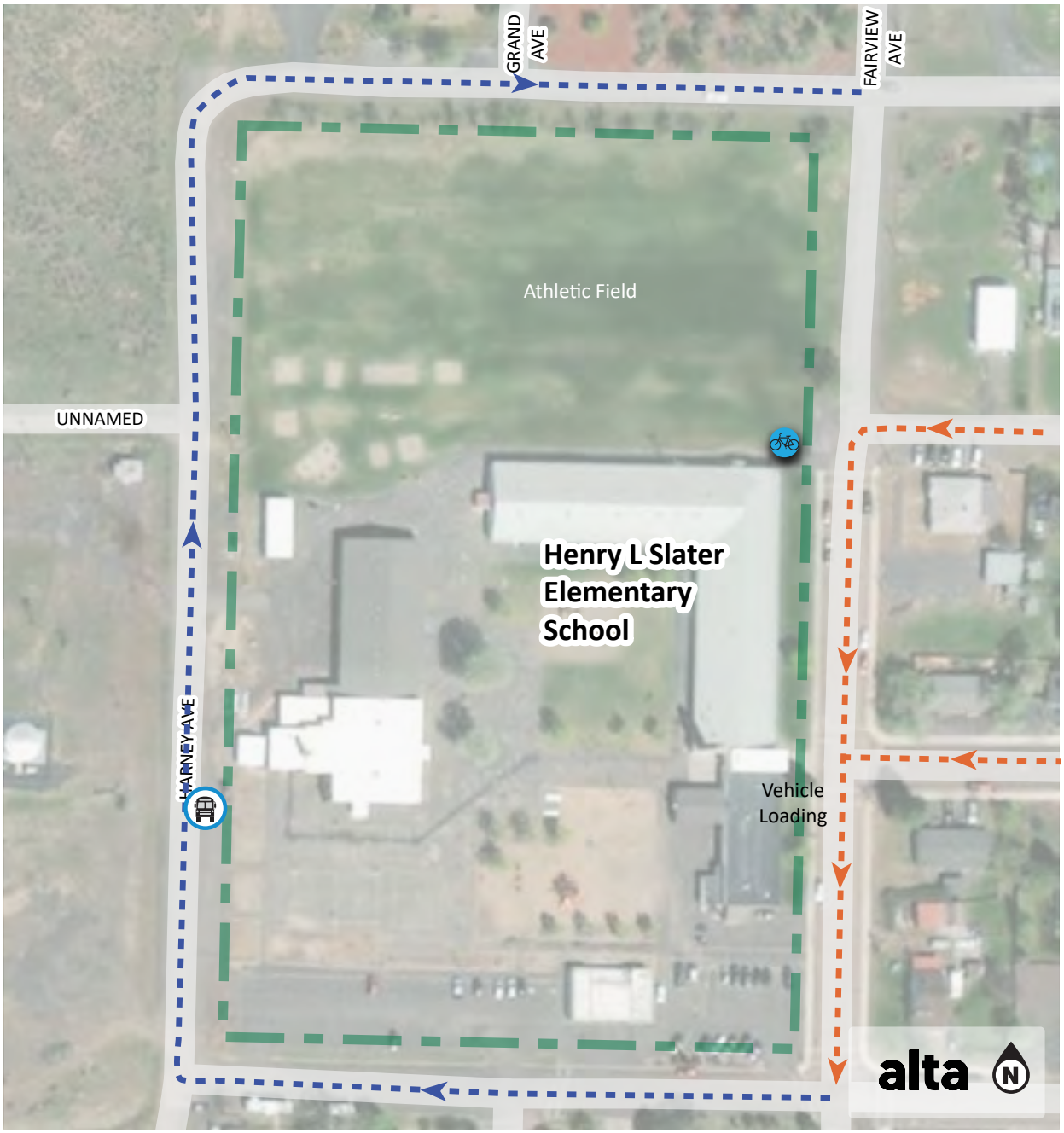
Slater Elementary School is a public school located on the northwest side of Burns. The school serves students from Burns and Hines. The school campus is situated on an area of approximately six city blocks west of N Fairview Ave, north of W C St, east of N Harney Ave, and south of W F St. The main school building is located on Fairview Ave with its entrance facing east onto the street. The school's parking lot is located on the south side of the school grounds. The school's athletic fields are located on the north side of the school grounds and there is a maintenance facility located on the west side of the school grounds. The school is surrounded by relatively low-stress neighborhood streets.

SITE CIRCULATION

Vehicles: Parents and caregivers traveling to and from the school enter a one-way route that has been designated on certain streets near the school: N Fairview Ave between W E St and W C St (southbound), W E St between N Fairview Ave and N Egan Ave (westbound) and W D St between N Fairview Ave and and N Egan Ave (eastbound). There are signage and pavement markings that indicate the directionality of the street, and the school community seems to be aware of the revised traffic configuration. The school administration reports that this reconfiguration has made pickup and dropoff much less congested.

School Buses: Slater Elementary School serves students from throughout Harney County, including both Burns and Hines. All of the students who live more than one-mile from the school are offered bus service. Buses pick up and drop off students near the southwest corner of the school.

Pedestrians: Students who live within one mile of the school cannot access bussing services and thus



SLATER ELEMENTARY SCHOOL

SITE PLAN

0 0.1 MILES

School Bus Loading

School Bus Circulation

Bicycle Parking

Vehicle Circulation

LEGEND

School Property

City Boundary

Railroad

Water

are more likely to be walking. Travel to and from the school by foot is often limited by weather conditions such as heavy snow during the winter months. Students primarily enter and exit the school through the east entrance. During dismissal, the project team observed walkers disperse in three directions: north (approx 25% of students), east (approx 50% of students), and south (approx 25% of students). Some of these students were walking home, while others were meeting their caregivers, who commonly park near the school. Some caregivers also wait for their students in the vehicle parked in the neighborhood nearby. Near the school, the sidewalk network is relatively complete. However, there are some sidewalk gaps to the east of the school that can make walking uncomfortable.

Bicyclists/Micromobility: There are bicycle racks for students located on the north side of the school adjacent to the sports fields. When traveling by bicycle, students commonly ride on the sidewalk. However, traveling to the school may be challenging for young children due to the school's location at the top of a small hill.

Transit: The Burns and Hines area is served by the Harney Hub dial-a-ride service, which is subsidized for some students. At least one student at Slater uses this service to get to and from school. This small bus regularly parks in front of the main entrance of the school on N Fairview Ave.

Dropoff near the entrance of Slater Elementary School

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SCHOOL CONTEXT:

Burns High School

1100 OREGON AVE, BURNS, OR

PRINCIPAL:
Robert Medley

ENROLLMENT:
210

GRADES SERVED:
9-12

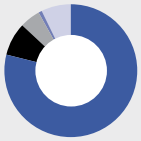
EQUITY FACTORS:
52% of students are below the poverty line.

18% of students have a disability.

28% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.29

DEMOGRAPHICS*



- White, non-Hispanic, 79%
- Hispanic, 8%
- American Indian/Alaska Native, 5%
- Black / African American, <1%
- Multiracial, 7%

TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,166

Total Languages Spoken: 3

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

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

Burns High School Safety Assessment

Date: April 25, 2023

SCHOOL LAYOUT

Burns High School is located on the south edge of Burns, relatively close to Hines. The school serves students from Burns and Hines. The school campus is located north of Hilander St, east of Saginaw Ave, and west of OR-20. There is a parking lot with access points on Hilander St and OR-20. There are athletic fields to the west of the school campus and a swimming pool located on the north edge of the school parking lot. The majority of students traveling to Burns High School travel on OR-20, a major corridor with a high amount of freight traffic.

SITE CIRCULATION

Vehicles: Vehicles primarily enter and exit the school parking lot via the intersection of Hilander St and OR-20, turning right just west of the intersection to access the parking lot. Student drivers park in the parking lot while parents and caregivers can drop their student off at the main entrance of the school. There is a right-turn-only exit on the northeast side of the school parking lot.

School Buses: Buses enter the school parking lot through the same entrance as other vheicles and then drop students off along a walkway directly south of the main entrance on the west edge of the parking lot.

Bicyclists/Micromobility: Students arriving by bicycle or other micromobility can use bike lanes on OR-20 to reach the school from the north or the south. Students may need to cross OR-20 as they approach school and can use the signalized crossing at the intersection of US-20 and Hilander St. Students can then cross the parking lot and park their bicycles or other micromobility at the bicycle racks located adjacent to the main entrance of Burns High School.

Transit: The Burns and Hines area is served by the Harney Hub dial-a-ride service, which is subsidized for some students.

BURNS HIGH SCHOOL

SITE PLAN

School Bus Loading

Bicycle Parking

School Bus Circulation

Vehicle Circulation

LEGEND

School Property

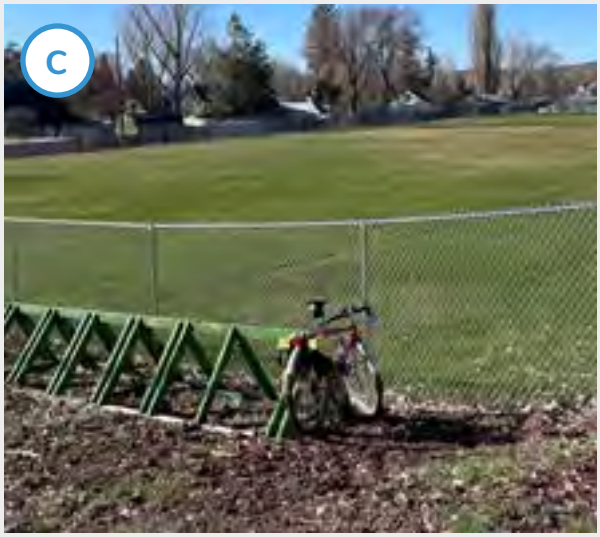
Bike and Pedestrian Facilities Inventory

Key Observations

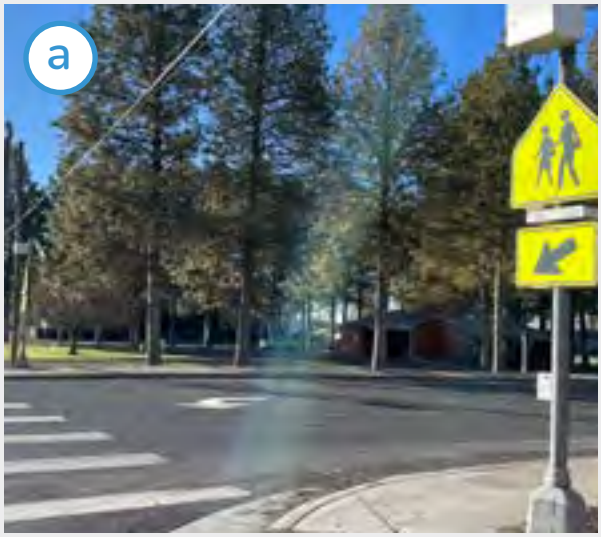
- *US-20 is a major vehicular corridor in Burns and Hines and accomodates significant freight traffic. The corridor has sidewalks and some bike lanes in Hines, but there are few crossings of the road as it passes through Hines and Burns. In addition, the roadway has frequent driveways, which can increase the potential for conflict between pedestrians and vehicles.*
- *Hines and Burns receive significant snowfall in winter, so the design of transportation facilities must take winter weather conditions into consideration. For example, facilities such as bollards or other vertical elements can be covered in snow. Roadway paint can be worn down by frequent plowing.*
- *Burns and Hines each feature a grid roadway typology, which allows pedestrians to walk more directly to their destinations as compared to places with less connected street networks.*

The Burns-Hines Nature Trail is a gravel path between Burns and Hines that connects the south end of Burns near Egan Ave to Lottery Ln in Hines. The route has few access points and some of those access points can become flooded and inaccessible.

Barnes Ave between US-20 and Saginaw Ave serves as the main connection between Hines Middle School and the remainder of Hines. The corridor has an approximately 3 foot wide pedestrian lane on the south side of the road.

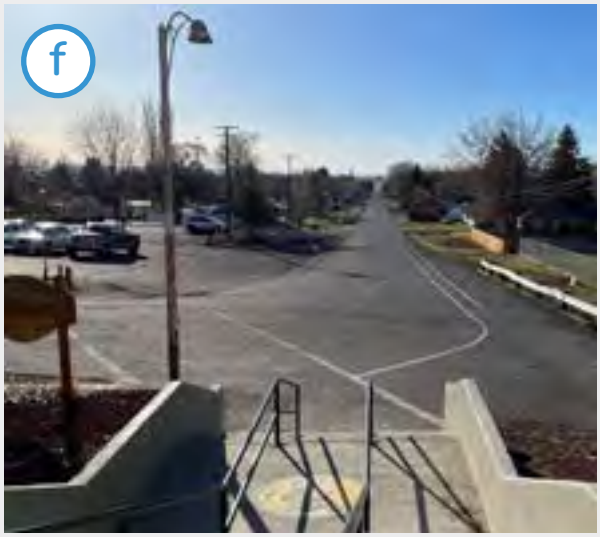


There are wooden bicycle racks located southeast of the main entrance to Hines Middle School. This facility is uncovered and may become inundated with snow during the winter months.



At the intersection of Barnes Ave and US-20, there is a marked crossing on the south leg. US-20 is a major freight corridor carrying the potential for conflicts between pedestrians and vehicles.

There is an informal path used by students south of Hines Middle School, in between the basketball courts and Hilltop Rd / S Saginaw Ave.



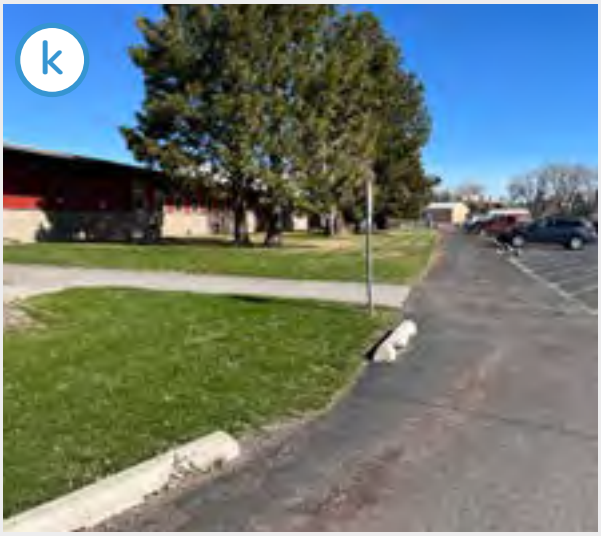
At the intersection of Saginaw Ave and Barnes Ave, there is a crosswalk that connects Hines Middle School to the school's parking lot. This crosswalk can become difficult to cross during the winter months. when it becomes icy.

On Saginaw Ave just north of the Hines Middle School campus, there is a gate blocking through-traffic, which school staff are responsible for closing and opening each day to restrict traffic flow. When closed, the gate is not ADA-accessible, as the route on the west side of the gate is made up of uneven rocks.

On the west edge of Hilltop Rd, there are a number of informal paths that lead from Hines Middle School to homes on top of the hill to the west. These paths are narrow and have a significant grade.

Directly east of Burns High School there is a signalized intersection at the intersection of US-20 and Hilander Blvd with transverse crosswalks on all four legs of the intersection configuration.

There is a ramp connecting the intersection of Hilander Blvd with the Burns High School parking lot. However, the area at the bottom of the ramp can become blocked by parked vehicles, impeding the use of this facility.

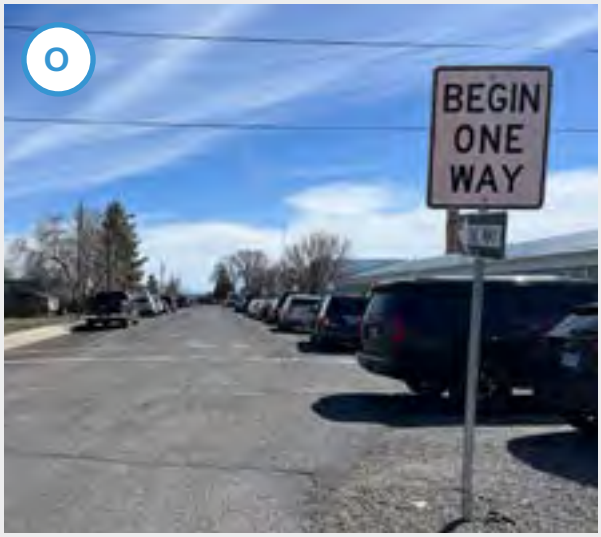


South of the entrance to Burns High School, there is a pedestrian lane that follows the west edge of the school parking lot. This lane has fading pavement markings and does not connect all the way to the intersection of US-20 and Hilander Blvd.

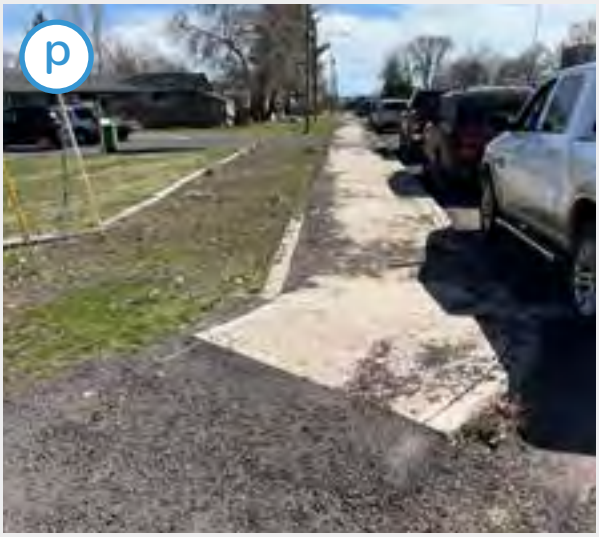
The intersection of Hilander Blvd and the Burns High School parking lot is stop-controlled. However, the pavement markings are fading, and the crosswalk does not connect to a curb ramp or sidewalk on Hilander Blvd..

There is a sidewalk that connects the sidewalk from US-20 to the Burns High School parking lot. However, there is no pedestrian connection between the entrance of the school and this sidewalk.

There is a metal bicycle rack adjacent to the main entrance of Burns High School, but this facility is uncovered and may expose parked bicycles to inclement weather conditions, especially during the winter.



Many of the roads near Slater Elementary School are now one-way streets with the intention to organize traffic flows; however, the limitation of the one-way grid to five street segments may result in increased congestion on nearby two-way facilities.



There are a greater number of sidewalks in the vicinity of Slater Elementary School than in the rest of the area. However, many of these sidewalks have gaps in places, and others need repair.

There is existing school crossing signage at the intersection of US-20 and E D St. However, according to City staff, this facility is outdated and is in the process of being removed.

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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 roll 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.

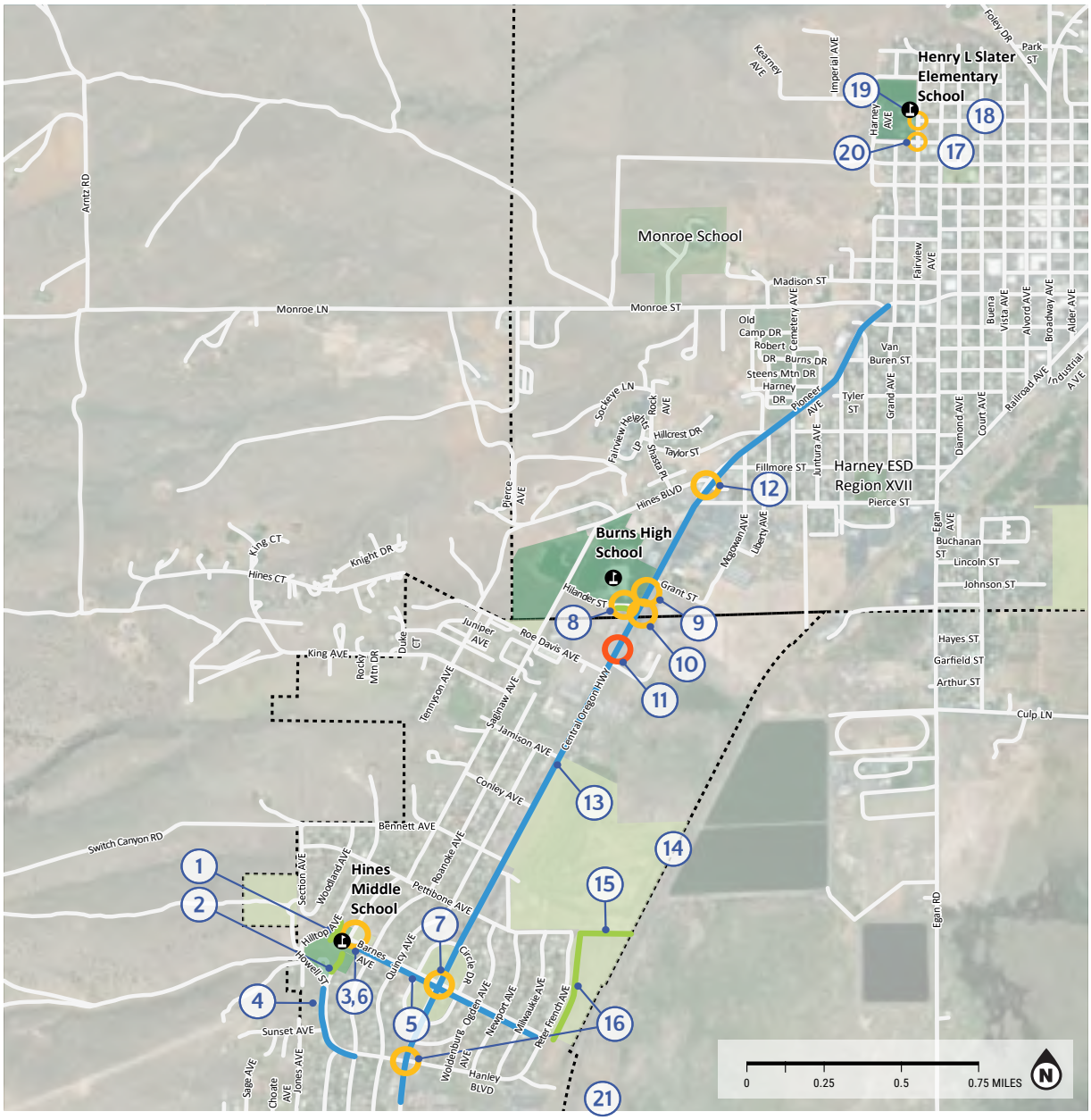
This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the community. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to 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.

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

- **Requires Additional Traffic Analysis**
- **Requires More Detailed Design**
- ODOT Community Paths **Grant Eligible**
- **Quick Build Compatible**
- **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.



HINES COMMUNITY IMPROVEMENTS MAP

IMPROVEMENTS

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

LEGEND

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

alta

Safe Routes to School

Table 1. Hines Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	Hines Middle School Campus		
1	**Issue**: Hilltop Ave is located along the west edge of the school and slopes downward toward the south. School staff report that students walk along informal trails on the school property to access Hines Middle School from neighborhoods to the north and west. These trails are located on a slope, which make them uncomfortable to use during the winter months. They are also not ADA-accessible. **Recommendation**: Designate a preferred trail alignment (or multiple alignments) based on the informal paths already in use, and pave this trail so that students can connect from Hilltop Ave to the west side of the school. If possible, route this path so that the grade is not excessively steep and cross slope is not too considerable. Align the path so that it connects Hilltop Ave at the north corner of the school property with the driveway west of the building, following informal trails where feasible. Where the path crosses the driveways, use pavement markings to indicate a pedestrian crossing.	Harney County School District	ODOT Community Paths Grant Eligible
2	**Issue**: There is a pathway between Saginaw Ave and Hines Middle School on the south side of the school on the east side of the school's bus driveway. This dirt and gravel pathway may become difficult to travel on during poor weather conditions. **Recommendation**: Construct a paved multi-use path where the current dirt path exists to create a comfortable route for students traveling from the south to Hines Middle School.	City of Hines	The current gravel path is within City ROW. ODOT Community Paths Grant Eligible
	Saginaw Ave		
3	**Issue**: On Saginaw Ave north of Hines Middle School, the roadway has restricted vehicular traffic with a gate that is closed between 7AM and 4PM. (This is controlled manually by school staff.) Pedestrians can get around the gate on the west side. but the pedestrian path around the gate is uneven, assembled from loose pieces of slate, and may become slippery during poor weather conditions. For this reason, the route is not ADA-accessible. **Recommendation**: Replace gate with facility that incorporates ADA accessibility into its design (potentially a separate pedestrian gate on one side). Consider potential to replace the gate with an automated device. At minimum, install reflective yellow and red signage on the gate to indicate that the roadway ends.	City of Hines	

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
4	**Issue**: There are no pedestrian facilities along Saginaw Ave south of the school. This is an area where Hines Middle School students would walk to access the neighborhoods south of the school, and there is also a bus stop located in this area. However, caregivers report that there is not sufficient room on this street for two vehicles to pass each other, and people walking find it uncomfortable, sometimes having to leave the road to get out of the way of cars. During the winter, this area becomes increasingly impassable for pedestrians, as the snow banks further limit ROW width. **Recommendation**: Install speed cushions on Saginaw Ave between Hilltop Rd and US-20 to calm traffic and reduce speeds. Consider speed humps and school signage as additional options for traffic calming. Consider traffic circles at intersections.	City of Hines	Quick Build Compatible
	Barnes Ave		
5	**Issue**: There is currently a pedestrian lane on the south side of the roadway between Hines Middle School and the intersection of US-20 and Barnes Ave. The pedestrian lane is approximately 3 feet in width, which does not provide enough space for students to walk side by side comfortably. Walkers here may also feel some discomfort because there is no physical barrier between them and eastbound traffic on Barnes Ave. In addition, there are few visual indicators for drivers to reduce speed. For example, there are no stop signs on this segment, and the pedestrian lane is only delineated by a single white line. East of US-20, there are no pedestrian facilities designated, and pedestrians walk in the vehicle ROW. **Recommendation**: Install a buffered pedestrian lane at least 5 ft wide along the south side of Barnes Ave between the middle school and N Peter French Ave (both west and east of OR-20) Consider chevron striping in the buffered area. As an alternative, consider using vertical delineators, raised curbs, or bumps, depending on maintenance and snow control considerations. These could potentially be installed only at the start and end of each street.	City of Hines	City staff notified the project team that the right-of-way is approximately 100 feet in width along this roadway. Quick Build Compatible

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
6	**Issue**: The intersection of Barnes Ave and Saginaw Ave is located directly to the east of the main entrance of Hines Middle School and is the location for parent and caregiver pickup and drop-off at the school. During winter conditions, this intersection can become icy, which may make crossing from the school parking lot to the school entrance difficult. **Recommendation**: Evaluate the potential of school staff having deicer to prevent ice buildup on this section of the road when weather conditions merit it. Install continental crosswalk striping using MMA (which performs better than thermoplastic in cold weather).	City of Hines	
7	**Issue**: There is an existing continental crosswalk on the south leg of the intersection of Barnes Ave and US-20. There is also a rectangular rapid flashing beacon (RRFB) on both sides of the crosswalk. ADA improvements are scheduled at this location for summer 2023, as part of ODOT's ADA improvement plan. **Recommendation**: As part of ODOT's curb ramp reconstruction efforts, install high visibility crosswalks across Barnes Ave on the east and west legs of this intersection. Ensure curb ramps are upgraded to ADA standards.	ODOT	ODOT plans to complete ramp construction in summer 2023.
	Burns High School		
8	**Issue**: There is a recently-installed ADA ramp at the Highlander Ave entrance to the high school. However, this ramp dead ends into an unrestricted parking spot. Access via this ramp was blocked by a parked car on the day of the site visit. To provide a comfortable path for travel, this ramp should be formally connected into the pedestrian circulation pattern. Additionally, many students traveling on foot cross Highlander Ave at the school exit, rather than the designated signalized crossing to access the convenience store during arrival, lunch, and dismissal. Conflicts may occur between these pedestrians and cars turning right out of the parking lot, as there are no curbs delineating the vehicle ROW, and the angle of the existing sidewalk provides a wide radius for right turning movements. **Recommendation**: Shift parking stalls north to allow space for the continuation of the ADA ramp across the parking lot and median. Install a pedestrian walkway with painted buffer that conforms to the north edge of the existing curb on the south end of the parking lot. Install continental crosswalk with ADA tactile strips across the across the mouth of the parking lot to the southeast edge of the high school frontage. Install curb and gutter sidewalk along southeast corner of high school frontage to connect existing sidewalk on Highlander Blvd with the pedestrian lane in front of the school.	Harney County School District, City of Burns	Quick Build Compatible

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
9	**Issue**: For pedestrians accessing the school from the north and arriving through the north entrance, there is no designated pedestrian path through the parking lot. Conflicts may occur between vehicles and people walking toward US-20. **Recommendation**: Construct continental crosswalk across entrance to high school parking lot from US-20. Consider installing a paved pedestrian path/sidewalk along the north side of the parking lot, connecting this path to the existing sidewalks on US-20. This path could also connect the High Desert Swimming Pool to both the high school and to pedestrian facilities along US-20.	Harney County School District, City of Burns	Quick Build Compatible
	US-20		
10	**Issue**: US-20 and Highlander Ave: The existing crosswalks at this signalized intersection have transverse markings, which are less visible to people driving than high-visibility continental markings. **Recommendation**: Restripe existing transverse crosswalk on all four legs of this intersection with high-visibility continental-style pavement markings.	ODOT	
11	**Issue**: People turning onto US-20 from parking lots and side streets within the school zone enter the roadway without knowing that they are in a school zone. This creates a challenge for traffic enforcement, as people driving can legitimately claim that they were not aware of the school zone speed limit, having not seen the signage. **Recommendation**: Relocate existing school signage to ensure that drivers cannot miss seeing It approaching the high school. Move northbound school crossing assembly when flashing signage (S4-4P) from current location at the driveway near the McDonalds restaurant to south of the southernmost entrance of the parking lot where Rite Aid Pharmacy is located.	ODOT	

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
12	**Issue**: There is no crosswalk on Hines Blvd where US-20 intersects with this street. People walking along the west side of US-20 may not be visible to people turning off of US-20 and onto Hines Blvd. **Recommendation**: Tighten curb radius and add high visibility crosswalk across Hines Blvd at intersection of US-20.	ODOT	Quick Build Compatible
13	**Issue**: There are bicycle lanes along US-20 throughout Hines, however these lanes are unprotected and cross many driveways which may be conflict points between bicycles and motor vehicles. There are no bicycle lanes in Burns. **Recommendation**: Install bike lanes along OR-20 within Burns city limits. Install conflict markings at intersections along OR-20 throughout Hines and Burns. Ensure that bike lanes have appropriate pavement markings at the beginning of each block.	ODOT	ODOT is reconstructing curb ramps throughout Burns and Hines during Summer 2023, which may necessitate the removal or modification of existing bicycle lanes. Design of bicycle facilities along US-20 may change depending on the outcome of the ODOT project.
14	**Issue**: US-20 serves as the primary north-south route in the area and connection between Hines and Burns and has sidewalks on both sides of the road and a bike lane in some locations. In many locations there are driveways that enter and exit the roadway that may make it uncomfortable for pedestrians. High speeds, inconsistent presence of the bike lane, and lack of protection from traffic may make the roadway uncomfortable for those traveling by bicycle. The Burns-Hines Nature Trail is a separated multi-use gravel path that may serve as a more comfortable low-stress north-south connection between Hines and Burns, however, access points to the trail may be infrequent and difficult to access. **Recommendation**: Evaluate establishing additional access points and improving existing access points to the Burns-Hines Nature Trail to provide better access to the trail from areas where people live in Burns and Hines. Consider adding wayfinding elements directing to the trail to allow residents and visitors to become aware of existing access points and of the trail.	ODOT	Quick Build Compatible

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
	Burns-Hines Nature Trail		
15	**Issue**: The Burns-Hines Nature Trail is a gravel path that connects the two communities. It is well-used among community members. There is a connection between the trail and E Pettibone Ave located on the east side of Hines. Hines Middle School students and other community members could potentially use this path to travel to and from school, this trail is low-lying and prone to flooding. There is also an informal trail connection near Barnes Ave, but this is not improved. **Recommendation**: Construct a raised trail between the main Burns-Hines Nature Trail and Pettibone Ave to prevent frequent flooding of the route. Replace the existing unimproved trail connection near the Barnes Ave and Peter French Ave intersection so there is a paved trail eastward across the city-owned property, creating a connection between the proposed pedestrian lane on Barnes Ave to the Burns-Hines Nature Trail.	City of Hines, Harney County	This area is home to sensitive wildlife habitat ODOT Community Paths Grant Eligible
16	**Issue**: There is no designated route through the residential neighborhoods for students to use to travel between the trail and the school. However, these streets are low-volume and could be identified as low-stress travel routes for students. **Recommendation**: Install a multi-use path along the east side of Peter French Ave (on City property) between Pettibone Ave and Commercial Ave. Where the roadway curves to the west (near Commercial Ave), this path should connect to a pedestrian lane along the south side of E Hanley Blvd. Install a crossing at US-20 and Hanley Blvd. Consider installing a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions at the intersection of US-20 and Hanley Blvd.	City of Hines, ODOT	Quick Build Compatible
	Neighborhood surrounding Slater Elementary School		
17	**Issue**: The current one-way traffic configuration near Slater Elementary School, while an improvement on the former chaotic traffic pattern, is limited in scope and still results in bottlenecks or confusion where two-way roads turn into one-way roads. The entire neighborhood may benefit from a cohesive traffic strategy. **Recommendation**: Expand one-way grid to include additional streets. Extend one-way on W D St and W E St to N Court Ave. Extend one-way on N Fairview Ave to W A St. Configure N Egan Ave to be one-way (northbound) from W A St to W E St. Identify a priority route for pedestrians and bicyclists and a separate route for vehicles. Consider reversing the direction head-in angled parking spaces on C St between Fairview Ave and Egan Ave to give bicycle lane more visibility and space.	City of Burns	Quick Build Compatible

Rec #	Recommendation	Responsible Agency	Implementation Next Steps
18	**Issue**: This neighborhood has a grid street typology which may be ideal for efficiently walking from destination to destination. However, sidewalks are inconsistent in this area, making it less accessible for pedestrians. **Recommendation**: Identify locations for sidewalk infill, and Install sidewalk and curb ramps to complete the sidewalk network.	City of Burns	
19	**Issue**: Intersection of N Fairview Ave and W D St: This intersection is located directly adjacent to the east entrance of the school. Students can be observed here walking to the neighborhoods to the north, east, and south; being picked up by their parents, or walking to their parents' cars in nearby neighborhoods. This intersection is surrounded by one-way streets on all sides which means that students must pay attention to motor vehicles coming from the north. **Recommendation**: Restripe existing transverse crosswalk on three legs of intersection with high-visibility continental-style pavement markings. Consider installing curb extensions on all corners of the intersection, either painted or of raised concrete.	City of Burns	Quick Build Compatible
20	**Issue**: Intersection of N Fairview Ave and W C St: This intersection is located adjacent to the southeast corner of the school property. Students can be observed here walking to the neighborhoods to the east and south, being picked up by their parents, or walking to their parents' cars in nearby neighborhoods. Fairview Ave is one-way traffic southbound between W D St and W C St, however, the three other streets at the intersection **Recommendation**: Restripe existing transverse crosswalk on four legs of intersection with high-visibility continental-style pavement markings.	City of Burns	
	City Property South of Lottery Lane and Sewage Lakes		
21	**Issue**: This area has much of Hines' industry but also much of the City's property. This area already supports a diverse range of bird species. **Recommendation**: Construct trail network that connects to Burns-Hines Nature Trail. Consider interpretive signage that informs on diversity of bird species in the area. Consider installing wayfinding elements that lead people from Hines to this trail network.	City of Hines	This area is home to sensitive wildlife habitat. There may be potential to acquire funding and support from the Audubon Society,

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Education and Encouragement Program Recommendations

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

Suggested walking routes were also developed with project partners, based on community input and findings from the bike and pedestrian facility inventory. The Suggested Route Map on the next page provides current routes for students and families to consider when walking and biking to school. The map also provides an aspirational vision for a more complete SRTS network for future investments and improvement. These future network additions are shown as dashed lines.

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

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

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

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

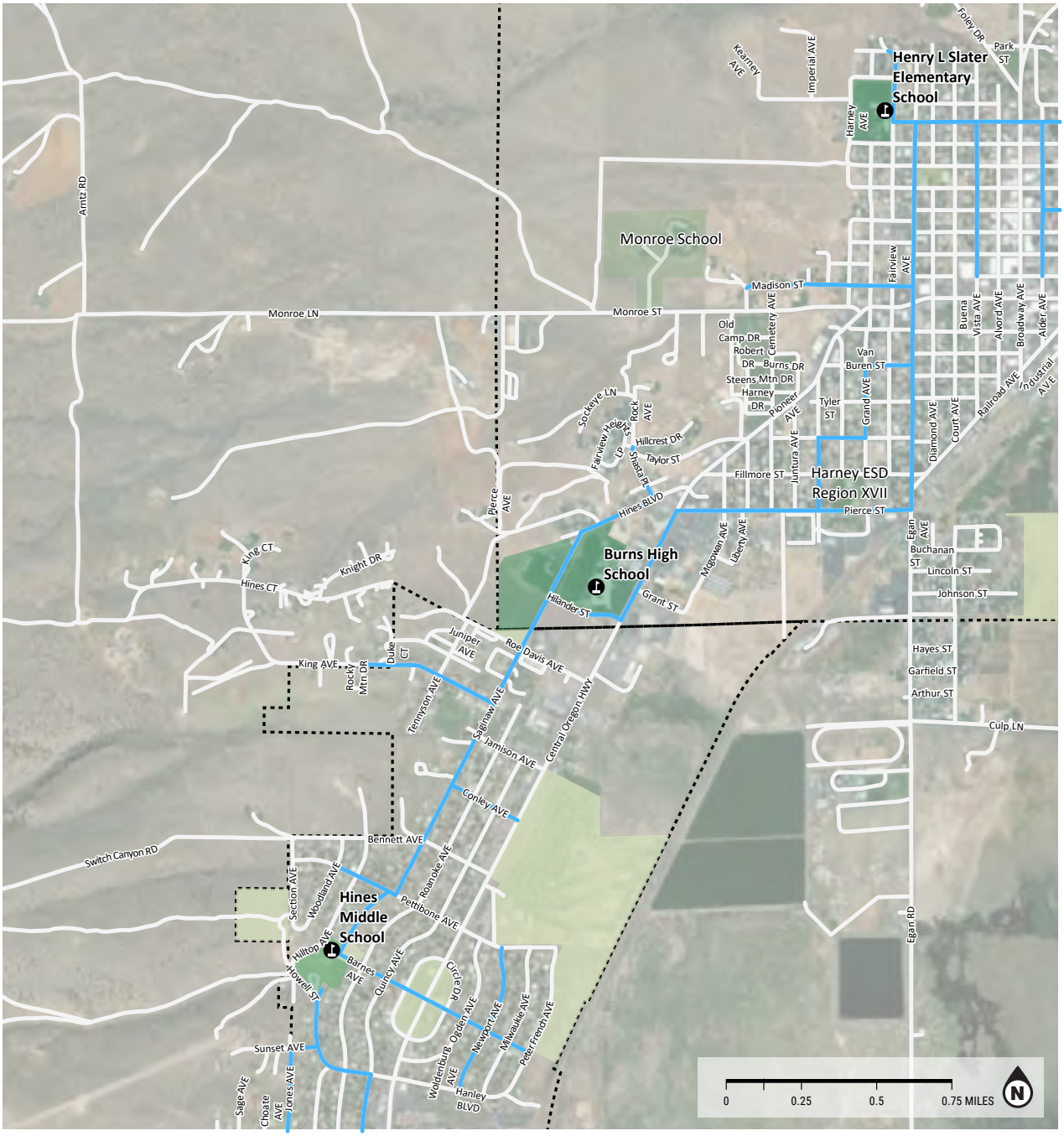
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

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

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

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



HINES COMMUNITY PRIORITY ROUTES MAP

LEGEND

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

Table 2. Hines Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Slater Elementary School, Hines Middle School	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, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	Harney County School District	Apply for funding for a Safe Routes to School Coordinator for the Harney County School District through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City and school district.	Example job description and application materials	Include funds for translation of materials and programs where necessary in the scope of this grant	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Basic Bicycle Skills instruction as a part of middle school Bike Education	SRTS Coordinator, Hines Middle School	Coordinate with Hines Middle School PE teacher to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Slater Elementary, Hines Middle School	Provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Slater Elementary School, Hines Middle School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish, or other languages as needed..	Feedback from families; observations from school leadership
Walking School Bus and Bike Train	SRTS Coordinator	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, a 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, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll to School Day	SRTS Coordinator, Slater Elementary School, Hines Middle School	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, incentives or prizes for students	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, City of Hines, and CIty of Burns	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 parent engagement materials in Spanish, or other languages as needed.	Feedback from families
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

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.

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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 Competitive Construction Grant and prepare jurisdictions to apply for the funding. This chapter describes the community-driven process to prioritize recommendations for the ODOT SRTS Competitive Construction 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

Through the PIP process, the City of Hines determined that addressing pedestrian improvements along Barnes Ave was the top-priority improvement recommended for the ODOT SRTS Competitive Construction Grant Application. Tables 3 and 4 lists two options for this corridor. The first (Table 3) is a buffered asphalt path, which improves on the existing pedestrian facility by adding a buffer while retaining the ability for snow plows to clear the route during the winter. The second option (Table 4) is to install concrete curb, gutter, and sidewalk along the south side of Barnes.

These projects were chosen due to their emphasis on safety, proximity to Hines Middle School and ability to serve a large number of students walking and biking both to and from school and around the community in general. The tables also provides planning-level cost estimates for each project. Table 5 (page 56) provides additional project-specific information needed for ODOT grant applications.

The City of Hines will be the relevant party to prepare the Competitive ODOT SRTS IN Grant for these projects.

Table 3. City of Hines Implementation Priority Projects Option A: Buffered Asphalt Path

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	$17,400
Traffic Control	$26,100
Erosion Control	$3,500
W & E Barnes Ave - Buffered 6' Asphalt Path on South Side	**$220,691**
Additional Costs	$142,600
Total Project Cost	**$363,291**

Table 4. City of Hines Implementation Priority Projects Option B: Concrete Curb, Gutter and Sidewalk

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	$66,300
Traffic Control	$99,500
Erosion Control	$13,300
W & E Barnes Ave Pedestrian Improvements (Concrete Curb, Gutter and Sidewalk on South Side)	**$841,969**
Additional Costs	$543,100
Total Project Cost	**$1,385,069**

Table 4. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF HINES
Relevant Right of Way ownership	The City of Hines owns all relevant right of way.
Utility implications	N/A
Environmental resource implications	N/A
Stormwater management implications	The improvements listed in Option B would require modifications to existing stormwater drainage.
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	Unknown
Priority Safety Corridor	No

Education Implementation Next Steps

EDUCATION

- Connect with ODOT Central, Eastern, and Southern SRTS Hub to learn more about developing a Safe Routes to School Plan for Harney County Union School District.
- Create a bicycle and pedestrian safety program using resources from ODOT.

ENCOURAGEMENT

- Encourage and assist with at least one annual encouragement activity event at all schools.
- Initiate a walking school bus (WSB) program at Slater Elementary School
- Encourage connections between families that lead to more carpools; walking, biking, and transit buddies; and walking school buses.

SAFE ROUTES TO SCHOOL COORDINATOR

- Consider working with Harney County Union School District to apply for funding through the ODOT SRTS Competitive Education Grant to hire a Safe Routes to School Coordinator.
- Once hired, create a workplan for the new coordinator to set them up for success.
- Build partnerships with schools to increase school and student participation.

EQUITY

- Develop and utilize an equity lens for program development, distribution of resources, and staff recruitment. Publicize this commitment to equity, and use it to measure program effectiveness.

ENGAGEMENT

- Develop engagement processes and procedures for stakeholder recruitment, event documentation, and follow-up efforts.
- Develop engagement goals and outcomes to measure success in reaching target populations through the SRTS program.

Next Steps

With a 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 roll to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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

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

06

APPENDICES

APPENDICES

APPENDIX A. FOR MORE INFORMATION

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

NATIONAL RESOURCES

Safe Routes to School Data Collection System

http://www.saferoutesdata.org/

Pedestrian and Bicycle Information Center

http://www.pedbikeinfo.com/

National Center for Safe Routes to School

http://www.saferoutesinfo.org/

Safe Routes to School Policy Guide

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

School District Policy Workbook Tool

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

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

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

10 Tips for SRTS Programs and Liability

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

Tactical Urbanism and Safe Routes to School

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

STATE RESOURCES

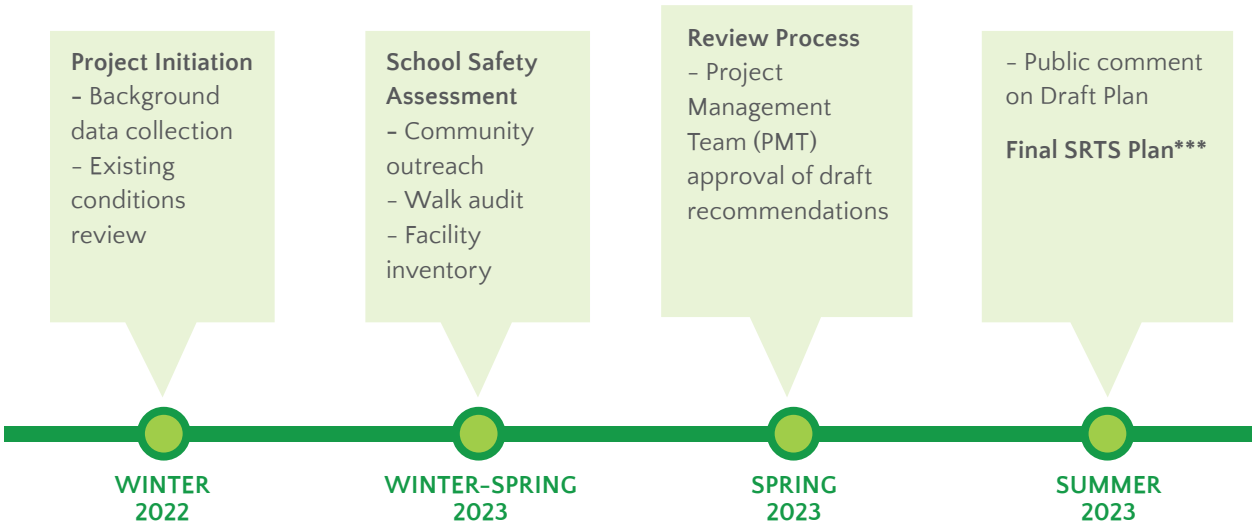
The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

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

CITY OF HINES COMPREHENSIVE PLAN (1986)

The City of Hines Transportation Element of the Comprehensive Plan of 1986 provides details on the travel conditions within Hines in 1986 and direction for future transportation improvements. The plan makes note of the limited bicycle facilities throughout Burns and Hines and makes no mention of sidewalks.

The following policies relate to SRTS planning near the focus schools

- A bike path should be completed from Central Hines to Central Burns
- [The City] Shall encourage State Highway Division to improve Highway 20/395 and provide a pedestrian overpass near the elementary school.

CITY OF HINES TRANSPORTATION SYSTEM PLAN (2001)

The 2001 TSP guides the management of existing transportation facilities and the design and implementation of future facilities for the community of Hines until 2021. The plan takes into account current roadway usage, land use patterns, and the requirements of the Transportation Planning Rule. The document contains descriptions of Hines' pedestrian system as well as its bikeway system.

RELEVANT PLAN GOALS AND POLICIES

The 2001 TSP puts forward several goals for the City's transportation, several of which may further Safe Routes to School Planning for the focus schools including:

Goal 4. Increase the use of alternative modes of transportation (walking, bicycling, rideshare/carpooling, and transit) through improved access, safety, and service.	A. Provide sidewalks, bikeways, and safe crossings on arterial and collector streets. B. Promote alternative modes and rideshare/carpool programs through community awareness and education. F. Periodically assess pedestrian and bicycle modes of transportation within the city and develop programs to meet demonstrated needs.
Goal 5. Ensure that the road system within the city and urban area is adequate to meet public needs, including the transportation disadvantaged.	F. Evaluate warrants for traffic control devices, particularly along US Highways 20 and 395. G. Request ODOT review of speed zones and encourage the ODOT Speed Control Review Board to consider modifying posted speeds based 011 the ODOT review. H. Continue to monitor the needs of the transportation disadvantaged and provide support as required.

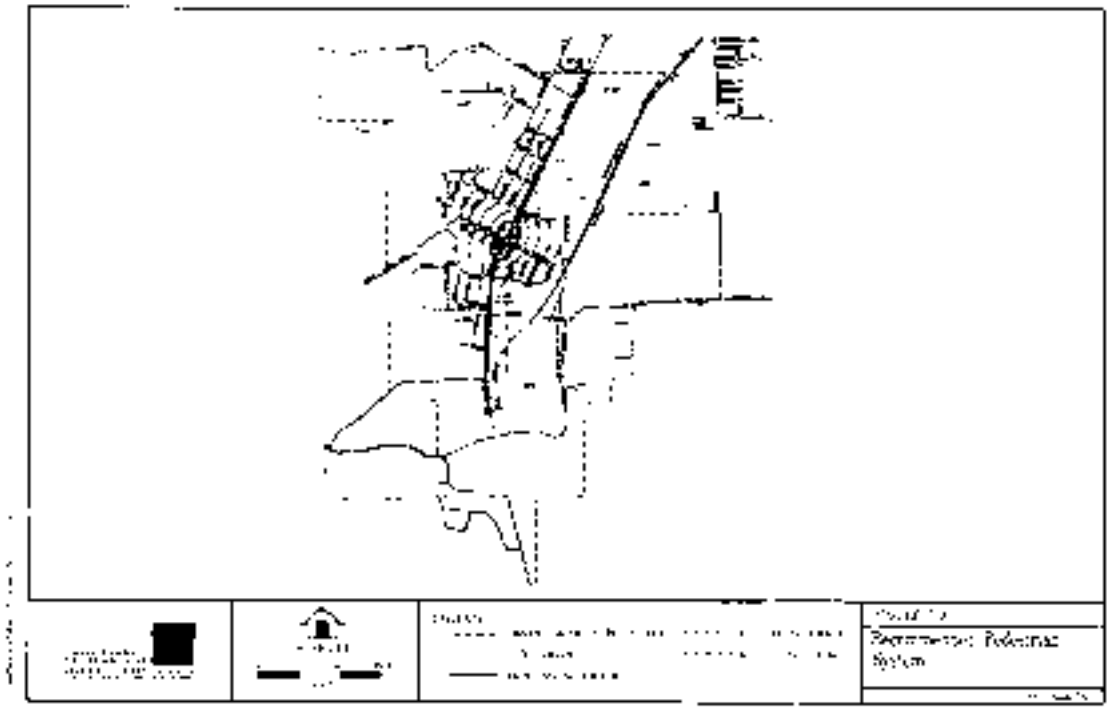
The Plan also inventoried the city's transportation facilities, including descriptions of the existing pedestrian and bikeway systems at the time. The following pedestrian facilities are described by the Plan (see the TSP map in

Figure 1):

- Sidewalks on both sides of US Highway 20/395 through Hines, which replaced the former asphalt path along the east side of the highway
- Sidewalks that run along the outside edge of Circle Drive, in the center of town.
- Multi-use path constructed on former railroad beds connecting Burns and Hines from Lottery Lane to Egan Avenue

Figure 1: TSP Recommended Pedestrian System

The 2001 TSP does not describe any dedicated bikeway facilities, however, the Plan notes how those on bicycle



can share facilities with other road users. According to the TSP:

- Because of the small size of Hines, a cyclist can travel to any destination in town within a matter of minutes.
- Bicycling should be encouraged to reduce the use of automobiles for short trips and in order to reduce some of the negative aspects of urban growth.
- On low-volume roadways, such as many of the local streets, bicyclists and automobiles can both safely and easily use the roadway. On higher volume roadways, particularly the arterial streets, safety for the bicyclists is an important issue.

Finally, the TSP includes a policy to encourage the State Highway Division to provide for a traffic signal near Slater Elementary School if warranted.

CITY OF BURNS TRANSPORTATION SYSTEM PLAN (2001)

Similar to the Hines Transportation System Plan, the City of Burns 2001 TSP guides the management of existing transportation facilities and the design and implementation of future facilities until 2021. The document contains descriptions of Burns' pedestrian and bikeway systems. The City of Burns' transportation goals and objectives are very similar to those of Hines, likely due to having been worked on by the same planning team.

RELEVANT PROJECTS:

The City of Burns acknowledges that traffic on US Highway 20/395 is high, and therefore, children may prefer to travel on alternative routes with lower traffic. The Plan identifies several potential lower-stress routes that could be considered for signing as bicycle routes. The 2001 TSP lists identifies the following active transportation improvement projects and recommendations in the vicinity of the focus schools.

STREET	LOCATION	RECOMMENDED IMPROVEMENTS
D St	*Egan Ave to Alder Ave*	*Sidewalks on both sides*
Washington St	*Egan Ave to Buena Vista Ave*	*Sidewalks on both sides*
Washington St	*Alder Ave to Fir Ave*	*Sidewalks on both sides*
Adams St	*Egan Ave to Alvord Ave*	*Sidewalks on both sides*
Monroe St (OR Hwy 78)	*Egan Ave to Alvord Ave*	*Sidewalks on both sides*
Monroe St (OR Hwy 78)	*Alder Ave to Ivy Ave*	*Sidewalks on both sides*
Filmore St	*Oregon Ave to Egan Ave*	*Sidewalks on both sides*
Egan Ave	*Filmore St to Monroe St*	*Sidewalks on both sides*
Egan Ave	*Monroe St to Madison St*	*Sidewalks on both sides*
Egan Ave	*Adams St to D St*	*Sidewalks on both sides*
Jackson St	*Hwy 20/395 to Alder Ave*	*Shared roadway bike route*
Egan Ave	*Jackson St to Railroad Ave*	*Shared roadway bike route*
Alder Ave	*Jackson St to D St*	*Shared roadway bike route*
D St	*Egan Ave to Alder Ave*	*Shared roadway bike route*

HARNEY COUNTY SCHOOL DISTRICT 3 BUS POLICY

The three schools included as part of this SRTS planning process are all part of the Harney County School District. Each of the three schools provides countywide service for its grade level, which results in large catchment areas for their student populations. Elementary students who live more than 1 mile from school and middle and high school students who live more than one and a half miles from school are eligible for transportation provided by the district. The district has four bus lines pick up and drop off students in Burns, Hines, and other parts of Harney County, including the Burns Paiute Tribe Reservation.

Transit Information

SLATER ELEMENTARY SCHOOL

The nearest bus stop to Slater Elementary School is in front of the Court house on Courthouse - W A St & N Buena Vista Ave and is 0.24 miles from the school. This is the Eastbound route and runs hourly every day. The second nearest bus stop is in front of the Health Department on W Washington St & N Fairview Ave and is 0.2 miles from the school. This is the Westbound Route runs hourly every day.

HINES MIDDLE SCHOOL

The Hines Park - SW Circle Dr bus stop is the nearest bus stop to Hines Middle School. The bus stop is 0.2 miles from the school and runs hourly. The bus stop called BareBones, which is located at 306 N Hwy 20, is 0.46 miles from the school, and the westbound route that serves this stop runs hourly.

BURNS HIGH SCHOOL

The nearest bus stop to Burns High School is next to the High Desert Swimming Pool along World War I Veterans Memorial Hwy (westbound) bus stop, located adjacent to the school. There is a second bus stop, the Secure Self Storage bus stop near 190 Roe Davis Ave, which runs eastbound and is 0.2 miles from the school. This bus runs hourly. Finally, there is another bus stop at the Rite Aid parking lot with buses stopping hourly. This bus stop serves the Prairie City to Burns bus route.

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

There is no current Safe Routes to School Plan for the focus schools, and it is possible that that a plan has never been completed. The schools have internal programs to remind students of safety but no formal SRTS program. The City has not previously had any involvement in these types of programs but is now committed to using and expanding these opportunities in conjunction with funding infrastructure improvements that supports safe travel.

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

Between 2016 and 2020, there was one recorded vehicle collision with a person walking within one mile of the focus schools. A pedestrian received minor injuries as a result of the collision, which occurred in November 2016 at Kearney Ave and Pierce St between 4 and 5 pm (Figure 2). The available crash data cites the motorist not yielding the right-of-way and the pedestrian not wearing reflective clothing as primary causes for the collision. However, it should be noted that these crash causes are determined by local law enforcement, and the circumstances that lead to a crash are often more complicated than the simplified reporting options.

Additionally, it was noted by a Hines city official that a youth was killed during a collision eight years ago at the intersection of Hwy 20 and Broadway St. However, data about this event is absent from ODOT records.

VEHICLE-ONLY COLLISIONS

The second set of crash maps (See Figure 3, 4 and 5) 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.

The majority of crashes in Burns and Hines were along State Hwy 20/395, the busiest roadway in the two communities. The following locations near focus schools were observed to have a higher number of crashes and may be particularly noteworthy during this planning process:

- Hwy 20/395 between Pierce St and Liberty Ave
- Intersection of OR Hwy 20/395 and Hilander St
- Intersection of OR Hwy 20/395 and Pettibone Ave
- Intersection of OR Hwy 20/395 and Barnes Ave
- Intersection of OR Hwy 20/395 and Pettibone Ave
- Intersection of OR Hwy 20/395 and East D St
- Intersection of OR Hwy 20/395 and East A St

Figure 2: Collisions between vehicles and people walking and biking near Burns High School (2016-2020)

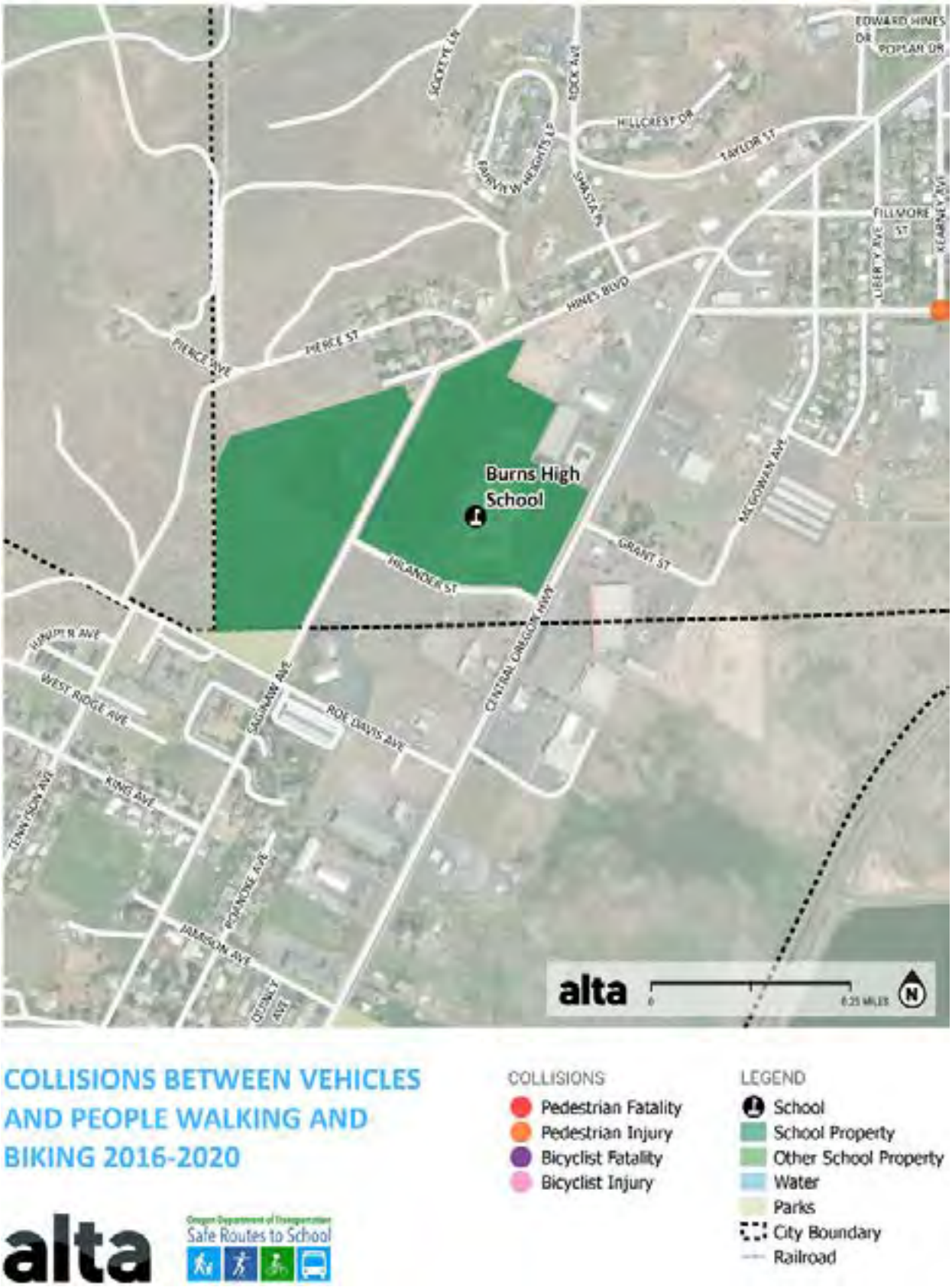


Figure 3: Vehicle-only collisions near Slater Elementary School (2016-2020)

ALL CRASHES INVOLVING VEHICLES 2016-2020

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

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

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Figure 4: Vehicle-only collisions near Hines Middle School (2016-2020)

ALL CRASHES INVOLVING VEHICLES 2016-2020

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

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

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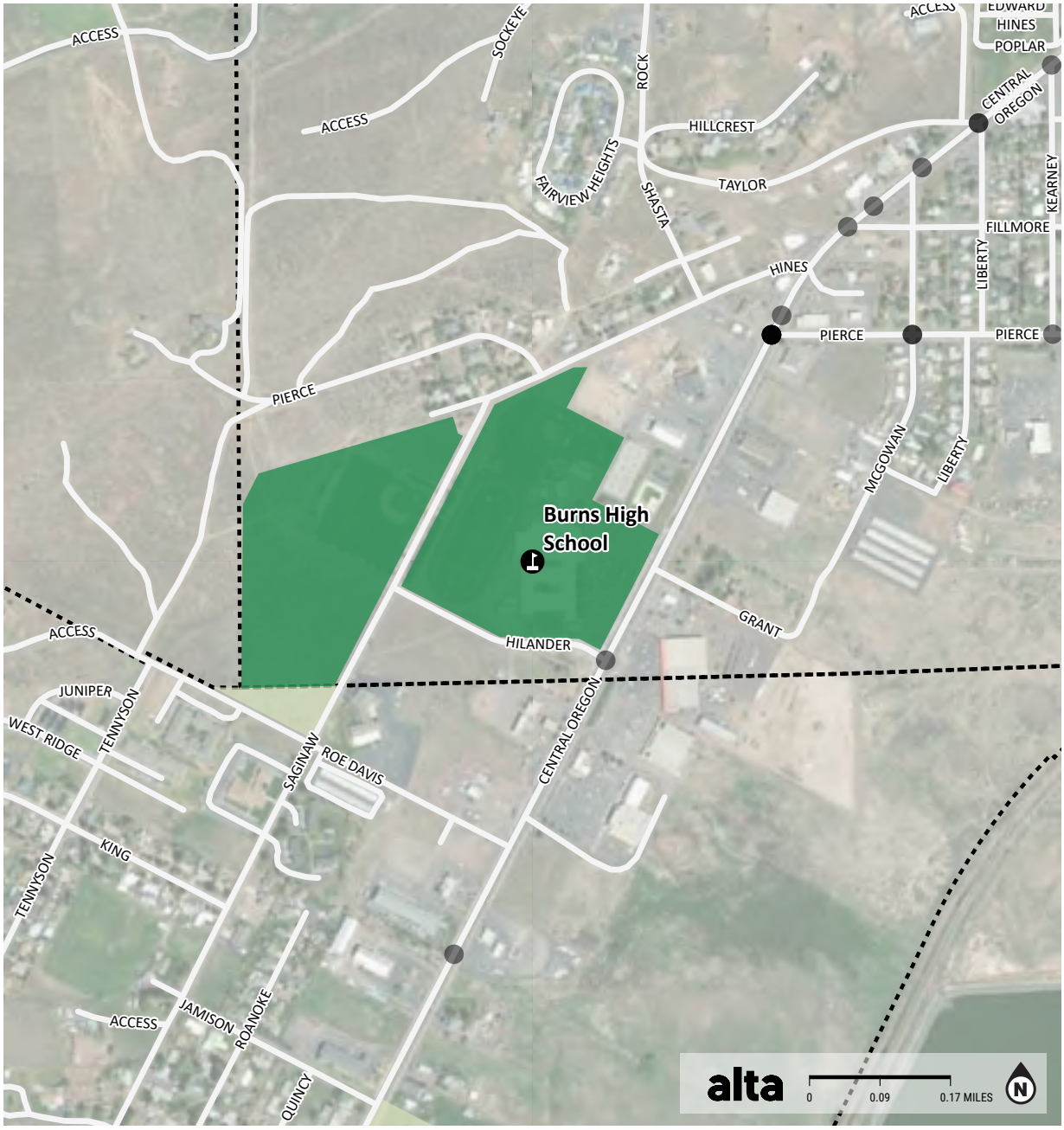
Safe Routes to School

Figure 5: Vehicle-only collisions near Burns High School (2016-2020)



ALL CRASHES INVOLVING VEHICLES 2016-2020

Legend

- Vehicle Crash
- School
- Railroad
- School Property
- Other School Property
- Streets
- Water
- Parks
- City Boundary

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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 Hines Prioritized Project Cost Estimates: Barnes Ave Pedestrian Improvements Option A

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Mobilization	10%	$17,400	1	$17,400
Traffic Control	15%	$26,100	1	$26,100
Erosion Control	2%	$3,500	1	$3,500
W & E Barnes Ave - Buffered 6' Asphalt Path on South Side				
Clearing and grubbing	LS	$8,000	1	$8,000
Remove asphalt pavement	SF	$7	6,572	$46,007
Install aggregate base	CY	$60	313	$18,791
Install asphalt pavement	TON	$200	349	$69,845
Install flexible delineator	EA	$50	17	$850
Install lane line stripe	LF	$5	4,600	$22,999
Install pedestrian lane symbol and bi-directional arrow	EA	$400	18	$7,200
			Subtotal	**$220,691**
Additional Costs				
Construction Engineering	15% of SUBTOTAL	$33,200	1	$33,200
Contingency	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	$76,200	1	$76,200
				Total Construction Cost: $330,091
Soft Costs (traffic study, design engineering, permitting)	15% of SUBTOTAL	$33,200	1	$33,200
				Total Project Cost: $363,291

Table A-2. City of Hines Prioritized Project Cost Estimates: Barnes Ave Pedestrian Improvements Option B

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Mobilization	10%	$17,400	1	$17,400
Traffic Control	15%	$26,100	1	$26,100
Erosion Control	2%	$3,500	1	$3,500
W & E Barnes Ave Pedestrian Improvements (Concrete Curb, Gutter and Sidewalk on South Side)				
Clearing and grubbing	LS	$8,000	1	$8,000
Remove asphalt pavement	SF	$7	6,572	$46,007
Install aggregate base	CY	$60	313	$18,791
Install asphalt pavement	TON	$200	349	$69,845
Install flexible delineator	EA	$50	17	$850
Install lane line stripe	LF	$5	4,600	$22,999
Install pedestrian lane symbol and bi-directional arrow	EA	$400	18	$7,200
			Subtotal	**$220,691**
Additional Costs				
Construction Engineering	15% of SUBTOTAL	$33,200	1	$33,200
Contingency	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	$76,200	1	$76,200
				Total Construction Cost: $330,091
Soft Costs (traffic study, design engineering, permitting)	15% of SUBTOTAL	$33,200	1	$33,200
				Total Project Cost: $363,291