



HARRISBURG Safe Routes to School Plan

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

CITY OF HARRISBURG

HARRISBURG ELEMENTARY SCHOOL
HARRISBURG MIDDLE SCHOOL

MAY 2025

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • CYCLE OREGON • THE STREET TRUST

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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 to school**.¹ 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.

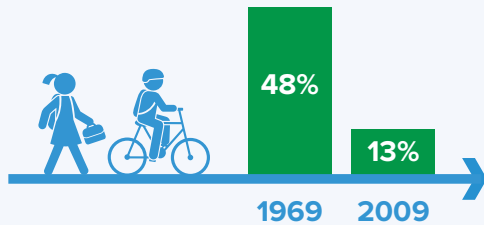
Learn more at www.oregonsaferoutes.org.

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%**.



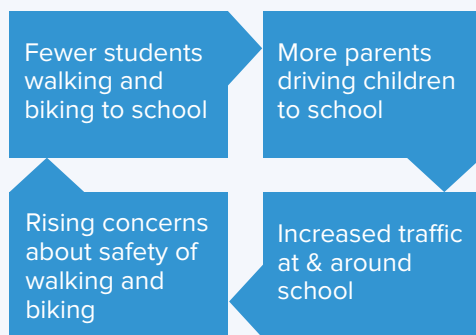
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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 Pedros. 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 rolling activity among students. But why is it important for communities to make it safer and more convenient for students to walk and roll to school?

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as walking school buses and bike buses, which offer supervision and structure for walking or rolling 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 rolling 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 bus, 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, A.R., A.S. Page, L.J. Foster, and D. Qahwaji. 2003. "Commuting to School: Are Children Who Walk More Physically Active?" *American Journal of Preventative Medicine* 25(4):273–276. doi:10.1016/s0749-3797(03)00205-8.

3 Hillman, C.H., M.B. Pontifex, L.B. Raine, D.M. Castelli, E.E. Hall, and A.F. Kramer. 2009. "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 rolling, 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 rolling. Additionally, the common goal of improving conditions for walking and rolling 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 roll 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.”

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 rolling 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.

¹ Litman, T., and S. Fitzroy. 2021. *Safe Travels: Evaluating Transportation Demand Management Traffic Safety Impacts*. Victoria Transport Policy Institute.

Harrisburg SRTS Project Identification Program

The City of Harrisburg, Oregon Department of Transportation (ODOT) Region 2 representatives, Harrisburg School District, Streets for Everyone, and the school community worked with ODOT’s SRTS Technical Assistance Provider—Alta Planning + Design—to complete this SRTS Plan.

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

This process did not include schools outside city boundaries.

The goals of the PIP process are:

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



The Harrisburg SRTS Plan Process**

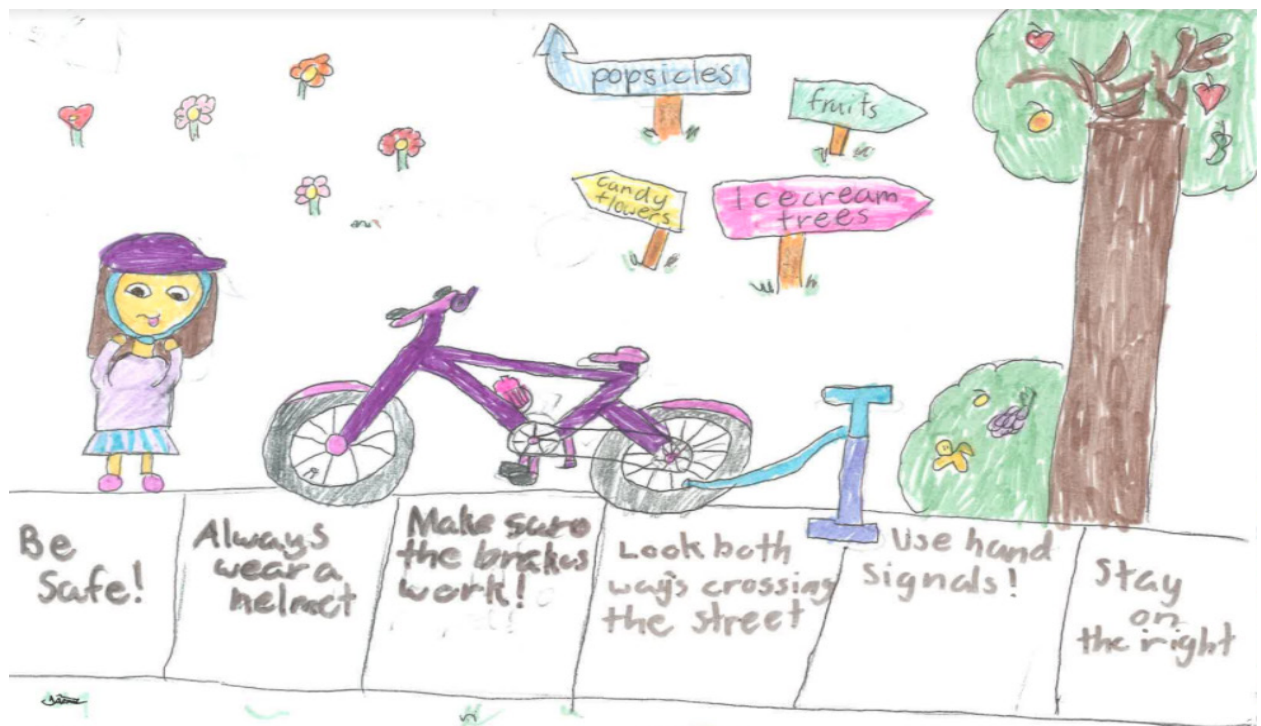


*For more information on the PIP program, visit www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx.
**A detailed summary of the planning process is included in Appendix B.
***Final SRTS Plans can be found at www.OregonSafeRoutes.org

Plan Audience

This Plan lays the foundation for local public agency staff, schools, the community, and ODOT to work together on reducing barriers for students walking and rolling 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,
- **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

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 3**) 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 rolling conditions in your neighborhood and how an SRTS program can improve them (see **Chapter 3**).
- 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 rolling, 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 roll 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 Harrisburg community envisions a future where students and their families safely, comfortably, and conveniently walk and roll as part of the daily school commute and a healthy lifestyle.

Goals, Objectives, and Actions

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

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

SAFETY

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

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

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

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

- Action: The City of Harrisburg will coordinate with local police to address enforcement issues near school campuses, such as:
 - » Parking in reserved Americans with Disabilities Act (ADA) parking without a permit.
 - » Parking in bike lanes
 - » Speeding on neighborhood streets

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

- Action: Harrisburg Public Schools will encourage families to walk and roll to school by distributing information regarding safety and suggested routes.

EQUITY

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

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

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

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

- Action: The City of Harrisburg will consider the needs of underserved and low-income populations as transportation improvements are planned and implemented.

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: The Harrisburg School District will identify areas where SRTS efforts align with other health initiatives, including within physical education classes.

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

- Action: Harrisburg School District will share relevant health statistics and messages in school newsletters, at back-to-school night, or through other communication channels.
- Action: As appropriate, the City of Harrisburg 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: Harrisburg School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses

A Community-Driven Planning Process

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

- Participation in walk audits at each school and a community meeting
- Virtual feedback using the online public input map and survey

The Harrisburg School District, Streets for Everyone, and school leadership from both Harrisburg Elementary School and Harrisburg Middle School worked to spread the word about the walk audits, community meetings, and the online public input map and survey by sending them out to all families and posting them on the school websites. As a result, the project team received a few comments through the interactive map and several responses to the survey.

The project team conducted a walk audit in Harrisburg on the afternoon of September 19, 2024, to observe student dismissal at Harrisburg Elementary School and Harrisburg Middle School.

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

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

The Harrisburg School District has been proactive in promoting safety in education programs. These initiatives include pedestrian and cyclist safety workshops, traffic safety assemblies, and

partnerships with local law enforcement for outreach campaigns. These efforts aim to instill safe travel behaviors and raise awareness among students, parents, and educators.

EDUCATION IMPROVEMENTS

Harrisburg School District was the recipient of a 2024 Tier One Education Grant through ODOT. This grant funded a SRTS Coordinator position within the district to lead walking and biking education initiatives across all Harrisburg schools, as well as consultant support to build momentum for SRTS in the community. This consultant support includes building relationships with schools, developing an Implementation Strategy, and identifying transportation barriers in the community. Additionally, there will be opportunities for the public to engage in programming throughout this initiative.

INFRASTRUCTURE IMPROVEMENTS

As of this writing, the City of Harrisburg is updating its Transportation System Plan, which will provide a more in-depth assessment of infrastructure recommendations for all transportation modes.

These include the installation of sidewalks, crosswalk enhancements, bike lanes, and traffic calming measures near school zones. These enhancements will not only improve safety but also encourage more students to walk or bike to school, reducing reliance on vehicular transportation.



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

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03



EXISTING CONDITIONS

EXISTING CONDITIONS

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

The following pages provide contextual information for each of the schools, as well as key themes documented during the walk audits 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:

Harrisburg Elementary

642 SMITH ST., HARRISBURG, OR 97446

PRINCIPAL:

Darcey Edwards



ENROLLMENT:

325



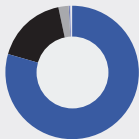
GRADES SERVED:

Public K-4



EQUITY:

63% of students are below poverty line*



DEMOGRAPHICS*

- White, non-Hispanic, 75%
- Hispanic, 15%
- American Indian/Alaska Native, 2%
- Black / African American, <1%
- Asian, <1%

*Source: Oregon Department of Education 2023-2024 school year

Harrisburg Elementary School Safety Assessment

Date: September 2024

SCHOOL LAYOUT

Harrisburg Middle School is a public school located in the center of Harrisburg. The school is on the south side of Smith Street between 6th Street and 9th Street (see map on next page). The school is part of a larger campus that also includes Harrisburg Middle School and Harrisburg High School.

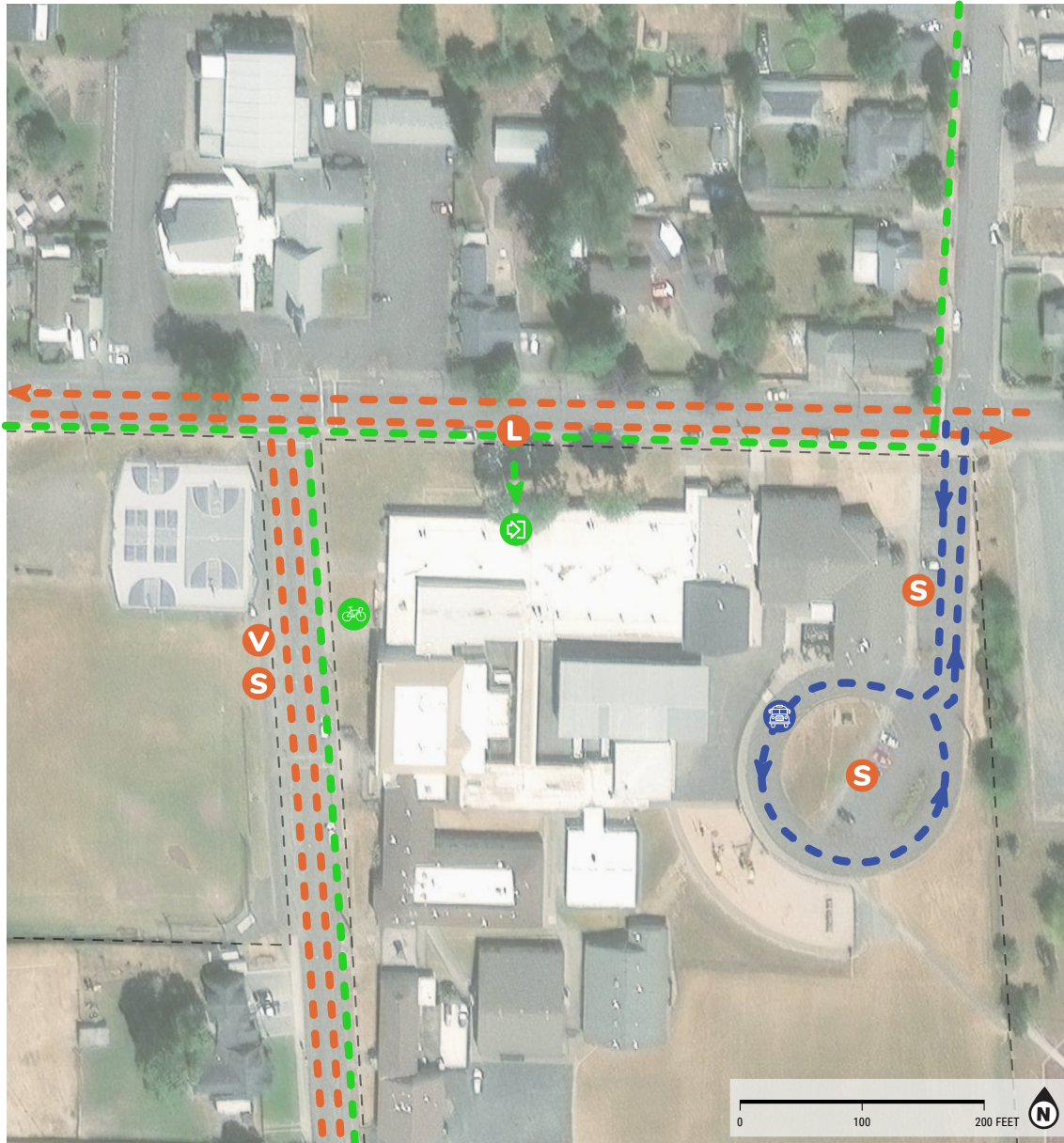
SITE CIRCULATION

Vehicles: Parents are encouraged to use the front entrance for student pick-up and drop-off, but limited space leads many to park in the church lot across the street or the gravel lot east of the school. During kindergarten dismissal, staff guide students to wait near the front entrance before escorting them to their rides. Staff parking is designated in the southeast lot via the bus loop or the northwest corner, which also accommodates visitor parking.

School Buses: Buses use the loop south of the parking lot east of the school for student pick-up and drop-off. The loop, fenced off from the main campus, passes the staff parking area and playground. However, staff have noted frequent backups and parents entering the bus loop for drop-offs or pick-ups, disrupting its efficiency.

Bikes: Some students bike to school, with a number of bikes and scooters observed at the bike rack on the west side of the middle school, which shares a campus with the elementary school. While 6th Street, west of the school, was recently reconstructed with a bike lane, this lane is frequently obstructed during arrival and dismissal times.

Pedestrians: Most students who walk to and from the elementary school live in neighborhoods to the north and south. However, the surrounding neighborhoods lack sufficient crosswalks and sidewalks. Additionally, two railroad tracks and Highway 99E create significant barriers and challenging pedestrian crossings for those traveling from neighborhoods to the west.



HARRISBURG ELEMENTARY SCHOOL

SITE PLAN



- | | |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
|  Bike Parking |  Pedestrian Travel Path |
|  Main Entrance |  Bus Travel Path |
|  School Bus Loading |  Car Travel Path |
|  Staff Parking | |
|  Visitor Parking | |
|  Vehicle Loading |  School Campus |

Bike and Pedestrian Facilities Inventory



Key Observations

- 7th Street is an important biking and walking route for students getting to and from school from the neighborhoods to the north. The school staffs a crossing guard at 7th Street and Territorial Street.
- The bike lane along 6th Street is often blocked by caregivers picking up students during school dismissal times.
- Many students cross 6th Street at the middle school to get to the playground, skate park, and newly constructed basketball court.
- Students from neighborhoods west of the school campus generally do not walk to school, despite relatively close proximity. This is likely due to challenges crossing the railroad right-of-way and Highway 99E.
- Smith Street is very busy during arrival and dismissal times, with caregivers lining up along both sides of the roadway to pick up students.



Recently resurfaced crosswalk at Smith Street and 6th Street.



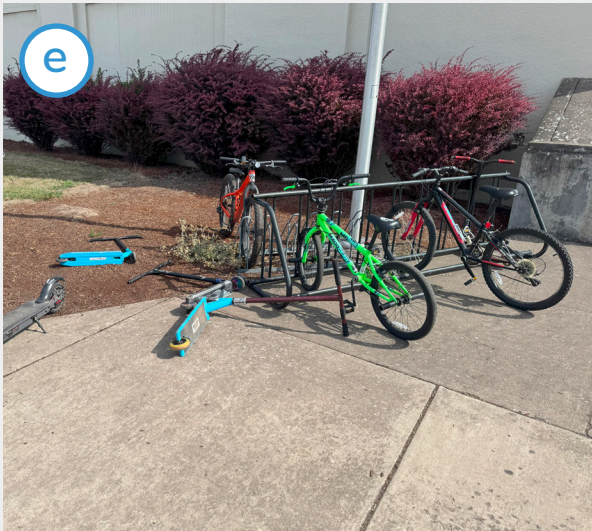
Newly implemented bike lane and RRFB on 6th Street.



Railway crossing just west of Harrisburg Elementary School.



Existing ADA ramp crossing of LaSalle Street south of Harrisburg Elementary lacks signage and striping.



Existing bike rack at Harrisburg Middle School.



A bus waits to pick up students in the bus loop on the east side of the elementary school..



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 benefit students and families who walk and roll to school, as well as everyone who travels through the school area.

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

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

Construction Project Recommendations

This section describes recommended construction projects within two miles of the focus schools. The maps on the following pages are a guide to the locations 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 rolling 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. As of this writing, the City of Harrisburg is updating its Transportation System Plan (TSP), which will provide a more in-depth assessment of infrastructure recommendations for all transportation modes throughout the entire city.

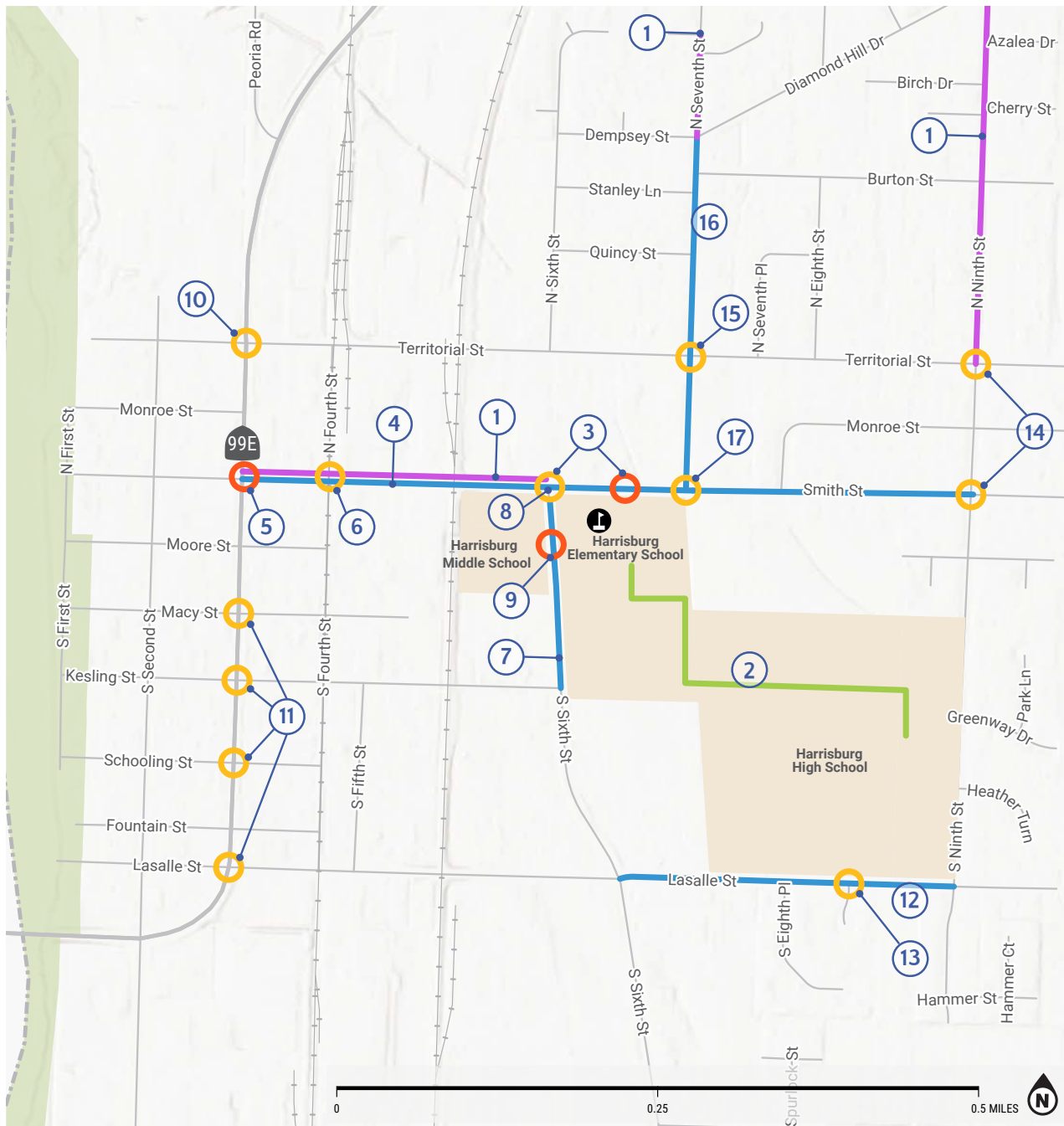
In the plan, “Responsible Party” refers to the entity with the authority and capacity to implement the recommendation. While construction projects must be reviewed and designed by engineers and approved by the local road authority, this designation does not obligate the any agency to carry out the recommendations in this plan.

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 rolling to school. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

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

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

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



HARRISBURG RECOMMENDED IMPROVEMENTS

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

IMPROVEMENTS

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

BACKGROUND

- PIP School
- Railroad
- School Campus
- City Limits

Table 1. Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Party ¹	Implementation Next Steps
Sidewalk Gaps			
01	<p>Issue: Several streets surrounding the school have missing or disconnected sidewalks in many locations.</p> <p>Recommendation: Fill sidewalk gaps with sidewalks, curb, and gutter and install ADA-compliant ramps at road intersections in the following locations (in order of priority):</p> <ul style="list-style-type: none"> Along the north side of Smith Street between 6th Street and 3rd Street Along either side of 9th Street between Territorial Street and Diamond Hill Road Along the west side of 7th Street between Dempsey Street and Erica Place <p><i>*Priority Recommendation*</i></p>	City of Harrisburg	School District to consider installation of shared use path between middle/elementary schools and high school.
Harris Elementary School Grounds			
02	<p>Issue: There are no pedestrian or bicycle facilities within the school property that directly link Harrisburg High School, Harrisburg Middle School, and Harrisburg Elementary School, greatly increasing the distance when traveling between the schools on foot or by bicycle.</p> <p>Recommendation: Consider additional pedestrian connections between Harrisburg High, Harrisburg Middle, and Harrisburg Elementary internal to the school property.</p>	Harrisburg School District	School District to consider installation of shared use path between middle/elementary schools and high school.
Smith Street - Speed Limit 20 mph (school zone)			
03	<p>Issue: Speeding on Smith Street in front of elementary school was reported by school staff during the walk audit. There is a 20-mph school speed limit sign, but drivers often ignore it.</p> <p>Recommendation: Install speed humps, bumps, pads, or tables in front of school. Install curb extensions at the intersection of Smith Street and 6th Street. Consider additional speed control mechanisms that may complement speed bumps or other similar traffic calming measures, such as speed feedback signs.</p>	City of Harrisburg	Consider conducting additional speed studies to determine if more speed control mechanisms would be needed.
04	<p>Issue: Smith Street serves as an important east-west connector across the railroad within Harrisburg but lacks dedicated bicycle facilities.</p> <p>Recommendation: Install bicycle lanes on Smith Street from 9th Street to 1st Street.</p> <p><i>*Priority Recommendation*</i></p>	City of Harrisburg	
05	<p>Issue: The existing crossing on the south leg of the intersection of Smith Street and Highway 99/3rd Street has a marked crosswalk but lacks a pedestrian-actuated device. This is an important walking route in Harrisburg.</p> <p>Recommendation: Install a Rectangular Rapid Flashing Beacon (RRFB) assembly at the intersection of Smith Street and 3rd Street</p>	Staff review identified an existing ODOT project that plans to complete installation of an RRFB in this location.	Completion of ODOT project.

¹ "Responsible Party" indicates the entity with authority to implement the recommendation but does not obligate them to do so. All projects require engineering review and local approval.

Rec #	Recommendation	Responsible Party ¹	Implementation Next Steps
06	<p>Issue: The existing rail crossing north and south of Smith Street at 4th Avenue lacks adequate pedestrian infrastructure, including ADA curb ramp on northeast corner of the intersection near the park.</p> <p>Recommendation: Install continental crosswalks across Smith Avenue. Consider additional signage to warn pedestrians of the railroad crossing.</p>	City of Harrisburg	Requires additional engineering analysis.
6th Street - Speed Limit 20 mph (School Zone)			
07	<p>Issue: The northbound bicycle lane is often blocked by cars waiting for middle school pick-up and drop-off.</p> <p>Recommendation: Consider signage reminding drivers to refrain from blocking the bicycle lane.</p>	Harrisburg Public Schools, City of Harrisburg	
08	<p>Issue: Parked cars create visibility issues at the intersection of 6th Street and Smith Street.</p> <p>Recommendation: Daylight the intersection by extending the curb on southeast corner of the intersection to decrease crossing distance and improve visibility.</p>	City of Harrisburg	
09	<p>Issue: Parked cars create visibility issues for pedestrians at the crossing of 6th Street between Harrisburg Middle School and the park.</p> <p>Recommendation: Install high-visibility continental crosswalks at existing crosswalk locations, restrict parking within 20 to 30 feet of crosswalk, and consider curb extensions on both sides of the crossing to decrease crossing distance and improve visibility.</p>	City of Harrisburg	
Highway 99/3rd Street - Speed Limit 30 mph			
10	<p>Issue: Traffic speeds create challenges crossing Highway 99; existing crosswalks at Highway 99 and Territorial Street are in the parallel bar configuration, which is less visible to drivers.</p> <p>Recommendation: Replace parallel bar crosswalk markings at the Highway 99/Territorial Street intersection with high-visibility continental crosswalk markings. Consider adding leading pedestrian interval (LPI) to signal timing to improve visibility and ease of pedestrians crossing the intersection.</p>	City of Harrisburg	Requires additional engineering analysis.
11	<p>Issue: There is a lack of marked crosswalks along Highway 99/3rd Street south of Smith Street.</p> <p>Recommendation: Install high-visibility continental crosswalk and rectangular rapid flashing beacon (RRFB) assembly at LaSalle Street intersection. Consider a similar improvement at the Macy Street, Schooling Street, or Kesling Street intersection. Additional improvements to consider include installing pedestrian refuge islands at higher volume pedestrian crossings.</p>	City of Harrisburg	Requires additional engineering analysis.

Rec #	Recommendation	Responsible Party ¹	Implementation Next Steps
LaSalle Street - Speed Limit 20 mph (School Zone)			
12	<p>Issue: Existing bicycle lanes along LaSalle Street are faded and end west of the school.</p> <p>Recommendation: Consider formalizing bicycle lanes on LaSalle Street between 9th Street with bicycle lane markings and refresh striping where faded. Consider extension of the bicycle lanes from 6th Street to 9th Street by eliminating parking on one side of the street.</p>	City of Harrisburg	Requires additional engineering and parking analysis.
13	<p>Issue: Existing pedestrian and bicycle entrance to alley south of the school provides ADA curb ramp in location without crossing.</p> <p>Recommendation: Install crossing with pedestrian signage in this location.</p>	City of Harrisburg	Requires additional engineering analysis.
9th Street - Speed Limit 20-25 mph (School Zone)			
14	<p>Issue: There are sidewalks all along 9th Street; however, there are limited marked crosswalks and existing crosswalks are in the parallel bar configuration, which is less visible to drivers.</p> <p>Recommendation: Install four-way continental crosswalks and stop bars along 9th Street at Smith Street and Territorial Street.</p>	City of Harrisburg	
7th Street - Speed Limit 25 mph			
15	<p>Issue: Heavily used crosswalk at 7th Street and Territorial Street (speed limit 25 mph, AADT: 3,693) is in the parallel bar configuration, which is less visible to drivers. Elementary school uses crossing guard in this location. There are no nearby east-west crossings of 7th Street.</p> <p>Recommendation: Install high-visibility continental crosswalk and stop bars along each approach at the intersection.</p>	City of Harrisburg	
16	<p>Issue: There are bicycle lanes along Diamond Hill Road between city limits and 7th Street, but there is a lack of further connectivity toward the focus school and downtown Harrisburg.</p> <p>Recommendation: Install bicycle facility on 7th Street from Smith Street to Diamond Hill Road. Consider additional bicycle wayfinding signage to downtown Harrisburg and school facilities.</p>	City of Harrisburg	Requires additional engineering analysis.
17	<p>Issue: Crosswalk at 7th Street and Smith Street is striped with parallel bars, which is less visible to drivers.</p> <p>Recommendation: Conversion to high-visibility continental crosswalk along the north and west approach.</p>	City of Harrisburg	

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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 Maps on the next pages provide current routes for students and families to consider when walking and rolling to school. The maps also provide 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: 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)
www.oregonsaferoutes.org/contact
2. Trainings and resource guides, which can be found on the Oregon SRTS website
www.oregonsaferoutes.org/resources
3. Incentives, activities, and messaging for monthly Walk+Roll events
www.oregonsaferoutes.org/walkroll
4. Bicycle and pedestrian safety trainings and a loaner bike fleet
www.oregonsaferoutes.org/train-the-trainer

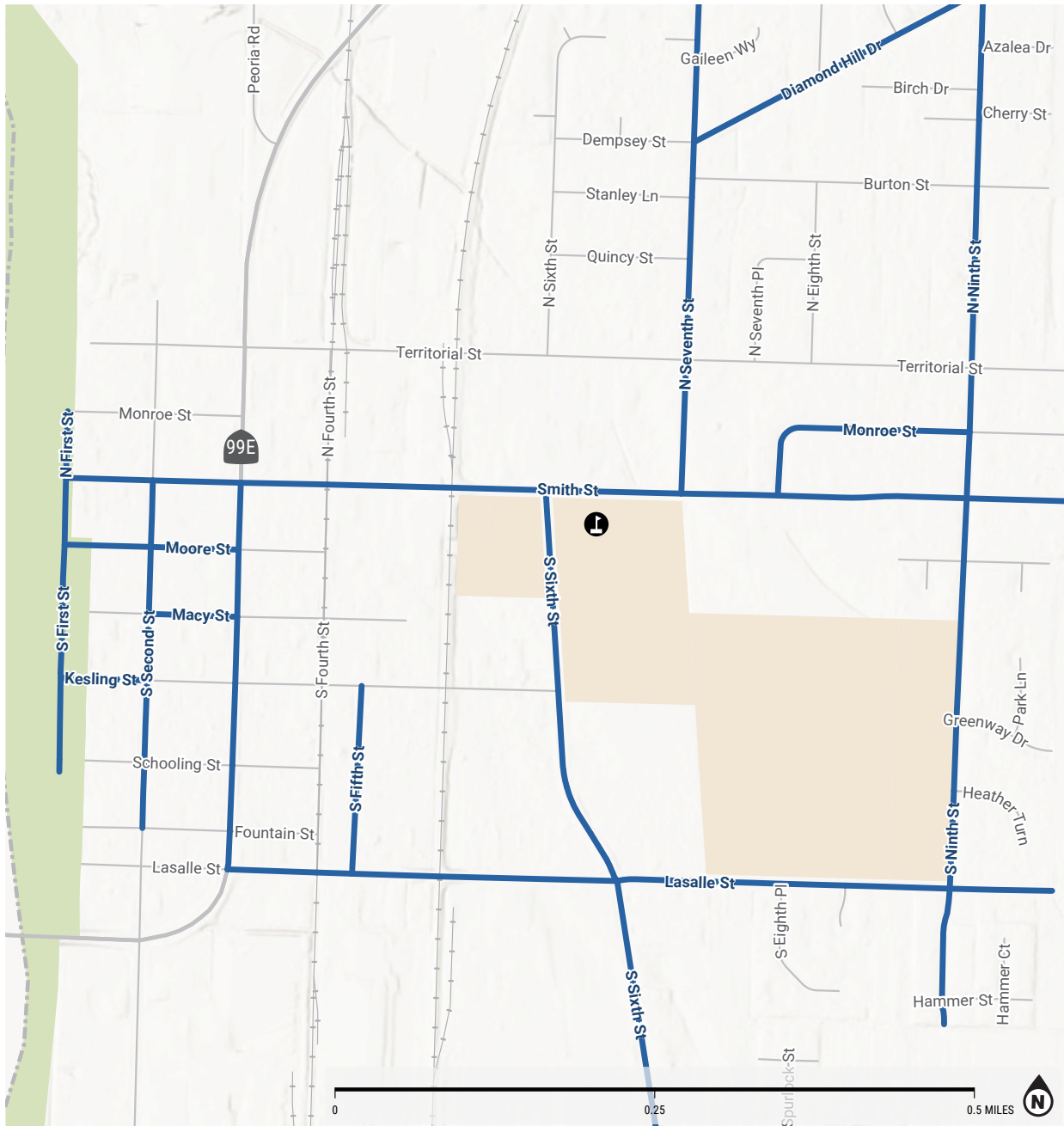
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:
www.oregonsaferoutes.org

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB LEAD

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 Leads 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:
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



HARRISBURG PRIORITY ROUTES

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

- BACKGROUND
- PIP School
 - Priority Routes
 - Railroad
 - School Campus
 - City Limits

Table 2. Harrisburg School District Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional Details Provided on Following Page)	Resources Needed	Inclusion Considerations	Measures of Success
Bike Club	City, Parks + Rec, Public Health, School District, Streets for Everyone	Establish bike club(s) for elementary, middle, and/or high school students.	Sufficient funding to cover expenses such as club administration, equipment, maintenance, and organizing events. Establishing relationships with local agencies, community organizations, and bike shops. Promotional materials and a dedicated team of volunteers or staff members.	Making sure outreach and engagement efforts target diverse communities and involve collaboration with local organizations. Ensuring accessibility with facilities and activities designed to accommodate individuals of different abilities. Also promoting a culture of inclusivity and respect within the club and providing resources and support for participants from various backgrounds.	Number of students and community members participating
Pedestrian and Bike Safety Education	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety handout, messaging, curriculum.	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating, feedback from families, observations from school leadership
Bike and/or Bus Fairy	School Administration or SRTS Coordinator	Collect little treats and place them on student's bus seats or bikes during a celebration day.	Gift bags, pencils, stickers, erasers.	Wings or Wand for Bike/Bus Fairy may add to the fun.	Number of students participating
Train-the-Trainer Bike and Pedestrian Education	Teachers/School Staff	Provide training for Physical Education teachers to facilitate bicycle and pedestrian education in schools.	Free education with the potential to include bike fleets and helmets for student use.	Consider how students with disabilities could participate	Number of students participating, skills learned, number of volunteers

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

Activity	Responsible Party	Description (Additional Details Provided on Following Page)	Resources Needed	Inclusion Considerations	Measures of Success
The Walk+Roll May Challenge	ODOT SRTS Team, SRTS Coordinator, Schools	This annual event encourages kids and families to walk, bike, and roll to school and to stay active and healthy.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
Walk Around Campus Event (AKA walk-a-thons)	Teachers/School Staff	When students arrive at school, have them do a quick lap around the school campus to get their energy up for a day of learning. Walking around the school campus is also a great addition to encouragement events.	Music, incentives, punch cards. Speak with teachers about adding events into curriculum.	This event is inclusive of all students, including those who ride the bus or are dropped off by an adult.	Number of students participating
Walk+Roll Anywhere	Teachers/School Staff	Schools can organize Walk+Roll encouragement days that involve walking and rolling around the community. To further incentivize participation, on walks in local parks or along popular trails, families could scan a QR code to log their trip and be entered into a contest to win great prizes. This event allows students and families to explore other beautiful trails, parks, and places that may be less car-centric.	QR code to enter, raffle for winners.	Routes to schools may be along busy, high-speed highways, making daily biking and walking difficult for students.	Number of students participating, skills learned, number of volunteers
Parent Education and Outreach	Schools	Provide travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. Emphasize proper vehicle circulation procedures, safe routes for students, and traffic reduction at arrival and dismissal times, including the option to park and walk with students	Seasonal travel tips for school communications, flyer.	Provide materials in Spanish and/or other languages as needed.	Feedback from families; observations from school leadership

Education and Encouragement Program Descriptions

HUBS, WEBINARS, AND TRAINING

[Regional Hubs](#) meet monthly on Zoom as a space for anyone interested in Safe Routes to School to collaborate. The Hubs include Portland Metro/Region 1, Coast/Willamette Valley, and Southern/Eastern Oregon. Each Hub is facilitated by a Hub Lead who plans each meeting and sends out announcements each month. Hubs are excellent spaces to ask questions, troubleshoot challenges, or just learn more about the statewide program. Hubs come together once per quarter for Quarterly Meetings. Twice a year (fall and spring) these meetings are in person and involve visiting a local SRTS project to learn more. Twice a year (winter and summer) these meetings are online and provide space for networking as well as discussion.

Hub Leads also offer additional training to the statewide SRTS community through monthly webinars and equity-focused trainings. The webinars cover topics such as building your own bike fleet, how to start a walking school bus, adaptive PE, how to get school district buy-in, and more. Equity trainings happen about once per quarter and cover topics such as disability rights, inclusion within SRTS, trauma-informed programming and more.

To learn more about upcoming trainings and meetings, please visit the [ODOT SRTS calendar](#).

To get involved with Hubs, please contact your Hub Lead:

- Portland Metro/Region 1 (Lindsay): lindsay@thestreettrust.org
- Coast/Willamette Valley (Julia): juliasanders@altago.com
- Southern/Eastern Oregon (Indigo): indigo@commuteoptions.org

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 rolling, as well as communicating the benefits of active transportation, can encourage more families to walk and roll. 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 rolling 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 buses 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 Education Grant](#) process, as well as some regional and local governments. The ODOT 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.



Safety Tips for Walking and Biking

Use the Crosswalk
Always cross at corners or at a marked crosswalk. This is where drivers expect to see you.

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

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

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

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

Follow the Rules
Follow directions from crossing guards and pay attention to traffic signs and signals.

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

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

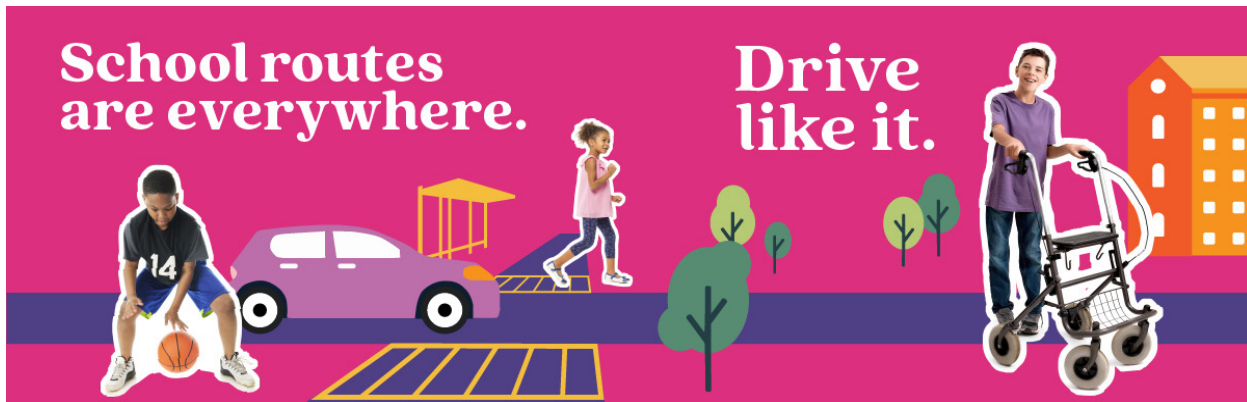
Wear Your Helmet
Make sure that it fits properly: snug and level on your head, just above your eyebrows.

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

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

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

Oregon Department of Transportation
Safe Routes to School



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 Jump Start program! You can sign up for training or to borrow a bike fleet for classes or 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 BUS

In a walking school bus, a group of students walks together to school, accompanied by one or two adults (usually parents or caregivers 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 buses involve a group of students biking together with adults.



Bike buses and walking school buses for elementary school students are typically led by a parent; however, middle or high school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike buses 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. Both bike buses and walking school buses build community on the route to school in addition to encouraging physical activity and joy.

The ODOT SRTS website has [resources and tips](#) to get started, including a [2021 webinar](#) on the topic.

WALK+ROLL TO SCHOOL DAYS

Walk+Roll events are school-wide gatherings to encourage and celebrate students walking and rolling to school.

The ODOT SRTS Program promotes and provides resources for the following events throughout the school year:

October: International Walk+Roll to School Day

November: Ruby Bridges Walk to School Day

February and March: Winter Walk+Roll to School Day

April: Earth Month

May: May Challenge

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 roll can participate by driving to a designated central location and traveling 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 free incentives to support and promote [Walk+Roll to School Day](#).
- King County Metro's SchoolPool page has [tool kits with resources](#) for planning Walk+Roll to School Day events.
- The National Center for SRTS [Walk, Bike, and Roll to School](#) page 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 Construction 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.



Prioritization Criteria

How should we prioritize projects in your community?

SAFETY ★

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

EQUITY

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

PROXIMITY TO SCHOOL

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

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

High-Priority Construction Projects

Table 3 lists the top-priority improvements recommended for the ODOT SRTS Competitive Construction Grant application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and rolling both to and from and between schools. The table also provides a planning-level cost estimate for each project. Table 3 provides additional project-specific information needed for ODOT grant applications. The City of Harrisburg will be the relevant agency to prepare the ODOT SRTS Competitive Construction Grant application.

Table 3. City of Harrisburg Implementation Priority Projects

DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Sidewalk Infill	
Mobilization	\$119,300
Traffic Control	\$179,000
Erosion Control	\$23,900
Clearing and Grubbing	\$100
Implementation	\$1,193,696
ADJUST STORM INLET	\$4,600
SAWCUT PAVEMENT	\$7,068
REMOVE ASPHALT PAVEMENT	\$18,848
INSTALL AGGREGATE BASE	\$14,940
CONSTRUCT CONCRETE SIDEWALKS, ADA RAMPS, AND DRIVEWAYS	\$565,440
INSTALL CONCRETE CURB AND GUTTER	\$117,800
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	\$384,000
INSTALL CATCH BASIN	\$80,000
Additional Costs	\$750,000
CONSTRUCTION ENGINEERING	\$227,300
CONTINGENCY	\$522,700
Total Project Cost	\$2,446,796
Smith Street Bike Lanes	
Mobilization	\$3,900
Traffic Control	\$5,900
Erosion Control	\$800
Clearing and Grubbing	\$100
Implementation	\$38,900
INSTALL WAYFINDING SIGN	\$3,000
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	\$4,200
INSTALL LANE LINE SYMBOL	\$23,600
INSTALL SHARED LANE MARKING "SHARROW"	\$2,100
INSTALL 'NO PARKING' SIGN	\$6,000
Additional Costs	\$30,700
DESIGN ENGINEERING	\$6,000
CONSTRUCTION ENGINEERING	\$7,500
CONTINGENCY	\$17,200
Total Project Cost	\$80,300
Total Cost of All Projects	\$2,527,096

Table 4. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF HARRISBURG
Relevant right-of-way ownership	Right-of-way does not appear to be an issue for any of the recommendations.
Utility implications	Minor to no utility impacts.
Environmental resource implications	No.
Stormwater management implications	No.
Near a railroad? Or bridge, tunnel, retaining wall affected?	Yes, Smith Street has an at-grade railroad crossing.
Priority Safety Corridor ¹	No.

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

- Posted speed limit is 30 miles per hour or greater.
- More than two lanes or a crossing distance greater than 30 feet.
- Has a demonstrated history of crashes related to school traffic.

Implementation Next Steps

START SMALL

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

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APPENDIX A. FOR MORE INFORMATION

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

NATIONAL RESOURCES

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Local Policy Guide

<https://www.saferoutespartnership.org/resources/model-policy/srts-local-policy-guide>

School District Policy Workbook Tool

https://www.saferoutespartnership.org/sites/default/files/resource_files/srts_district_policy_workbook_final_12-19.doc

Safe Routes to School National Partnership State Network Project

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

Bike Bus Planning Guide

<https://www.saferoutespartnership.org/resources/toolkit/bike-train-toolkit>*

Safe Routes to School: Minimizing Your Liability Risk

https://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/JU_SRTS_Liability_Fact_Sheet.pdf

Tactical Urbanism and Safe Routes to School

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

*Bike buses can also be called bike trains.

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/>

OTHER RESOURCES

Bike Bus Toolkit

https://www.oregonsaferoutes.org/wp-content/uploads/2024/02/ODOT-SRTS-Bike-Bus-Toolkit_v8.pdf

Walking School Bus Toolkit

https://www.oregonsaferoutes.org/wp-content/uploads/2024/02/ODOT_SRTS_WalkingSchoolBus_v5.pdf

Site Circulation Toolkit

<https://www.oregonsaferoutes.org/wp-content/uploads/2024/02/ODOT-SRTS-Site-Circulation-Toolkit-v8.pdf>

Park and Walk One-Pager

https://www.oregonsaferoutes.org/wp-content/uploads/2024/02/ODOT_SRTS_ParkAndWalk_OnePager_v2.pdf

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

APPENDIX B. PLANNING PROCESS

The Harrisburg 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 Project Management Team (PMT) to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix C.

School Safety Assessment

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

WALK AUDIT

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

BIKE AND PEDESTRIAN FACILITY INVENTORY

The bike and pedestrian facility inventory documented existing infrastructure, focusing on

all streets within a quarter mile of all schools. The inventory collected the following information about general infrastructure deficiencies and needs:

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

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

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

was prepared and underwent both PMT review and public review in the form of an online interactive PDF document.

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 ODOT SRTS Competitive Construction Grant. Once this was complete, a draft SRTS Plan



Walk audit at Harrisburg Elementary School

APPENDIX C. EXISTING CONDITIONS

Plan Review

As part of documenting the existing conditions around Harrisburg Elementary School, the team reviewed available local and regional plans to gather information about documented community concerns, demographics, travel routes, existing facilities, traffic patterns, school environment, and other relevant details. The following sections describe the plans reviewed and discusses relevant details for this Harrisburg, OR SRTS Plan.

CITY OF HARRISBURG COMPREHENSIVE PLAN (2013)

GOAL 12: TRANSPORTATION

Transportation is a topic of increasing concern because of the rising cost of gasoline and uncertainty about its future availability. Transportation information is documented in the City's 1999 Transportation System Plan and the 2004 Transportation System Plan Addendum. As of October 2024, the City was in the process of updating the Harrisburg Transportation System Plan.

CAR AND TRUCK TRAFFIC

Major arterials handle traffic originating in other cities and from major highways, as well as local traffic. They handle large volumes of inter-area traffic. The major arterial in Harrisburg is Third Street (Highway 99E). It is the major thoroughfare in Harrisburg and, as one of the primary North-South routes in the Willamette Valley, Highway 99E receives considerable amounts of both through traffic as well as local traffic.

Minor arterials provide more access to land and offers a lower level of traffic volume and mobility than major arterials. Minor arterials in Harrisburg include:

- Peoria Road
- 7th Street onto and including Diamond Hill Road
- 6th Street from LaSalle Street to Priceboro Street are collector streets that connect intra-area traffic to the arterial system

Collector streets penetrate all areas of the city, gather traffic, and channel it to arterials. Collector streets in Harrisburg include:

- Territorial Street from 2nd Street to Powerline Road
- LaSalle Street from 2nd Street to 9th Street
- Priceboro Road from 6th Street to Cramer Avenue
- Smith Street from 2nd Street to 9th Street
- 2nd Street from Sommerville Avenue to Territorial Road
- 9th Street from Sommerville Lane to Diamond Hill Drive
- Cramer Avenue from Sommerville Lane to Priceboro Road

Local streets generally provide access to abutting properties and are not intended as primary through streets. Local streets are streets not designated as arterials or collectors.

BICYCLES/BIKEWAYS

The use of bicycles as means of transportation and recreation has seen a tremendous increase in recent years. Bicycle and foot transportation are especially suited to small cities, because of the short distances within these cities from one place to another. Figure 1 below shows the high and low priority bike routes in Harrisburg. Information regarding bikeways within the Planning Area is contained in the City's 1993 Master Bicycle Plan and the 2004 Transportation System Plan Addendum.

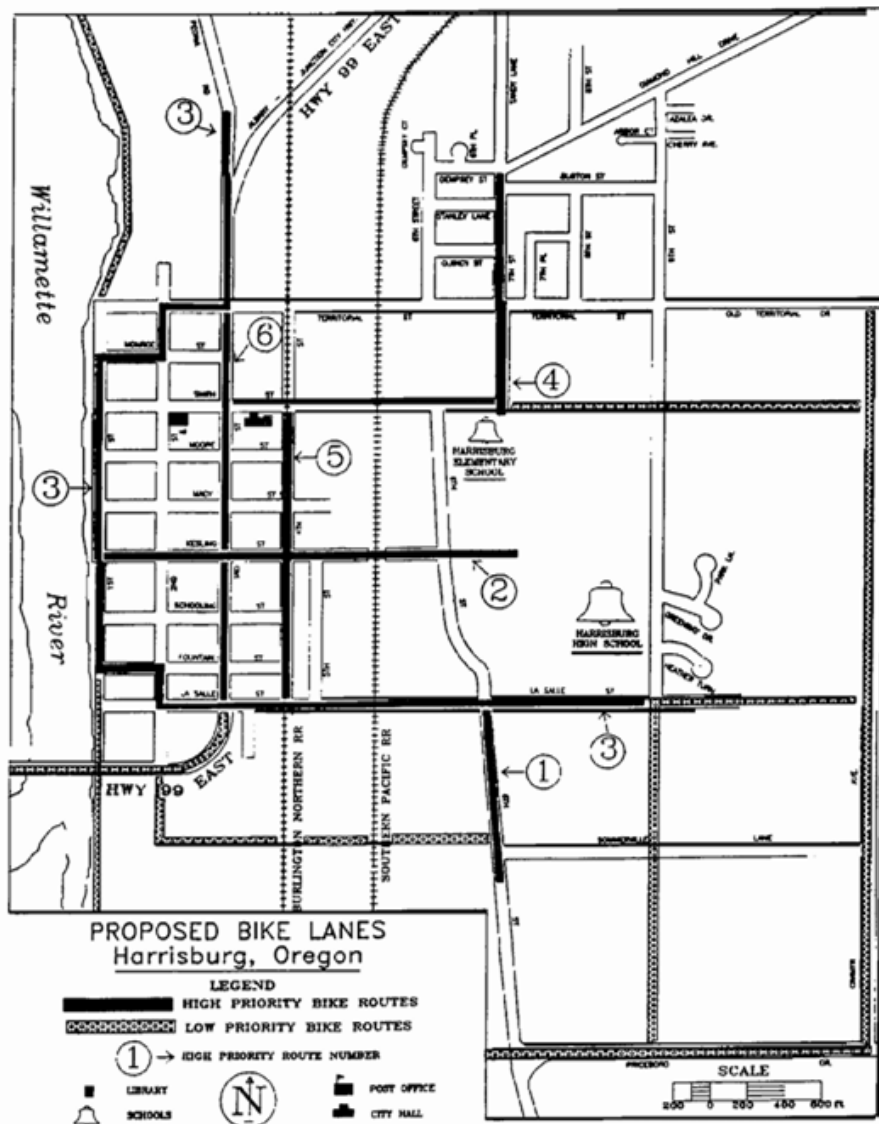
GOAL 6: AIR, WATER, AND LAND RESOURCES QUALITY

Air pollutants in the Harrisburg area originate from various sources, including industry, automobiles, and slash burning. While air movement typically disperses these pollutants, the Willamette Valley frequently experiences periods of poor ventilation due to temperature inversions. During these inversions, a layer of warmer air traps cooler air near the ground, preventing pollutants from dissipating and leading to periods of prolonged poor air quality.

A major source of air pollution is automobile exhaust. The opening of Interstate 5 (I-5) in 1960 significantly reduced the average daily traffic on Highway 99E in Harrisburg, resulting in a decrease in carbon monoxide levels in the city at that time (from 8,200 ADT [average daily traffic] in 1959 at Territorial and 99E, to 3,300 ADT at the same location in 1960). However, traffic on Highway 99E has steadily increased in the decades since 1960. According to ODOT's 1997 traffic volume tables, the ADT at the intersection of Territorial and 99E reached 8,500, reflecting a significant rise from the traffic counts recorded in 1960, despite the availability of I-5.

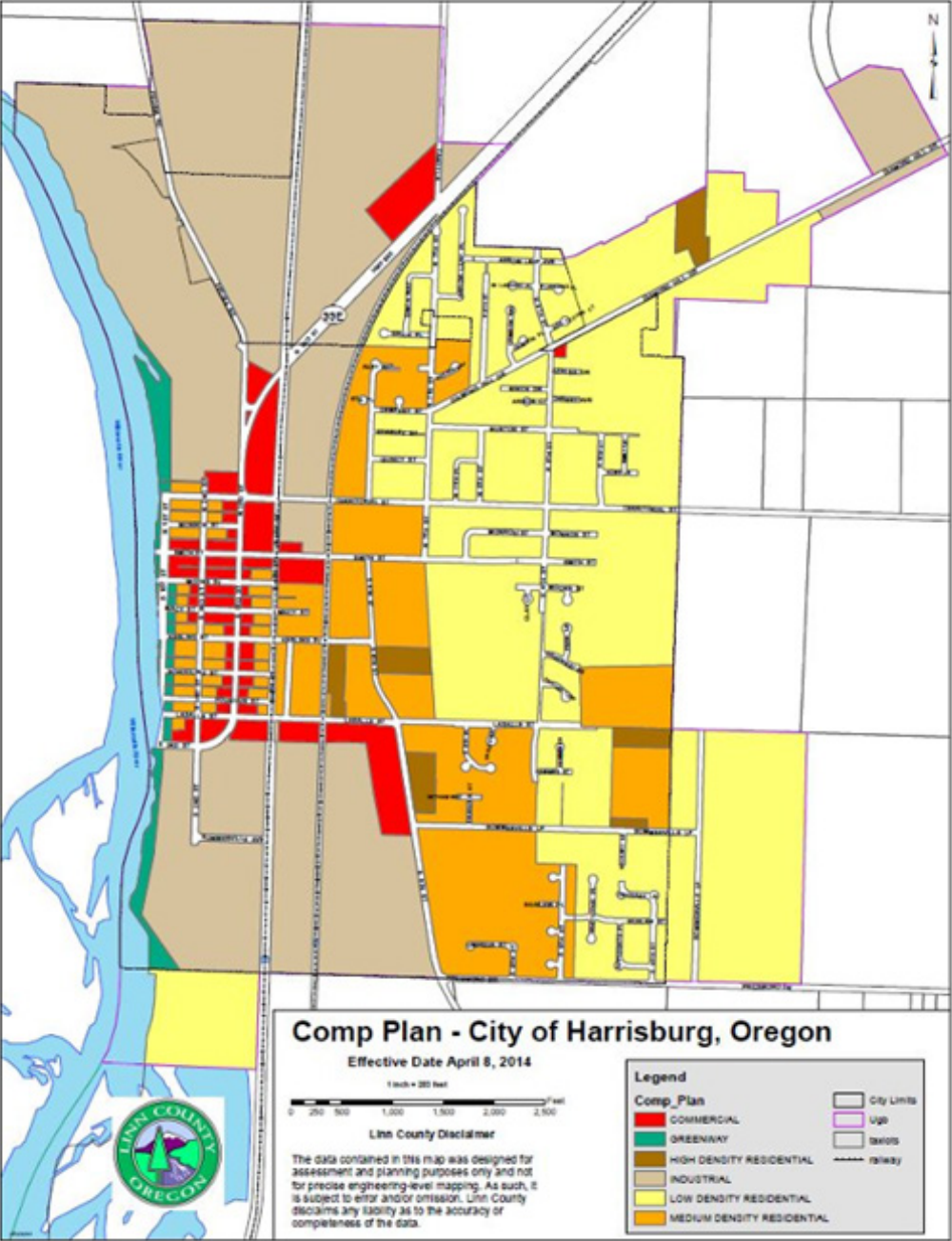
(ODOT, State Hwy. Division 1960, 1997). Despite advancements in automobile emission efficiency, if traffic volumes on Highway 99E continue to rise, vehicle exhaust may increasingly contribute to air pollution in the city. Detailed traffic information for Harrisburg can be found in the City's 1999 Transportation System Plan.

Figure 1: High and Low Priority Bike Routes



Source: Harrisburg Comprehensive Plan (2013), p. 2

Figure 2: Harrisburg Urban Growth Boundary (as of September 2014)



Source: Harrisburg Comprehensive Plan (2013), p. 60

LINN COUNTY TRANSPORTATION SYSTEM PLAN

Transportation Vision Statement:

“All transportation modes flow smoothly and safely to and throughout the county, meeting the needs of residents, businesses, visitors, and people of all physical and financial conditions. Existing transportation assets are protected and complemented with multi-modal improvements.”

GOALS: ACTIVE TRANSPORTATION, TRANSIT, ACCESS FOR ALL, SAFETY, AND SUSTAINABILITY

Goal 2: Active Transportation – Increase the convenience and availability of pedestrian and bicycle modes.

- Objective 2a: Identify improvements (e.g., street lighting, bike parking) that complement pedestrian and bicycle facilities such as sidewalks and bike lanes and that encourage more use of these facilities.
- Objective 2b: Improve walking and biking connections to county amenities.
- Objective 2c: Enhance wayfinding signage for those walking and biking, directing them to bus stops, and key routes and destinations.
- Objective 2d: Promote walking, bicycling, and sharing the road through public information and programming.
- Objective 2e: Identify necessary changes to the land development code to ensure connectivity between compatible land uses for pedestrian and bicycle trips.
- Objective 2f: Support rails-to-trails program when opportunities arise.

Goal 4: Access for All – Provide an equitable, balanced and connected multi-modal transportation system includes:

- Objective 4a: Ensure that the transportation system provides equitable access to underserved and vulnerable populations (e.g. those who cannot obtain their own transportation due to a disability, age, or income).
- Objective 4b: Identify new or improved

transportation connections to enhance system efficiency.

Goal 4: Access for All – Provide an equitable, balanced and connected multi-modal transportation system includes:

- Objective 4a: Ensure that the transportation system provides equitable access to underserved and vulnerable populations (e.g. those who cannot obtain their own transportation due to a disability, age, or income).
- Objective 4b: Identify new or improved transportation connections to enhance system efficiency.

OTHER IMPORTANT INFORMATION

The Plan addresses: Highway 99E, Diamond Hill Road, Coburg Road, and Priceboro Drive are highways/arterials/collectors and freight routes. The Willamette River bridge is ‘functionally obsolete’; the current bridge is insufficient and eligible for FHWA funding.

Transit Information

There are no public transportation services currently to and from Harrisburg. The City of Harrisburg lists various rideshare programs and medical transport services, but no public transportation services are provided currently.

Previous SRTS Efforts Or Walking/Biking Encouragement Activities

PAST/PRESENT SRTS PROGRAMMING

The Harrisburg School District has been proactive in promoting safety in education programs. These initiatives include pedestrian and cyclist safety workshops, traffic safety assemblies, and partnerships with local law enforcement for outreach campaigns. These efforts aim to instill safe travel behaviors and raise awareness among students, parents, and educators.

PAST/PLANNED INFRASTRUCTURE IMPROVEMENTS:

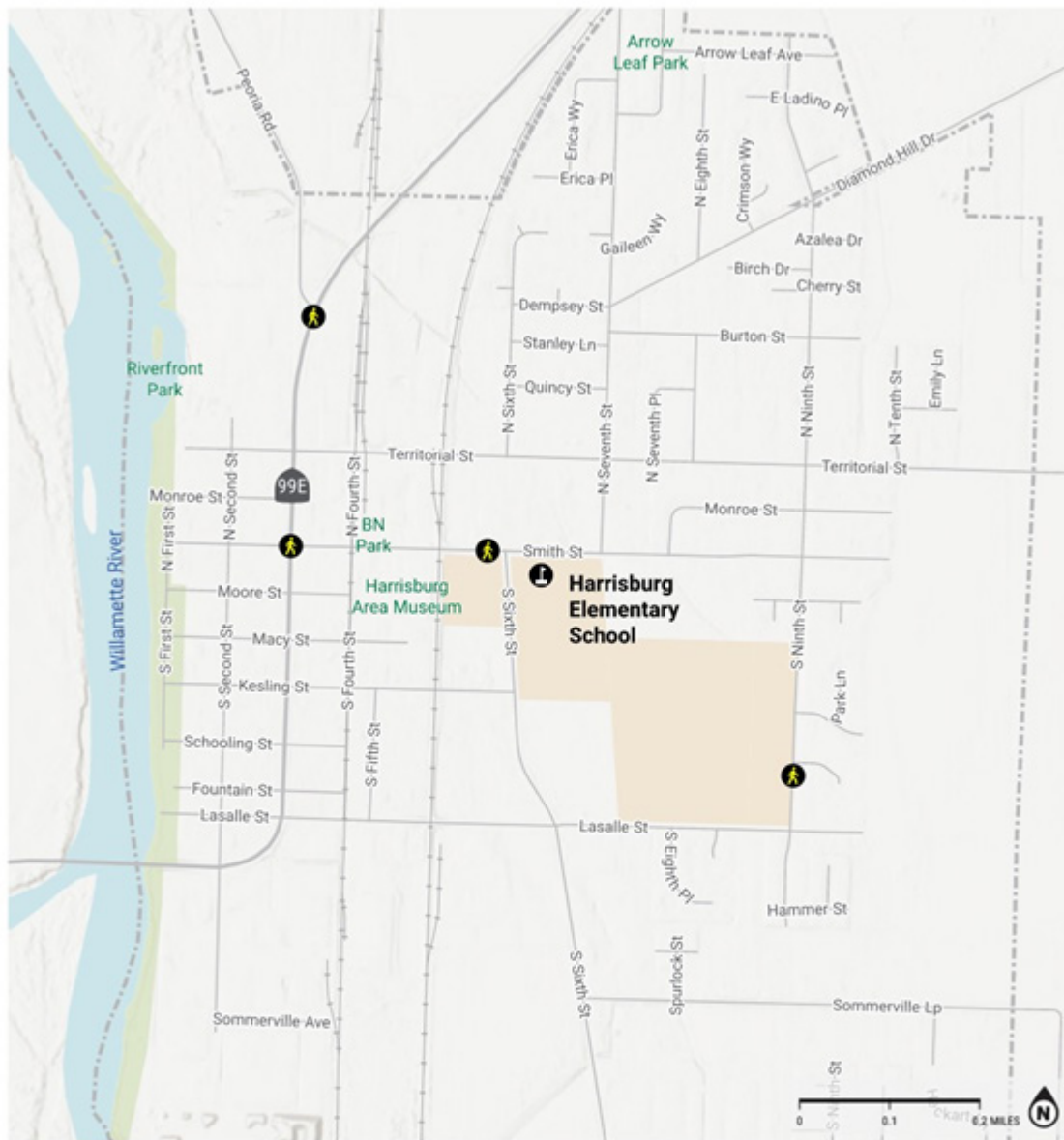
We have ambitious plans for Safe Routes to School construction improvements. These include the installation of sidewalks, crosswalk enhancements, bike lanes, and traffic calming measures near school zones. These enhancements will not only improve safety but also encourage more students to walk or bike to school, reducing reliance on vehicular transportation.

Crash History

PEDESTRIAN AND BICYCLIST COLLISIONS

Between 2018 and 2022, there were four (4) reported vehicle collisions involving people walking and biking within one-mile radius of Harrisburg Elementary School (map in Figure 1 shows these collisions within one-mile radius of this school). Notable information about pedestrian- and bicycle-involved collisions is outlined below:

- There were four (4) collisions, all of which involved pedestrians within a one-mile radius of the school during this period.
- None of the collisions were fatal and did not result in serious injuries.
- Two (2) collisions happened in night, and it was noted that the non-motorists were not visible and did not have non-reflective clothing.
- Two (2) collisions happened in locations adjacent to the school boundary:
 - » Smith & S Sixth St
 - » S Ninth St and Heather Turn



HARRISBURG ELEMENTARY SCHOOL OREGON DEPARTMENT OF TRANSPORTATION SAFE ROUTES TO SCHOOL PLAN



COLLISIONS INVOLVING
 PEOPLE WALKING OR BIKING
 2018-2022

Pedestrian-involved

- Fatality
- Non-Fatal Injury

Bicycle-involved

- Fatality
- Non-Fatal Injury

BACKGROUND

- PIP School
- Waterway
- Railroad
- School Campus
- City Limits



HARRISBURG ELEMENTARY SCHOOL OREGON DEPARTMENT OF TRANSPORTATION SAFE ROUTES TO SCHOOL PLAN

COLLISIONS INVOLVING
 VEHICLES ONLY
 2018-2022

- Fatality
- Non-Fatal Injury

BACKGROUND

- PIP School
- Waterway
- Railroad
- School Campus
- City Limits

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 March 2025, but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

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 construction grant, a rapid response construction grant, construction technical assistance services, and education (non-infrastructure) grants.

COMPETITIVE CONSTRUCTION GRANT

ODOT's SRTS Competitive Construction Grant program funds roadway safety projects located within a 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 for projects that are in compliance with existing jurisdictional Plans and receive school or school district support. Learn more about the available ODOT funding at www.oregonsaferoutes.org/find-funding.

RAPID RESPONSE CONSTRUCTION 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 Construction Grant cycle as a Rapid Response Construction Grant. Eligibility requirements for Rapid Response Construction Grants can be found at www.oregonsaferoutes.org/rapid-response-grants.

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 www.oregonsaferoutes.org/find-funding.

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 www.oregon.gov/odot/LocalGov/Pages/SCA_Program.aspx.

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program funds 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 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 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 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 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, www.orinfrastructure.org/Infrastructure-Programs/CDBG/
- Rural Development Grant Assistance Program, 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 use temporary barriers (such as traffic cones, planters, or hay barrels) to test and demonstrate how a street would operate with bicycle and/or pedestrian infrastructure improvements. These low-cost quick build projects can serve as an immediate term temporary solution to traffic issues while local jurisdictions build support and funding for permanent infrastructure improvements. Depending on specific site conditions and the nature of materials used, Quick builds can last for several hours to several months.

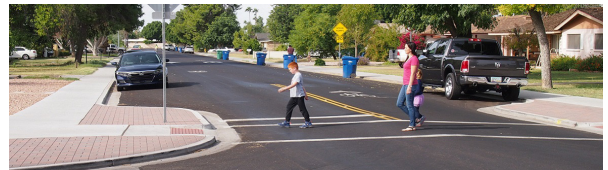
APPENDIX E. TRAFFIC CALMING MEASURES

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

Traffic Calming Measures

CURB EXTENSIONS

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



SPEED HUMPS

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



RAISED CROSSWALKS

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



REDUCED CORNER RADII

There is a direct relationship between the size of the curb radius and the speed of turning motor vehicles. A large radius may easily accommodate large fire trucks and other large trucks and school buses, but it also allows other drivers to make high-speed

turns and it increases the crossing distance for pedestrians. The reduction of a corner radius to produce a tighter turn results in decreases in turning speeds and improved motor vehicle and pedestrian site distances, and a shortened pedestrian crossing distance.



LANE REDUCTION

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

PAVEMENT MARKINGS

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



RADAR SPEED DISPLAY SIGN

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



RUMBLE STRIPS

Rumble strips (also known as sleeper lines or alert strips) are a road safety feature designed as a traffic calming, speed reduction and driver alert system. It aims to alert inattentive drivers of potential danger

by causing a tactile vibration and audible rumbling transmitted through the wheels into the vehicle interior.



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