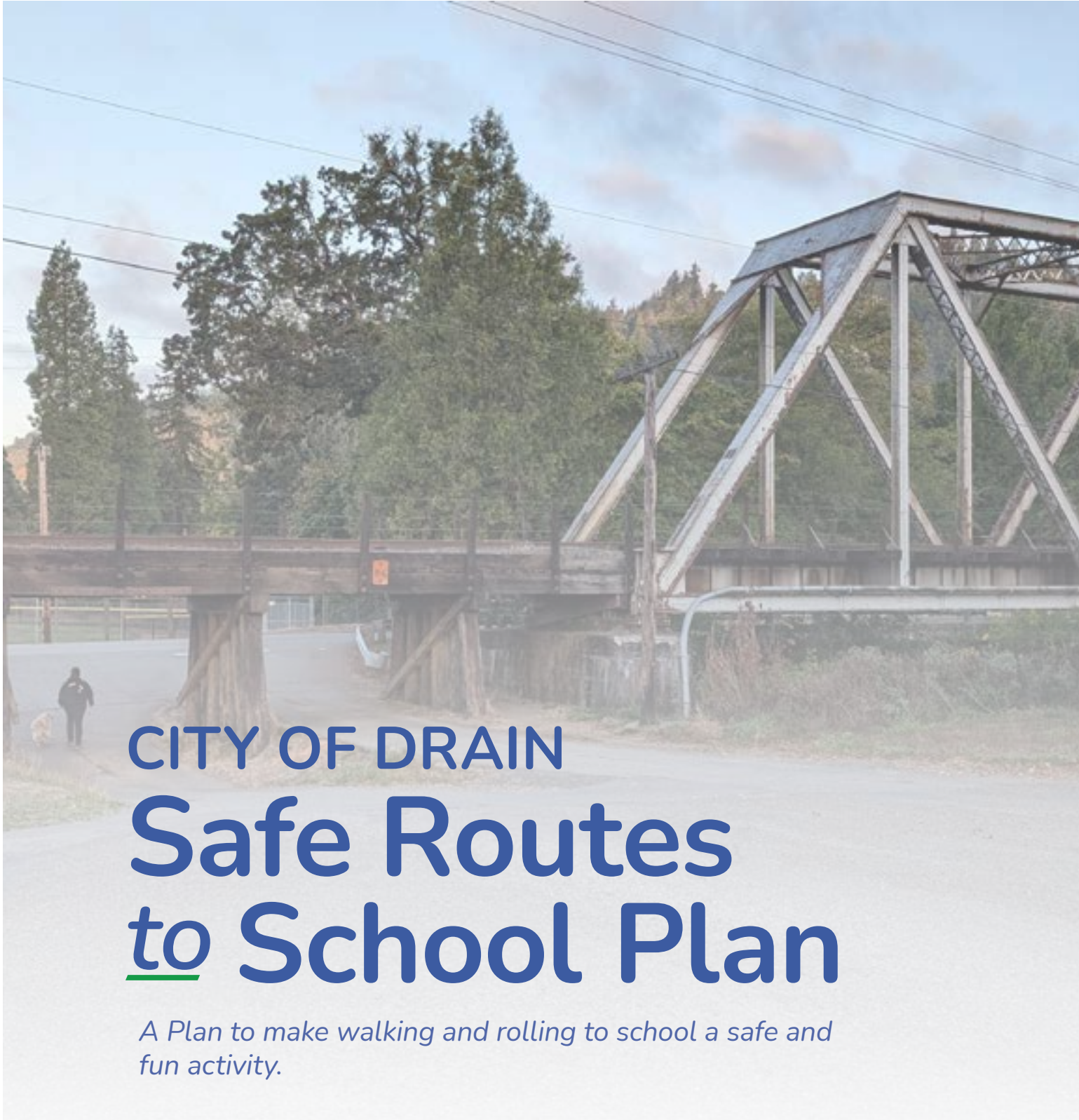




CITY OF DRAIN Safe Routes to School Plan

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

CITY OF DRAIN

NORTH DOUGLAS ELEMENTARY/MIDDLE SCHOOL
NORTH DOUGLAS HIGH SCHOOL

APRIL 2025

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • CYCLE OREGON • THE STREET TRUST

ACKNOWLEDGMENTS

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

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City of Drain

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City of Drain

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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.

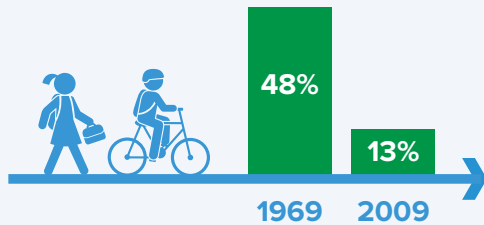
Learn more at www.oregonsaferoutes.org.

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%**.



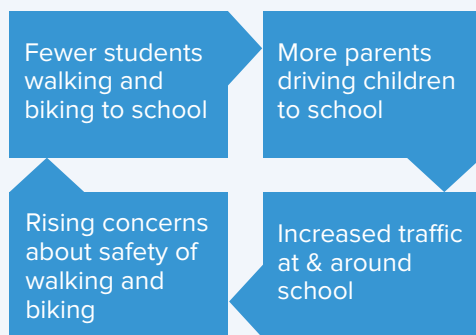
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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.²

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

² Rodney, T. 2011. *Good For Busine\$\$ – The Benefits Of Making Streets More Walking And Cycling Friendly*, Heart Foundation South Australia.

City of Drain SRTS Project Identification Program

The City of Drain, Oregon Department of Transportation (ODOT) Region 3 representatives, North Douglas School District, 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.*

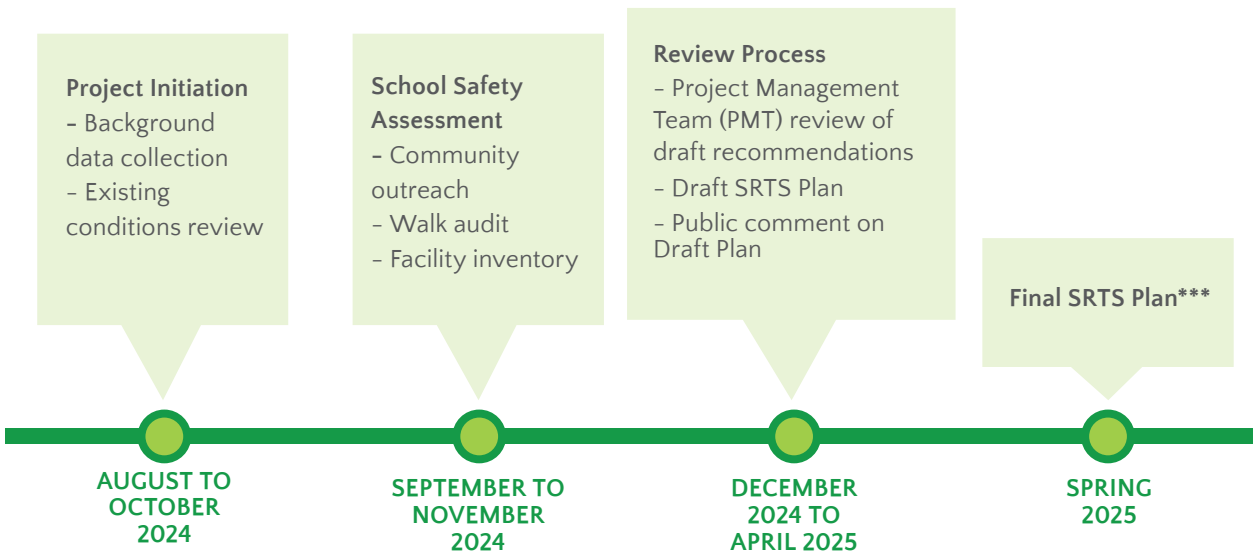
This process did not include schools outside city boundaries.

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 Construction Grants and prepare jurisdictions to apply for the funding.



The Drain 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, 2021

How to Use This Plan

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

WHO ARE YOU?

I AM A STUDENT

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

I AM A CAREGIVER

- Understand the conditions at your student's school (see **Chapter 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

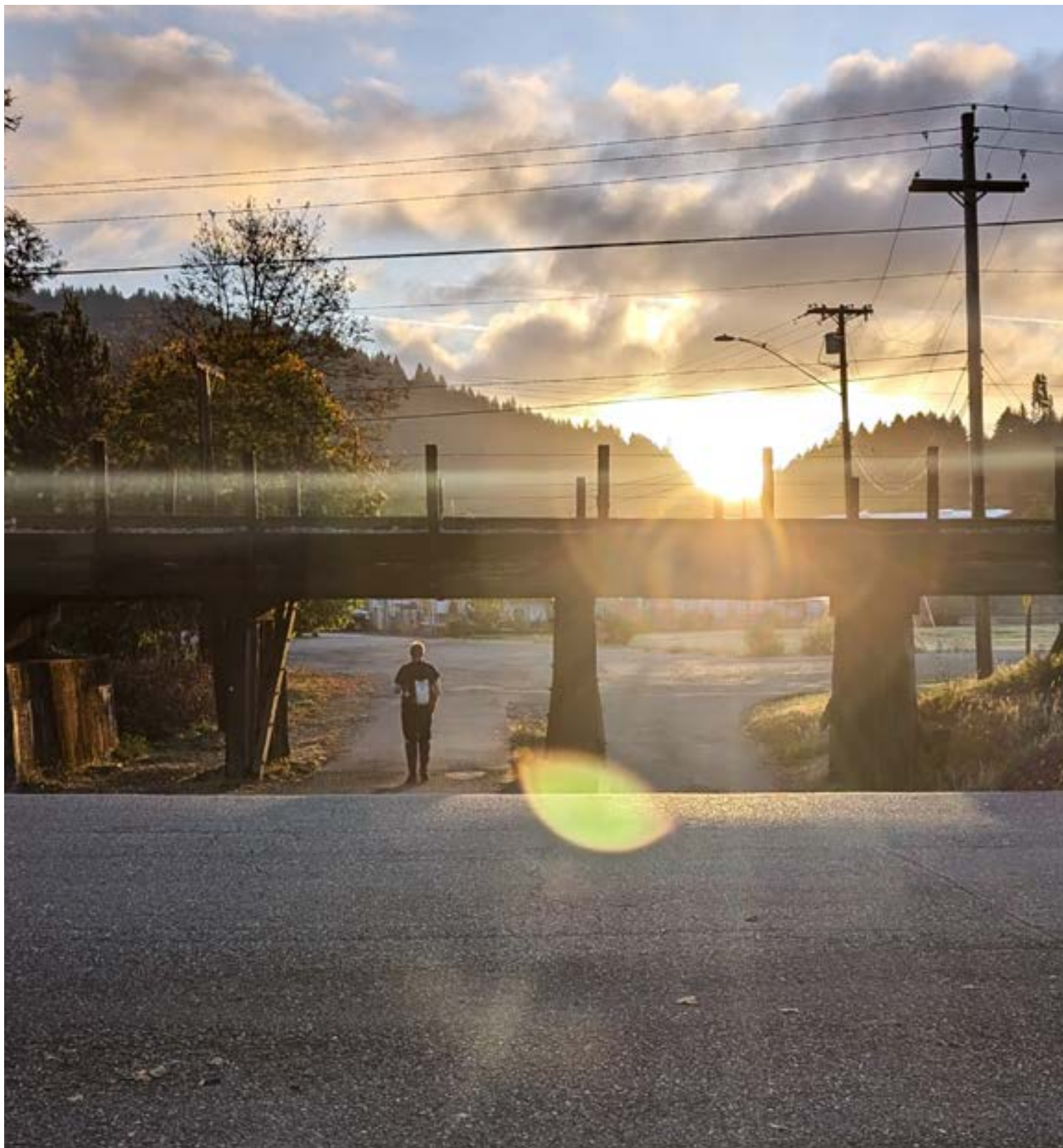
- Identify city- or countywide issues and opportunities related to walking and rolling, prioritizing construction improvements provided in **Chapter 4**.
- Pursue funding for improvements, using sources listed in **Appendix D**.

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 Drain 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 Drain 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: North Douglas School District will integrate on-campus infrastructure improvements into their ongoing planning processes and maintenance.
- Action: The City of Drain will consider applying to the ODOT SRTS Competitive Construction Grant in 2025 for infrastructure improvements, outlined in Chapter 4.
- Action: The City of Drain will begin implementing recommendations as funds for capital improvements become available, particularly lower-cost improvements within a quarter mile of each school.

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

- Action: The City of Drain will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes including the upcoming Transportation System Plan update.
- Action: The City of Drain will coordinate with Drain Police Department to address enforcement issues near school campuses, such as:
 - » Parking in marked “no parking” areas
 - » Speeding on neighborhood streets

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

- Action: North Douglas Elementary/Middle School and North Douglas High School will encourage families to walk and roll to school by distributing information regarding safety and suggested routes.
- Action: North Douglas School District and the City of Drain will coordinate with school

leadership to apply for the SRTS Education grant to fund a SRTS Coordinator position. This coordinator will organize safety, education, and encouragement activities across the school district.

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: North Douglas School District and the City of Drain will provide SRTS information and educational materials in English and Spanish.
- Action: North Douglas School District and the City of Drain 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: North Douglas 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 Drain will implement infrastructure recommendations with a consideration for improvements that serve underserved and low-income communities.

HEALTH

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

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

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

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

- Action: North Douglas School District will share relevant health statistics and messages in school newsletters, at back-to-school night, or through other communication channels.
- Action: The City of Drain 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: North Douglas 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 Drain community. Teachers, 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
- In-person feedback during a North Douglas High School volleyball game and Senior Night event

The City of Drain, North Douglas School District, and school leadership from North Douglas Elementary/Middle School, and North Douglas High School worked diligently to spread the word about the walk audits, community meetings, and the online public input map and survey by sending them out to all families and posting them on the school websites.

The project team conducted a series of two walk audits in Drain over two days (October 9 to 10, 2024), with the following schedule:

- North Douglas Elementary/Middle School on the afternoon of October 9 to observe student dismissal
- North Douglas High School on the morning of October 10 to observe student arrival

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.

Project team members also presented the SRTS planning process and project progress to the school communities on October 10 at a volleyball game/

Senior Night event at North Douglas High School's gymnasium and collected seven in-person comments from community members and two comments on the online public input map.

DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents to the public input map using a short survey. Of the 10 respondents who filled out the survey, 10% were students and 60% were parents



School community members and agency staff discussing the SRTS project at North Douglas High School's volleyball game in October 2024.

or caregivers of students who attend schools in the study area. Another 10% identified as community members and 20% indicated that they were school or district staff. Two of the respondents who identified as parents or caregivers also noted that they are local business owners.

Ninety percent of respondents to the map were white, and only 10% of survey respondents selected Hispanic/Latino.

COMMUNITY ENGAGEMENT KEY THEMES

Participants recorded comments at specific points through both the in-person event and the online survey.

Areas of the public input map that received comments, included the following locations:

- Cedar Street
- A Avenue
- B Avenue
- 1st Street
- Moreland Avenue
- Whipple Avenue
- Payton Avenue

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

Themes from the online public input map and survey, as well as the draft City of Drain SRTS Plan public comment period, included:

- Improving efficiency for parents by enabling students to safely walk or roll to school, rather than being dropped off or waiting for a bus
- Improving safety of main intersections and crossings along the popular school routes
- Adding more sidewalks around the school and the downtown area to facilitate safer routes

When asked about the most important goal for a SRTS Plan for Drain, survey respondents indicated that safety was their top priority, followed by equity, health, and environment.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

The City of Drain as the road authority has not worked directly with the school district on Safe Routes to School educational programs to date. The school district has done very little with respect to the educational component of walking and rolling to school.

While the North Douglas School District does not have a history of Safe Routes to School initiatives, the City of Drain and the North Douglas School District may be able to replicate and learn from practices undertaken by Douglas Education Service District (ESD) located in Roseburg, OR, approximately 35 miles south of Drain.



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 through community and partner input. A detailed summary of the planning process and activities that took place to support this Plan is included in Appendix B.

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

SCHOOL CONTEXT:

North Douglas Elementary/Middle School

100 N. SCHOOL ST., DRAIN, OR 97435

PRINCIPAL:

Emily Reed



ENROLLMENT:

223



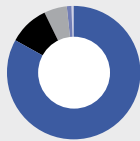
GRADES SERVED:

K-8



EQUITY:

72% of students are below poverty line*



DEMOGRAPHICS*

- White, non-Hispanic, 83%
- Hispanic, 10%
- Multiracial, 5.4%
- American Indian/Alaska Native, 1%
- Native Hawaiian, Pacific Island, 0.4%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English 343
Spanish 0

Total Languages Spoken: 1

*Source: Oregon Department of Education 2022-2023 school year

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

North Douglas Elementary/Middle School Safety Assessment

Date: October 2024

SCHOOL LAYOUT

North Douglas Elementary/Middle School is a public school located on the east side of Drain. The school is located on North School Street (see map on the next page). The school has one main entrance, with a parking lot to the north of the building and a sports field on the south side of the building.

SITE CIRCULATION

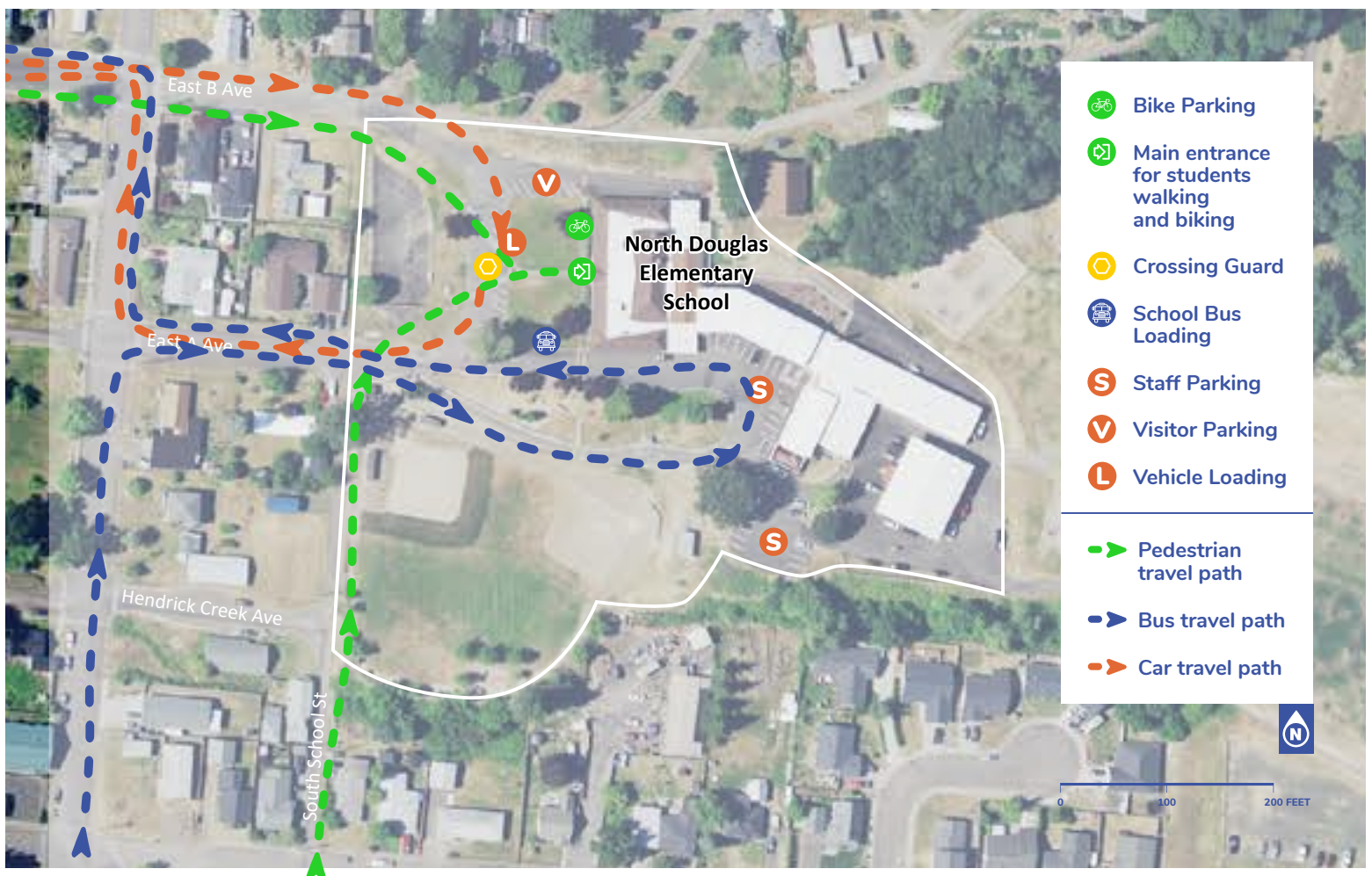
Vehicles: Parents are encouraged to use the drop-off and pick-up drive loop at the front entrance of the school. Currently, vehicles move through the loop clockwise, entering off East B Avenue and exiting onto East A Avenue. Parents often arrive early for pick-up and form two pick-up lines. During dismissal, students are instructed by staff to wait at the metal bell statue at the front entrance of the elementary school, before getting escorted across the street to their ride. Staff who arrive by vehicle are encouraged to park in the southeast lot, accessed via the bus loop, or in the parking spots along the front northwest corner. Visitor parking is also available in this northwest corner.

Buses: School buses pick up students within a bus lane loop that begins near East A Avenue and South School Street. To orient the bus doors to the school-side, buses enter the loop in a counterclockwise direction. The loop passes by the athletic field to the south and curves upward, passing the staff parking area, before arriving at the south side of the school. Staff members are present while students navigate to their bus.

Biking/Micromobility: Biking does not seem to be popular at this time. There were no students on bikes seen during the walk audit, yet one student was riding

a longboard. There is an uncovered bike rack along the north side of the school, near the front entrance.

Pedestrians: The majority of students who walk to and from the elementary school on the west side of Drain use East B Avenue. There are missing sidewalks along this important route near the railroad tracks. Students that walk in the south and southeast directions to and from the school frequently use South School Street. This street is a narrow walking route that lacks sidewalks and is shared with vehicle traffic.



North Douglas Elementary School

Site Plan



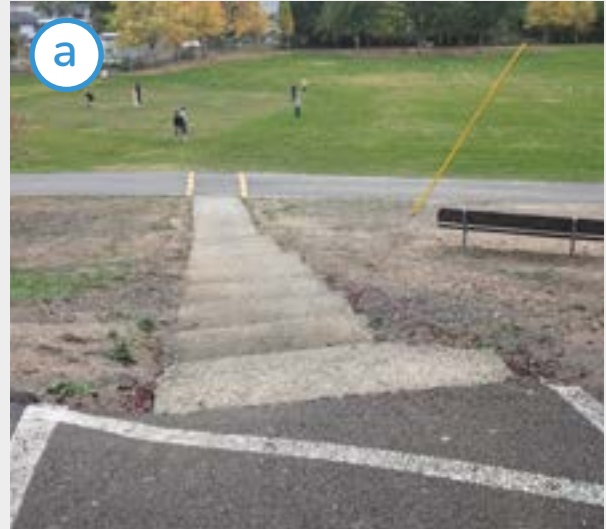
alta

Bike and Pedestrian Facilities Inventory



Key Observations

- North Douglas Elementary/Middle School currently uses the driveway loop for student pick up and drop off, while buses use the south loop (see photos a, b, g, and i). Updates could be made to streamline the flow of students, vehicles, and buses during dismissal hours, as well as improve the visibility of students walking or biking.
- School Street is a key route for students who live south of the school (see photos e and m).
- East B Avenue is a key route for students walking or biking to the west side of Drain. This route crosses the railroad and could benefit from improved signage and additional sidewalks near the bridal shop (see photos d, f, and h).
- Throughout the City of Drain, stop signs and school crossing signs share the same signpost (see photo c), and crosswalks were observed to be very narrow (see photo k).
- Bike infrastructure at the school needs to be upgraded (see photo j).



Loading zone markings and parallel bars mark the two crossings leading from the south corner of North Douglas Elementary School, across the bus loop, and to the athletic field. Location: East A Avenue.



The two diagonal crosswalks leading to the school's main entrance are both poorly marked and small. The diagonal sidewalk results in irregular vehicle stopping behavior to avoid the crosswalk. Location: East B Avenue.



Throughout the City of Drain, stop signs and school crossing signs are being combined on one signpost. Location: East B Avenue and North Main Street intersection.



Unmarked pedestrian railroad crossing on East B Avenue. Additionally, the vehicle railroad crossing pavement markings are faded. Location: East B Avenue.



Students walking from school use East A Avenue to connect to South School Street, yet there are no crossings or sidewalks in this area. Location: East A Avenue and South School Street intersection.



Missing sidewalk on the south side of East B Avenue from 117 East B Avenue to the intersection of East B Avenue and North 1st Street, near the bridal shop. Location: East B Avenue.

Bike and Pedestrian Facilities Inventory



Buses currently use a loop on the south side of the elementary school to pick up and drop off students, entering and exiting onto East A Avenue.



The Highway 38 curve north is poorly marked for eastbound traffic, resulting in confusion for vehicles continuing east instead of turning north. Location: West B Avenue/North 1st Street intersection.



The existing east leg crossing is not a well-marked crosswalk and currently uses parallel bars, despite being an important crossing for students walking to/from school. Location: West B Avenue/North 1st Street intersection.



There is one existing bike rack located on the north side of the elementary near the front entrance. It is uncovered, and the design is not user friendly.



Many crosswalk markings near both the elementary and high school are very narrow.



Students currently gather at the front entrance of the school, near the bell statue, to wait for their rides to arrive. Parents or teachers then escort students from here to their cars.



School Street, from East A Avenue to Moreland Avenue, is a popular walking route for students who live south of the elementary school.

SCHOOL CONTEXT:

North Douglas High School

305 S. MAIN ST, DRAIN, OR 97435

PRINCIPAL:

Brandon Haberly



ENROLLMENT:

116



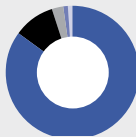
GRADES SERVED:

9-12



EQUITY:

48% of students are below poverty line*



DEMOGRAPHICS*

- White, non-Hispanic, 85%
- Hispanic, 10%
- Multiracial, 3%
- American Indian/Alaska Native, 1%
- Asian, 1%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	343
Spanish	0

Total Languages Spoken: 1

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

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

North Douglas High School Safety Assessment

Date: October 2024

SCHOOL LAYOUT

North Douglas High School is a public school located on the east side of Drain, near Anna Drain City Park. The school is located on South Main Street, between Moreland Avenue and Whipple Avenue (see map on the next page). The school has a main entrance at the intersection of Moreland Avenue and South Main Street, with a student parking lot to the southeast of the building and a staff parking lot to the northwest of the building.

SITE CIRCULATION

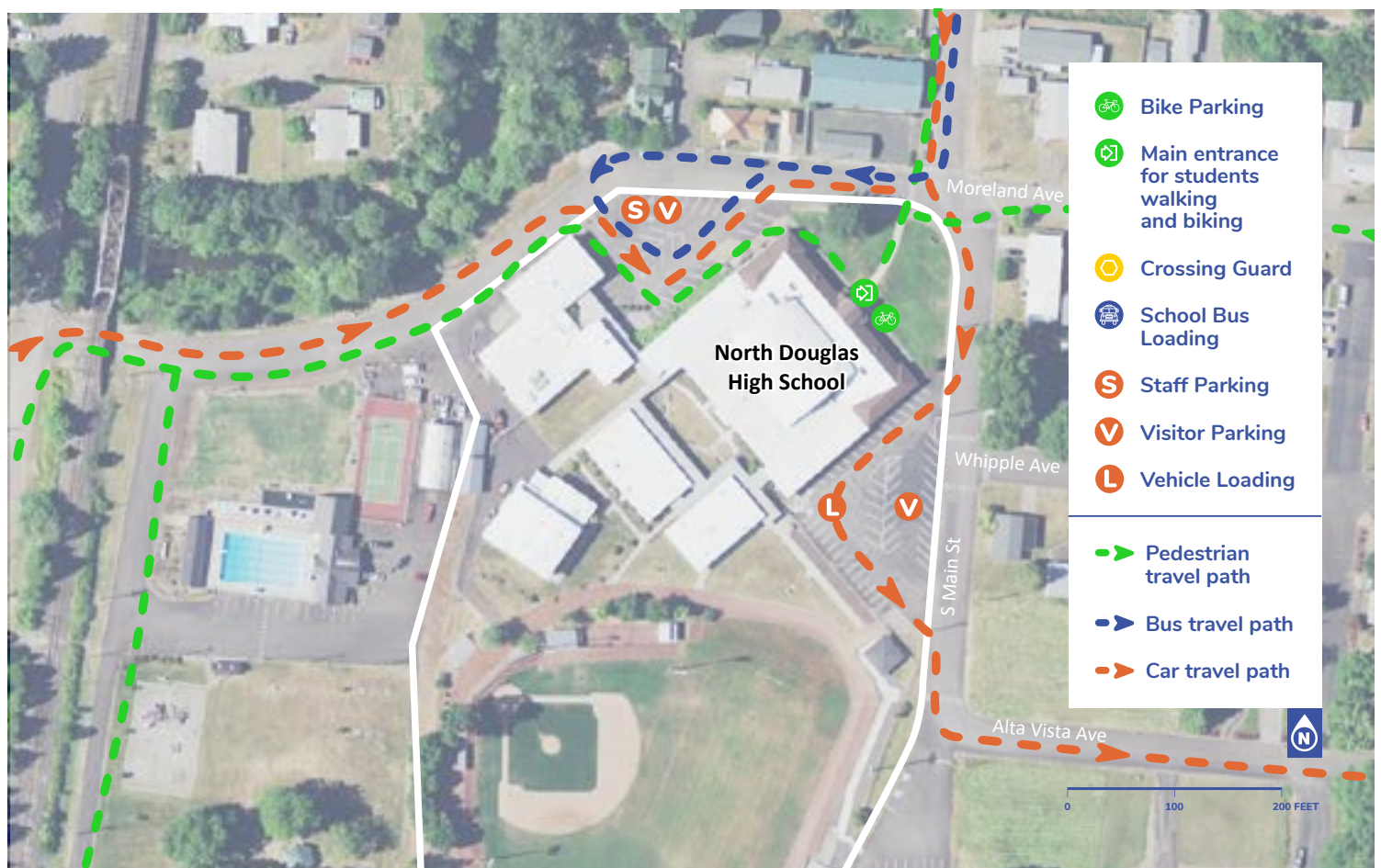
Vehicles: Students who drive to school are encouraged to use the student parking lot on the east side of the high school. This lot can be accessed along South Main Street, just north of Whipple Avenue, and vehicles exit onto South Main Street, just south of Whipple Avenue. Vehicles are restricted from dropping students off along the southwest corner of Moreland Avenue, near the sidewalk leading to the front entrance to the school.

Buses: School buses pick up and drop off students in a marked bus lane loop located within the staff parking lot, on the northwest side of the high school. The bus lane entrance and exit are located along Moreland Avenue. During the walk audit, staff members reported that there were sometimes conflicts between buses and staff vehicles.

Biking/Micromobility: A couple of students ride bikes to and from the high school. There is one bike rack located in the rear, internal courtyard of the school. It is located under a building overhang and protected from the elements.

Pedestrians: Students walking to school are encouraged to use the front entrance of the high school, which is oriented toward the intersection of

Moreland Avenue and South Main Street. During the walk audit, the front entrance was closed temporarily for remodeling, and because of this temporary closure, most students walked through the student parking lot to enter through the internal courtyard of the school. The railroad undercrossing on Moreland Avenue is a popular route for students walking to and from school, yet there is a lack of sidewalks, lack of safe marked crossing, and poor separation between pedestrians and vehicles. Many students walk in the vehicle lanes in this location.



North Douglas High School

Site Plan



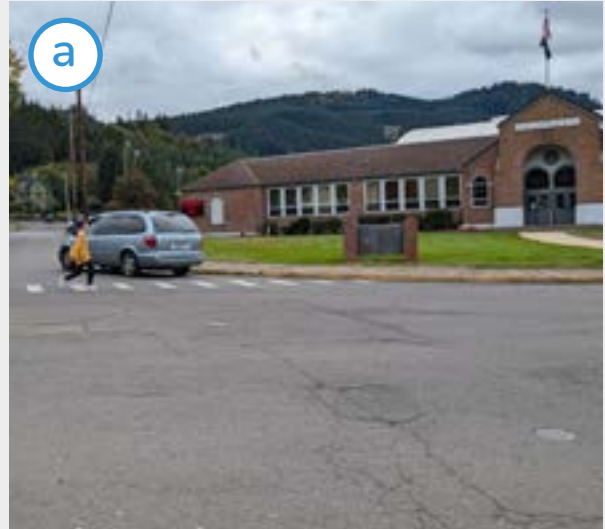
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Bike and Pedestrian Facilities Inventory

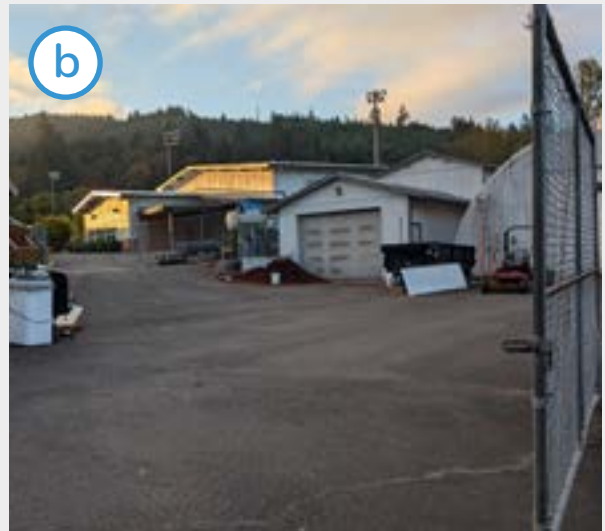


Key Observations

- The high school lacks consistent pedestrian infrastructure along key routes (see photos b, c, e, f, g, h, i, and k). Students walking to and from school will benefit from additional sidewalks, high-visibility crosswalks, and curb ramps.
- Moreland Avenue is an important route for students and other community members traveling east/west in town. The railroad crossing along this route was an observed pinch point between pedestrians and vehicles (see photos k and l).
- The Moreland Avenue and Main Street intersection marks the main entrance for the school and is a busy intersection for those walking and rolling. Additional signage and infrastructure could aid in making this a safer intersection for students (see photos a and f).



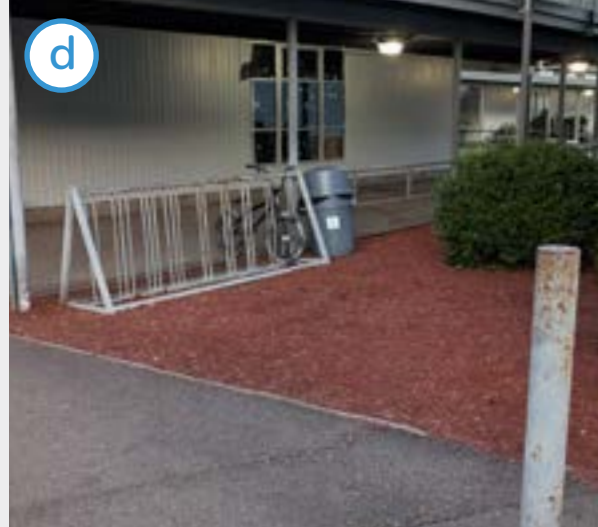
A vehicle stopped in the no parking zone to pick up a student in front of the high school. Location: Moreland Avenue and Main Street intersection.



Students are cutting through the open gates of the maintenance yard behind the high school, off Moreland Avenue.



There are missing sidewalks along Moreland Avenue, from the railroad undercrossing to Hendrick Creek Avenue. This is a popular route for students walking to the high school.



There is one existing bike rack located on school grounds near the student parking lot.



Students use the existing footbridge over Elk Creek to reach the other side of Drain. There are missing sidewalk connections along Payton Avenue to this bridge.



Cars come to a rolling stop or inch out onto the diagonal crosswalk on the west leg of the intersection of Moreland Avenue and Main Street. Additionally, the crosswalks are faded, and there are missing curb ramps at this intersection.

Bike and Pedestrian Facilities Inventory



Students walking share the same lanes as vehicles, as there is no designated place to walk through the student parking lot to the main or back entrance of the school.



There is not an existing barrier between the student parking lot spaces and Main Street, in addition to missing sidewalks and curb ramps.



There are missing curb ramps on the north leg of the intersection of Main Street and Alta Vista Avenue. Additionally, a stop sign is missing, and there is a faded stop line on the south end of the intersection.



The street signpost is damaged on the northeast corner of the Main Street and Alta Vista Avenue intersection.



Most students are walking in one of the two vehicles lanes when traveling through the railroad undercrossing on Moreland Avenue. Location: South 1st Street and Moreland Avenue intersection.



Westbound vehicles on Moreland Avenue pull up beyond the stop line to see around the blind corner that is created by the bridge on 1st Street. Pedestrians cross to this corner as well as from the sidewalk on the opposite (west) side of the bridge to walk through the railroad undercrossing. Location: South 1st Street and Moreland Avenue intersection.



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.

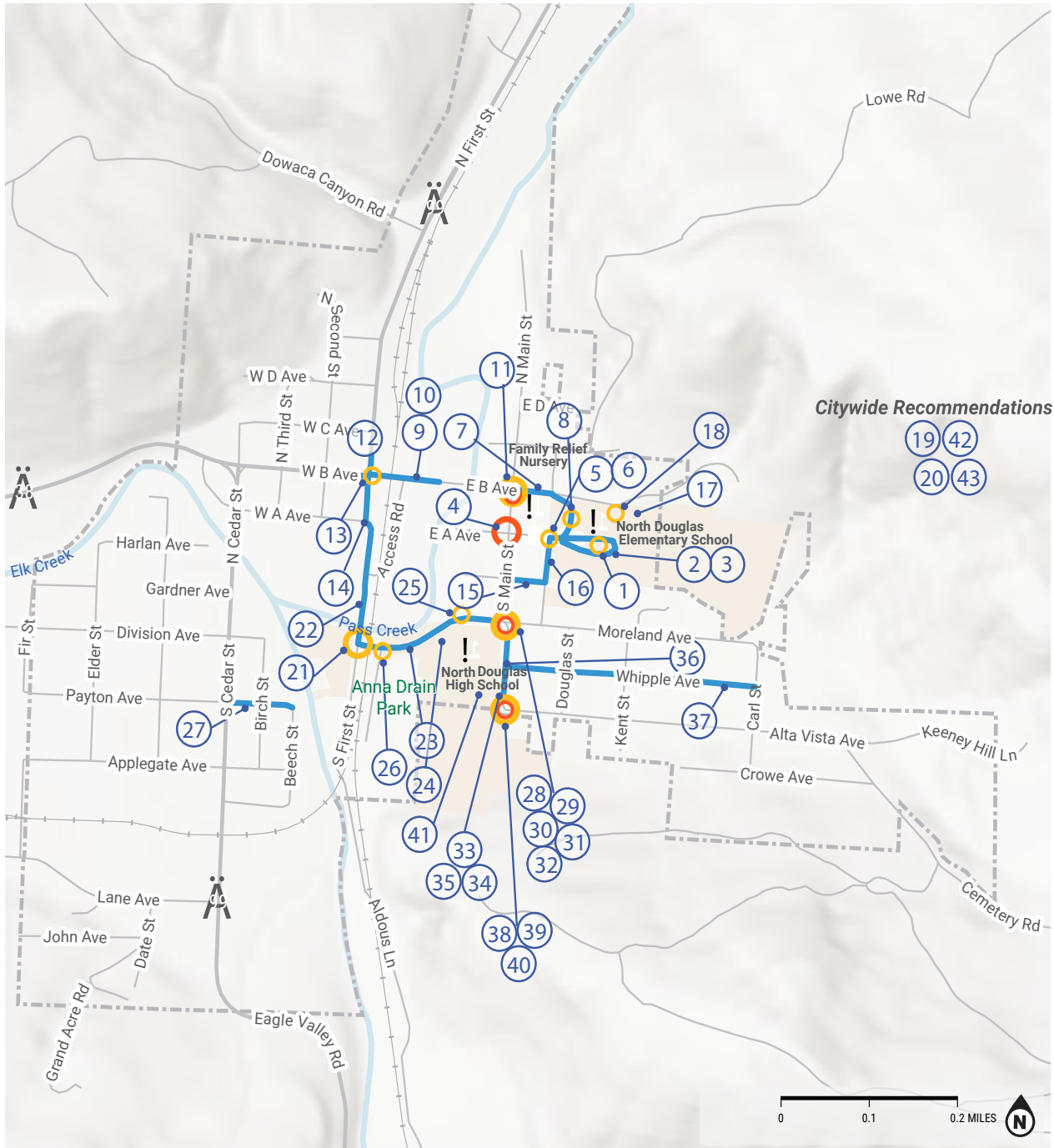
This Plan does not represent a comprehensive list of every project that could improve conditions for walking and rolling in the community. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to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

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



COMMUNITY OF DRAIN PRIORITY ROUTES

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN

IMPROVEMENTS

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

BACKGROUND

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



Table 1. North Douglas Elementary/Middle School: Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Party	Implementation Next Steps
East A Avenue – Bus Loop at North Douglas Elementary/Middle School (Starts Where East A Avenue Terminates)			
01	Issue: Loading zone markings and parallel bars mark the two crossings leading from the south corner of North Douglas Elementary School, across the bus loop, and to the athletic field. Recommendation: Replace the two non-standard crosswalk markings across the bus loop with standard high-visibility continental crosswalk markings.	North Douglas School District	School district building operations and maintenance Quick build compatible
02	Issue: Conflicting pavement marking arrows exist along the bus loop. Recommendation: Remove the old or incorrect arrows to clarify the direction of the bus loop.	North Douglas School District	School district building operations and maintenance Quick build compatible
03	Issue: There is not a queuing area for students boarding or getting off buses. Recommendation: Construct a sidewalk along the south side of the school building for students to use while loading and unloading from school buses.	North Douglas School District	School district building operations and maintenance Long-term improvement
East A Avenue/South Main Street Intersection			
04	Issue: The school crossing sign for northbound traffic is in an incorrect and low-visibility location, at the northeast corner. Recommendation: Relocate the school crossing sign for northbound traffic to the southeast corner. Install downward arrows (W16-7P) for the two School Crossing signs at this intersection on both the southeast and the northwest corner.	City of Drain	Quick build compatible
East A Avenue/South School Street Intersection			
05	Issue: During the walk audit, staff observed that many elementary students walking from school use East A Avenue to connect to South School Street, yet there are no marked crossings in this area. Recommendation: Install a high-visibility continental crosswalk on the west leg of the East A Avenue and South School Street intersection, and Americans with Disabilities Act (ADA)-accessible curb ramps. Additionally, install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P) to make it more visible to school bus drivers and parents traveling through this intersection.	City of Drain	Quick build compatible
East B Avenue to Front Pick-Up/Drop-Off Loop at the Entrance of North Douglas Elementary/Middle School			
06	Issue: Parents waiting/arriving early for pick-up block private driveways on East B Avenue. Students wait by the front bell statue before being escorted across the drop-off/pick-up lane. Recommendation: Reconfigure the front drop-off loop by striping two drive lanes.	North Douglas School District	Quick build compatible

Rec #	Recommendation	Responsible Party	Implementation Next Steps
07	Issue: Both of the two diagonal crosswalks leading to the school's main entrance are poorly marked and small. The diagonal sidewalk results in irregular vehicle stopping behavior to avoid the crosswalk. Recommendation: Remove and replace the two existing crosswalks with one, 14-foot wide continental crosswalk perpendicular to the driveway, ideally across from the school's main entrance. For additional visibility, the crosswalk can be raised. Install approximately 100 linear feet of sidewalk and curb ramps along the west side of the pick-up/drop-off lane to create a larger area for students to gather and navigate to and from their ride.	North Douglas School District	ODOT SRTS Construction Grant Priority
East B Avenue			
08	Issue: There are missing sidewalks on the south side of East B Avenue from 117 East B Avenue to the intersection of East B Avenue and North 1st Street, near the bridal shop. During the walk audit staff observed that many students use this route. Recommendation: Install approximately 340 linear feet of standard sidewalk and curb ramps along the south side of East B Avenue from 117 East B Avenue to North 1st Street, including pedestrian crossing ramps and signage at the railroad tracks.	City of Drain	ODOT SRTS Construction Grant Priority
09	Issue: There are unmarked pedestrian railroad crossings on East B Avenue, which is a route heavily used by students. Additionally, the vehicle railroad crossing pavement markings are faded. Recommendation: Install "LOOK" pavement markings on the sidewalk on both sides of the railroad crossing to alert pedestrians. Install detectable warning surfaces on both sides of the railroad crossing. Restripe the faded vehicle pavement markings. Include rail review as needed.	City of Drain, Rail Company	Conduct rail review as needed
East B Avenue/South Main Street Intersection			
10	Issue: The existing school crossing signs (2 total) for northbound and southbound traffic are placed on the same post as the stop signs. Recommendation: Remove the School Crossing Warning signs from the Stop signpost. Place new Advanced School Crossing Assembly (S1-1, W16-7P) 150 feet prior to the intersection in both directions. Remove and replace crosswalk with 10-foot-wide crosswalk and stop bar 4 feet from edge of crosswalk on all approaches. (See Universal Recommendations.)	City of Drain	Long-term improvement
West B Avenue/North 1st Street Intersection (Location Where Highway 38 Changes Direction in Downtown Drain)			
11	Issue: Highway 38 curves north in downtown Drain, but this is not a well-marked curve for eastbound traffic. Vehicles traveling eastbound, who fail to turn north, cross through the east leg of West B Avenue and First Street instead of the intended north travel direction. Recommendation: Dash the curved centerline through this intersection to make it clear to vehicles that Highway 38 curves north (see example image to the right). Add advance OR-38 Left Turn Ahead signage to indicate direction of highway - place this sign between the existing 15 MPH Left Turn sign with the dual flashing beacons and First Street.	City of Drain, ODOT	Quick build compatible



Rec #	Recommendation	Responsible Party	Implementation Next Steps
12	Issue: The existing east leg crossing is not a well-marked crosswalk and currently uses parallel bars, despite being an important crossing for students walking to/from school. Recommendation: Replace the existing parallel bar crosswalks with a high-visibility continental crosswalk. Continental crosswalks are recommended considering proximity to the school zone and walking route. Incorporate a stop bar east of the crosswalk with R10-6 "STOP HERE ON RED" signage.	City of Drain, ODOT	Quick build compatible
Highway 38 (West B Avenue)			
13	Issue: It is challenging for students to cross the road in the proximity of the intersection of West B Avenue and 1st Avenue due to wide, fast turns and truck traffic Recommendation: Consider a corner speed table (truck apron) at the northwest corner of W B Avenue and 1st Avenue to encourage slower speeds along West B Avenue and 1st Avenue. (See example image to the right.)	City of Drain, ODOT	Long-term improvement
			
Hedrick Creek Avenue			
14	Issue: During the walk audit, it was observed that many elementary students walking from school use South School Street to Hedrick Creek Avenue to South Main Street to travel to the area southwest of the school. This route lacks sidewalks and a marked crossing at Hedrick Creek Avenue and South Main Street. Recommendation: Install approximately 200 linear feet of sidewalk and curb ramps along the north side of Hedrick Creek Avenue from South School Street to South Main Street. Add arrows to the existing two School Crossing signs, one on the northwest corner, and one on the southeast corner (W16-7P).	City of Drain	Long-term improvement
South School Street			
15	Issue: During the walk audit, staff observed that many elementary students walking from school use South School Street to Hedrick Creek Avenue to South Main Street to travel to the area southwest of the school. This route lacks sidewalks but is currently a narrow street. Recommendation: Use bollards to close South School Street to vehicles and allow only pedestrians and people on bicycles, from East A Avenue to Hedrick Creek Avenue.	City of Drain	Long-term improvement
North of School Building, on School Property			
16	Issue: There is one existing bike rack located on the north side of the building near the front entrance. It is uncovered, and the design is not user-friendly. Recommendation: Upgrade the existing bike parking to a U-shaped or staple style bike rack. Construct covered bike parking, if possible.	North Douglas School District	Quick build compatible School district building operations and maintenance

Rec #	Recommendation	Responsible Party	Implementation Next Steps
17	Issue: The sidewalk, leading from the staff parking lot and existing bike parking to the entrance, is missing a curb ramp. Recommendation: Construct an ADA-accessible curb ramp from the staff parking lot to the school's main entrance.	North Douglas School District	Add to district long-term planning
Universal Recommendations – These recommendations apply across the City of Drain within a half mile of North Douglas Elementary School.			
18	Issue: Many crosswalk markings near the school are too narrow and are approximately 8 feet wide. Recommendation: Restripe the narrow crosswalks with 10-foot-wide crosswalk markings when these need to be re-stripped.	City of Drain	Quick build compatible

Table 2. North Douglas High School: Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Party	Implementation Next Steps
South 1st Street/Moreland Avenue Intersection			
20	Issue: Most students are walking in one of the two vehicles lanes when traveling through the railroad undercrossing on Moreland Avenue. Recommendation: Create an 8- to 10-foot dedicated shared use path for pedestrians and bicyclists on the north side of Moreland Avenue until reaching the alley north of the staff parking lot at North Douglas High School, for approximately 630 feet. This shared use path will be paved and raised, and use the existing pedestrian trail on the north side under the railroad. Add curbs to the northeast side of the intersection, as well as ADA-accessible curb ramps on the northeast and northwest corners.	City of Drain	Community Paths Grant ODOT SRTS Construction Grant Priority
21	Issue: Westbound drivers on Moreland Avenue pull up beyond the stop line to see around the blind corner that is created by the bridge on 1st Street. Pedestrians cross to this corner as well, from the sidewalk on the opposite (west) side of the bridge to walk through the railroad undercrossing. Recommendation: Install approximately 820 linear feet of sidewalk infill and ADA-accessible curb ramps along the east side of 1st Street between B Avenue and the Pass Creek Bridge. The existing guardrail at Moreland Avenue will need to be reinstalled slightly farther back to accommodate the new corner ramp. This should help to increase visibility for vehicles. Install a high-visibility continental crosswalk on the north leg of the 1st Street and Moreland Avenue intersection and a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). To further increase visibility, cut back overgrown vegetation on the northeast corner to help maintain a sufficient sight distance triangle. This new infrastructure will also support future City plans to reopen the covered bridge for pedestrian use, including students, as well as future City plans to create a park and picnic area north of the baseball field.	City of Drain	ODOT SRTS Construction Grant Priority

Rec #	Recommendation	Responsible Party	Implementation Next Steps
Moreland Avenue			
22	Issue: There are missing sidewalks along Moreland Avenue, from the railroad undercrossing to the alley north of the staff parking lot at North Douglas High School. During the walk audit, staff observed that students walk in the street along this stretch. Recommendation: Create an 8- to 10-foot dedicated shared use path for pedestrians and bicyclists, including approximately 630 linear feet of sidewalk infill and ADA-accessible curb ramps, along the north side of Moreland Avenue between the railroad undercrossing and the alley north of the staff parking lot at North Douglas High School (see Recommendation 20).	City of Drain	ODOT SRTS Construction Grant Priority
23	Issue: Students are cutting through the maintenance yard entrance while walking to school. Recommendation: <u>Option 1:</u> Close the gate to the maintenance yard. <u>Option 2:</u> Provide a designated pedestrian area with bollards or install a sidewalk, approximately 90 linear feet long, for students using this cut-through path.	North Douglas School District	Long-term improvement
Moreland Avenue/Alley North of the Student High School Parking Lot Intersection			
24	Issue: There is a missing crosswalk on the north leg of the intersection, as well as a missing curb ramp on the northeast corner. Recommendation: Designate the route from the Central Bike Path, along Eighth Street, Alida Street, and Blaine Street, an official SRTS route and neighborhood greenway. Install stop signs at each leg of the Blaine Street and Alida Street intersection. Stripe continental, high-visibility crosswalks and corner ramps at all legs of the Morse Avenue and Blaine intersection. Install school zone signage.	City of Drain	Long-term improvement
Moreland Avenue/Anna Drain Park Road Intersection			
25	Issue: There is a missing crosswalk on the south and the east leg of the intersection. Recommendation: Add a crosswalk on the south and east legs of the intersection with high-visibility, continental-style pavement markings.	City of Drain	Quick build compatible
Payton Avenue			
26	Issue: There are missing sidewalks and curb ramps on Payton Avenue. This street is an important connection for students using the existing footbridge over Elk Creek. Recommendation: Install approximately 350 linear feet of sidewalk infill and curb ramps along the north side of Payton Avenue between Cedar Street and Beech Street.	City of Drain	Long-term improvement

Rec #	Recommendation	Responsible Party	Implementation Next Steps
Moreland Avenue/Main Street Intersection			
27	Issue: Currently, cars come to a rolling stop or inch out onto the diagonal crosswalk on the west leg of the intersection. Recommendation: Install a painted curb extension on the southeast corner and restripe the diagonal crosswalk to be parallel to Moreland Avenue. If desired, this painted extension could be made permanent.	City of Drain	Quick build compatible Long-term improvement
28	Issue: During the walk audit, staff noted that a student was picked up in front of North Douglas High School, on the southwest corner of the intersection. This area is already marked with yellow curbs. Recommendation: Install no parking signage.	City of Drain	Quick build compatible
29	Issue: There are faded crosswalks on all legs of the intersection. Recommendation: Restripe the existing crosswalks.	City of Drain	Quick build compatible
30	Issue: Northbound and southbound traffic do not have a stop sign, yet eastbound and westbound traffic do have stop signs. During the walk audit, it was observed that this is a busy intersection for students walking and biking. Recommendation: Install stop signs on the north and south side of the intersection, creating a 4-way stop, to increase student safety for those walking and biking.	City of Drain	Quick build compatible
31	Issue: There are missing curb ramps on the northeast, southeast, and southwest corners of the intersection. Recommendation: Install ADA-accessible curb ramps on the northeast, southeast, and southwest corners of the intersection.	City of Drain	Long-term improvement
Main Street			
32	Issue: There are no existing barriers between the student parking lot spaces and Main Street. Recommendation: Install wheel stops for parking spots that run adjacent to Main Street or consider changing these spots to parallel curbside parking spots (see Recommendation 34).	North Douglas School District	School district building operations and maintenance
33	Issue: Students are walking in the student parking lot as the main way to enter the school as a pedestrian. These pedestrians are sharing the same lanes as vehicles, as there is no designated place to walk through the parking lot, most notably at the entrance to the parking lot. Recommendation: Remove the first two parking spots on the north end of the parking lot (up against the school building where the sidewalk terminates) to allow pedestrians to walk into the parking lot, without immediately entering the vehicle entrance drive lane to the parking lot.	North Douglas School District	School district building operations and maintenance
34	Issue: There are missing sidewalks and curb ramps along the west side of Main Street, starting from the student parking lot entrance to the athletic field gate (just south of Alta Vista Way). Recommendation: Install approximately 470 linear feet of sidewalk infill and accessible curb ramps along the west side of Main Street between the student parking lot entrance and the athletic field gate (just south of Alta Vista Way).	City of Drain	Long-term improvement

Rec #	Recommendation	Responsible Party	Implementation Next Steps
Main Street/Whipple Avenue Intersection			
35	Issue: There are missing curb ramps on north, south, and east legs of the intersection. The north and south legs connect directly to the student parking lot, without any buffer space for a curb ramp. Recommendation: Add ADA-accessible curb ramps. Remove the parking spots that conflict with new curb ramp locations (see Recommendation 34).	City of Drain	Long-term improvement
Whipple Avenue			
36	Issue: There are inconsistent sidewalks and curb ramps on Whipple Avenue, forcing pedestrians to walk in the traffic lanes. This street is an important connection for students that live to the east of the high school. Recommendation: Install approximately 1,100 linear feet of sidewalk infill and curb ramps along the north side of Whipple Avenue between Main Street and Carl Street.	City of Drain	Long-term improvement
Main Street/Alta Vista Avenue Intersection			
37	Issue: There are missing curb ramps on the north leg of the intersection. Recommendation: Add ADA-accessible curb ramps on the north leg of the intersection.	City of Drain	Long-term improvement
38	Issue: There is a missing stop sign and a faded stop line on the south end of the intersection. Recommendation: Install a stop sign and restripe stop line at the south end of the intersection.	City of Drain	Quick build compatible
39	Issue: The street signpost is damaged on the northeast corner. Recommendation: Replace the damaged street signpost with a new signpost.	City of Drain	Quick build compatible
On School Grounds, Near Student Parking Lot			
40	Issue: There is an existing bike rack located on school grounds near the student parking lot. It is not a user-friendly or recommended style. Recommendation: Upgrade the existing bike parking to be a U-shaped or a staple-style bike rack. Optional: Add additional bike parking where the two student parking spots are removed to better serve students biking to school and using the front entrance of the school (see Recommendation 33).	North Douglas School District	Long-term improvement

Rec #	Recommendation	Responsible Party	Implementation Next Steps
Universal Recommendations – These recommendations apply across the City of Drain within a half mile of North Douglas High School.			
41	Issue: Throughout the City of Drain, stop signs (regulatory signs) and school crossing signs are being combined on one signpost. Additionally, some stop bars are placed too close to stop signs. Recommendation: Remove School Crossing Warning signs from the Stop signpost. Place new Advanced School Crossing and assembly 150 feet prior to the intersection. Stripe stop bars 4 feet from edge of crosswalk on all approaches using a stop sign.	City of Drain	Long-term improvement

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 3 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: <https://www.oregonsaferoutes.org/about-oregon-safe-routes-to-school/>

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

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

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

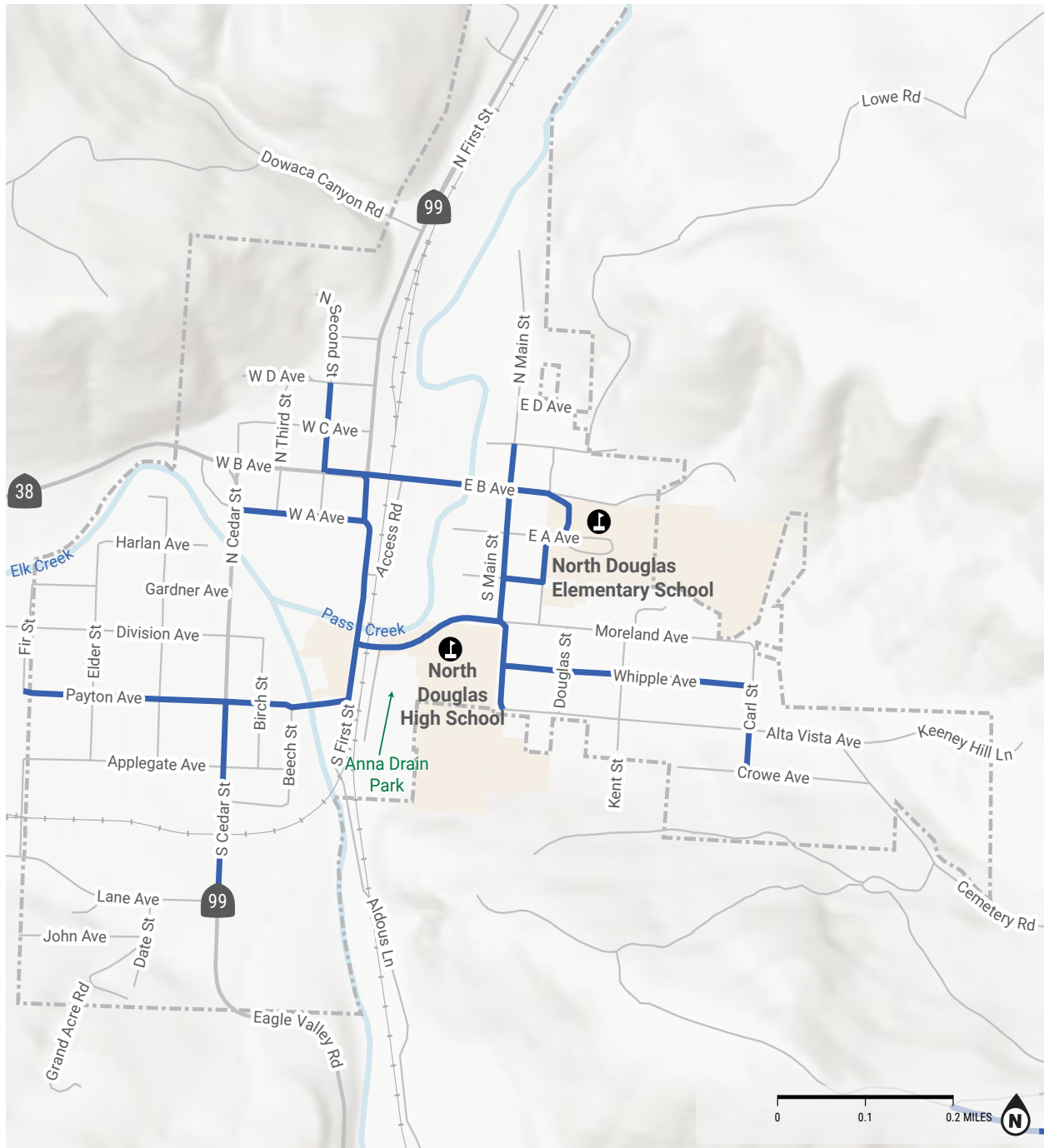
<https://www.oregonsaferoutes.org/>

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB 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: <https://www.oregonsaferoutes.org/oregon-safe-routes-to-school-local-coordinators/>

Review Table 3 to identify educational and encouragement priorities and discuss with the Regional Hub Lead.



COMMUNITY OF DRAIN PRIORITY ROUTES

OREGON DEPARTMENT OF TRANSPORTATION
SAFE ROUTES TO SCHOOL PLAN



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

Table 3. North Douglas School District Education and Encouragement Recommendations

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Safe Routes to School Coordinator Position	City, County, Parks + Rec, Public Health, School District, Economic Development District, Community-Based Groups	North Douglas SD could apply for a Safe Routes to School Coordinator through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from different agencies or groups in the community.	Example job description and application materials	Include funds for translation of materials in the scope of this grant and programs where necessary.	Receipt of funding from ODOT, hiring of a SRTS Coordinator, meeting established goals and objectives
Bike Club	City, Parks + Rec, Public Health, School District, Streets for Everyone	To increase the popularity of recreational biking in Drain, establish a bike club for elementary, middle, and 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
Crossing Guard Program at North Douglas Elementary School	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating, feedback from families, observations from school leadership

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Pedestrian and Bike Safety Education	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating, feedback from families, observations from school leadership
Bike and/or Bus Fairy	School Administration or SRTS Coordinator	Collect little treats and place them on student's bus seats or bikes during a celebration day.	Gift bags, pencils, stickers, erasers	Wings or Wand for Bike/Bus Fairy may add to the fun.	Number of students participating
Train-the-Trainer Bike and Pedestrian Education	Teachers/ School Staff	Provide training for PE teachers to facilitate bicycle and pedestrian education in schools.	Free education with the potential to include bike fleets and helmets for student use.	Consider how students with disabilities could participate.	Number of students participating, skills learned, number of volunteers
Walk+Roll to School Day (one of four options listed below)	ODOT SRTS Team, SRTS Coordinator, Schools	Organize a Walk+Roll to School Day to encourage and celebrate 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

Activity	Responsible Party	Description (additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Earth Month - Oregon Safe Routes to Schools	SRTS Coordinator, Schools	As part of an Earth Month celebration, host Walk+Roll events and encourage students to learn more about how they can be kind to the Earth. Plant seeds at your school or around your community, write a thank you card to the Earth, create a collaborative mural at your school about biking and walking to school, or invite students to make posters about why they love the Earth.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
International Walk+Roll to School Day	SRTS Coordinator, Schools	International Walk+Roll to School Day is a global event that involves communities from more than 40 countries walking and rolling to school on October 8. Thousands of schools across America—from all 50 states, the District of Columbia, and Puerto Rico—participate every October.	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+Roll to School Day	SRTS Coordinator, Schools	Winter Walk to School Day encourages kids to walk and roll to school even in winter and all year round! As an accompanying activity, invite students to play bingo, take part in an art activity, organize a clothing swap, or have a fashion show, and be sure to share the event on social media.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Those who have disabilities may have trouble moving through the snow. Consider options for a remote drop-off and suggested travel route that is accessible for all students considering the weather conditions.	Number of students and community members participating
The Walk+Roll May Challenge	SRTS Coordinator, Schools	This annual event encourages kids and families to walk, bike, and roll to school and to stay active and healthy.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike can participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating

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

Education and Encouragement Program Descriptions

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, 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 (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 Competitive 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.

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 guardians of the students on the “bus”). As the walking school bus continues on the route to school, they pick up students at designated meeting locations. Similar to walking school buses, bike 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+Roll 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.



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 4 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 5 provides additional project-specific information needed for ODOT grant applications.

The City of Drain will be the relevant agency to prepare the ODOT SRTS Competitive Construction Grant application.

Table 4. City of Drain Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	\$75,800
Traffic Control	\$175,100
Erosion Control	\$23,600
Clearing and Grubbing	\$11,900
Raised Crosswalk and Pick-Up/Drop-Off Improvements at North Douglas Elementary/Middle School	
GRIND ASPHALT (4-INCHES)	\$144
INSTALL ASPHALT OVERLAY	\$16,313
INSTALL AGGREGATE BASE	\$900
INSTALL RAISED CONCRETE CROSSWALK	\$6,500
CONSTRUCT CONCRETE SIDEWALKS, ADA RAMPS, AND DRIVEWAYS	\$37,440
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	\$18,720
REMOVE AND REPLACE SIGN AND POST	\$350
INSTALL 'STOP HERE FOR PEDESTRIANS' SIGNS	\$1,000
INSTALL CROSSWALK SIGNS	\$1,000
INSTALL CONCRETE CURB AND GUTTER	\$5,850
Sidewalk Infill along East B Avenue	
RELOCATE FIRE HYDRANT	\$7,500
REMOVE ASPHALT PAVEMENT	\$2,000
SAWCUT PAVEMENT	\$843
INSTALL AGGREGATE BASE	\$1,440
INSTALL ASPHALT PAVEMENT	\$7,250
INSTALL CONCRETE CURB AND GUTTER	\$14,050
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	\$54,560
CONSTRUCT CONCRETE SIDEWALKS, ADA RAMPS, AND DRIVEWAY	\$57,600
INSTALL ADA DETECTABLE WARNING SURFACE	\$480
INSTALL SIGNS AND POSTS	\$1,000
Shared Use Path along Moreland Avenue	
REMOVE ASPHALT PAVEMENT	\$5,200
REMOVE GUARDRAIL	\$125
SAWCUT PAVEMENT	\$1,950
INSTALL AGGREGATE BASE	\$5,880
INSTALL ASPHALT PAVEMENT	\$15,750
INSTALL GUARDRAIL	\$1,875
INSTALL CONCRETE CURB AND GUTTER	\$31,500
CONSTRUCT CONCRETE SIDEWALKS, ADA RAMPS, AND DRIVEWAYS	\$252,000
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	\$100,800
INSTALL CATCH BASINS	\$20,000
INSTALL ADA CURB RAMPS	\$20,000

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
INSTALL CROSSWALK MARKINGS	\$1,500
INSTALL SIGNS AND POSTS	\$2,000
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKINGS	\$2,000
Sidewalk Infill + Intersection Improvements at Moreland Avenue and South 1st Street	
REMOVE ASPHALT PAVEMENT	\$6,080
SAWCUT PAVEMENT	\$2,280
INSTALL AGGREGATE BASE	\$4,860
INSTALL ASPHALT PAVEMENT	\$19,000
INSTALL CONCRETE CURB AND GUTTER	\$38,000
CONSTRUCT CONCRETE SIDEWALKS, ADA RAMPS, AND DRIVEWAYS	\$182,400
INSTALL UNDERGROUND PIP/INLET DRAINAGE SYSTEM	\$121,600
INSTALL CATCH BASINS	\$30,000
INSTALL ADA CURB RAMPS	\$60,000
INSTALL CROSSWALK MARKINGS	\$3,900
INSTALL SIGNS AND POSTS	\$1,000
INSTALL CROSSWALK SIGNS	\$1,000
Additional Costs	\$959,800
TOTAL PROJECT COST	\$2,411,840

Table 5. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF DRAIN
Relevant right-of-way ownership	Right-of-way does not appear to be an issue for any of the recommendations.
Utility implications	Minor to no utility impacts.
Environmental resource implications	Construction for recommendation 21 could have minor environmental impacts due to improvements happening above the creek on Pass Creek Bridge.
Stormwater management implications	Minor to no stormwater management implications.
Near a railroad? Or bridge, tunnel, retaining wall affected?	Yes, improvements along Moreland Avenue occur near and within a railroad undercrossing.
AADT	Under 5,000 vpd (detailed information unavailable)
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
- 12,000 or greater annual average daily traffic
- Has a demonstrated history of crashes related to school traffic

Implementation Next Steps

The immediate next step for the implementation of the education recommendations is for North Douglas School District to apply for the ODOT SRTS Education Grant to fund a district SRTS Coordinator position. Additionally, it is crucial to involve the City of Drain in supporting roles for the application and position.

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

START SMALL

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

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and 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.



06



APPENDICES

APPENDICES

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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

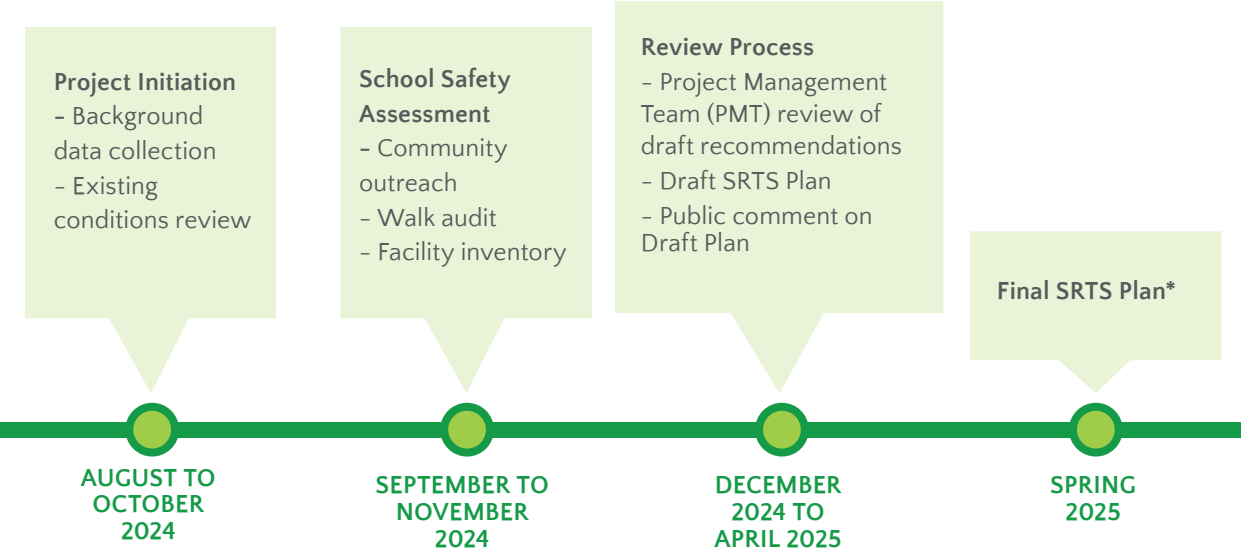
https://www.oregonsaferoutes.org/wp-content/uploads/2024/02/ODOT_SRTS_ParkAndWalk_OnePager_v2.pdf

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

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

APPENDIX B. PLANNING PROCESS

The Drain 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 three 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

*Final SRTS Plans can be found at www.OregonSafeRoutes.org

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

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

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

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

Review Process

Following the school safety assessments, initial recommendations were prepared and shared with the PMT for review. The PMT met to discuss the recommendations, and to identify priority projects for the ODOT SRTS Competitive Construction Grant. Once this was complete, a draft SRTS Plan was prepared and underwent both PMT review and public review in the form of an online interactive PDF document.



Walk audit at North Douglas Elementary/Middle School

APPENDIX C. EXISTING CONDITIONS

Introduction

As a preliminary step in the development of the City of Drain Safe Routes to School (SRTS) Plan for North Douglas Elementary/Middle School, North Douglas High School, and Family Relief Nursery, the project team collected and compiled existing conditions data and local context information for the area within a mile of the schools. The team also reviewed available information about documented community concerns, demographics, travel routes, existing facilities, traffic patterns, school environment, and other relevant details.

This information is a starting point for understanding the existing facilities and conditions for active transportation to and from these schools, as well as past decisions and recommendations that impact the development of safe routes. Once in-person site visits occur, the consultant team will add additional contextual details learned during discussions with community members and from in-person observations to the final SRTS Plan.

School and District Demographics

This section outlines the publicly available demographic data on North Douglas Elementary/Middle School and North Douglas High School.¹ This data provides an overview of the populations served by the schools, including student age, racial/ethnic demographics, and languages spoken, as well seven key equity factors.

As part of their commitment to addressing transportation disparities across the state, Oregon Department of Transportation (ODOT) uses these equity factors as a component of their project selection criteria for SRTS Competitive Construction Grants.² For this reason, it is important that local communities check that this data is accurate. In some cases, schools and districts may have more recent (or different) numbers, which can be provided to ODOT to support their SRTS Construction Grant Application.

School Demographics

NORTH DOUGLAS ELEMENTARY/MIDDLE SCHOOL

Address	100 N. School St., Drain, OR 97435
Principal	Emily Reed
Type of School/Grades Served	K–8
Enrollment	223

Source: Oregon Department of Education 2022–2023 school year

RACIAL/ETHNIC DEMOGRAPHICS

American Indian/Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Island	Multiracial	White, Non-Hispanic
1.2%	0.0%	0.0%	9.9%	0.4%	5.4%	83.1%

¹ Note that the Family Relief Nursery is an early childhood care center for which the Oregon Department of Education does not collect demographic data.

² For more information about ODOT’s project selection criteria or the seven equity factors, see the Program Guidelines on ODOT’s website here: <https://www.oregonsaferoutes.org/wp-content/uploads/2022/01/2023-2024-Safe-Routes-to-School-Construction-Program-Guidelines-for-website.pdf>.

Source: Oregon Department of Education 2022-2023 school year

ODOT EQUITY FACTORS

Percentage of Students below Poverty Line*	Social Equity Index (SEI)**	Percentage of Students Who Are Ever English Learners*	Percentage of Black, Indigenous, and People of Color (BIPOC) Students*	Percentage of Students with a Disability*	Percentage of Students Who Are Chronically Absent*	Percentage of Native American Students*
72.0%	Low	*	16.9%	25%	35	1.2%

Sources *Oregon Department of Education 2022–2023 school year, **ODOT

NORTH DOUGLAS HIGH SCHOOL

Address	305 S. Main St., Drain, OR 97435
Principal	Brandon Haberly
Type of School/Grades Served	9–12
Enrollment	116

Source: Oregon Department of Education 2022-2023 school year

RACIAL/ETHNIC DEMOGRAPHICS

American Indian/Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Island	Multiracial	White, Non-Hispanic
1.0%	1.0%	0.0%	10.0%	0.0%	3.0%	85.0%

Source: Oregon Department of Education 2022–2023 school year

ODOT EQUITY FACTORS

Percentage of Students below Poverty Line*	Social Equity Index (SEI)**	Percentage of Students Who Are Ever English Learners*	Percentage of Black, Indigenous, and People of Color (BIPOC) Students*	Percentage of Students with a Disability*	Percentage of Students Who Are Chronically Absent*	Percentage of Native American Students*
48.0%	Low	*	15.0%	16%	44	1.0%

Sources *Oregon Department of Education 2022–2023 school year, **ODOT

NORTH DOUGLAS SCHOOL DISTRICT LANGUAGES

Data on languages spoken by students within the school district is helpful as the project team reaches out to the community for feedback during the SRTS planning process. Where there are large populations of families who are English learners or who speak languages other than English, the project team can provide translations of communications to better reach the school community.

LANGUAGES SPOKEN NORTH DOUGLAS SCHOOL DISTRICT

Top 5 Languages Spoken	# of Students Reported
English	343
Total Languages Spoken:	1

Source: Oregon Department of Education 2023–2024 school year

Plan Review

As part of documenting the existing conditions around North Douglas Elementary/Middle School and North Douglas High School, the project 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 the Drain SRTS Plan.

CITY OF DRAIN COMPREHENSIVE PLAN, 1997

The City of Drain's Comprehensive Plan (updated 1997) is the primary document guiding City decision-making. In particular, the document contains a land use element guiding community development and a transportation element that guides transportation investments, both of which may be relevant to Safe Routes to School planning efforts. The first iteration of the Drain Comprehensive Plan was completed in 1978, with assistance from the Umpqua Regional Council of Governments. The most recent update of the Plan is the result of a periodic review conducted in 1997. Below is a summarized list of Plan goals and policies relevant to this study.

LAND USE ELEMENT GOAL B: TO PROMOTE TRANSPORTATION ALTERNATIVES

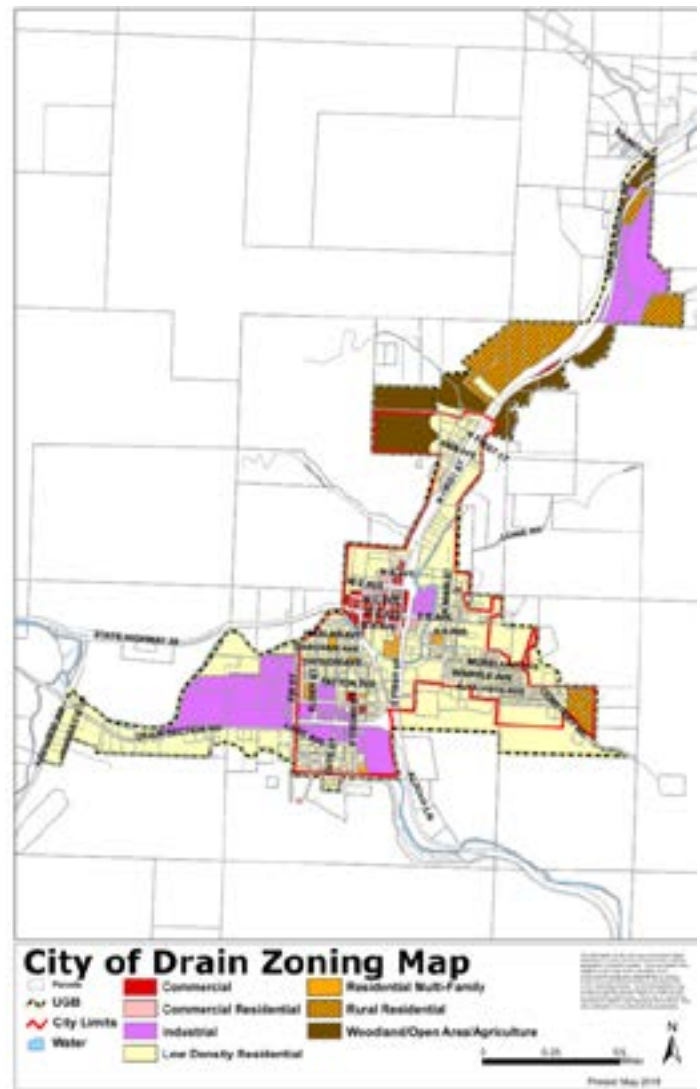
Corresponding policies relevant to this study:

- Develop a designated bike path system in conjunction with the community's arterial and collector streets and leading to the schools.
- Improve the sidewalk network to facilitate walking.

TRANSPORTATION ELEMENT GOAL A: TO PROVIDE FOR A SAFE AND EFFICIENT STREET SYSTEM AND FLOW OF TRAFFIC.

Corresponding policies relevant to this study:

- Standard curbs, gutters, and sidewalks should be added when streets are upgraded.
- Encourage the installation of street lights at intersections as needed.
- Sidewalks in new developments shall be constructed on at least one side of collector and local streets. They shall be constructed (in new



City of Drain Zoning Map

developments) on both sides of arterial streets and streets in commercial neighborhoods.

- Encourage ODOT to make improvements to Highways 38 and 99 and continue to cooperate with the Department to better the transportation system and advance the policies in this plan (as amended by Ord. 321).

In addition, the Plan emphasizes the importance of upgrading the following streets (in order of priority):

- (1) "B" Street between Highway 99 and Main Street
- (2) "C" Street between Third Street and Highway 38
- (3) 2nd Street between "C" Street and "E" Street
- (4) Moreland Avenue between Carl Street and Kent Street
- (5) Douglas Street

- (6) Moreland Avenue north of North Douglas High School
- (7) Applegate Street between Cedar and Fir Streets
- (8) East “D” from Main Street east to the end of the street
- (9) “D” Street between Highway 99 and Third Street
- (10) N. Main Street from “D” Street to the end of the road

EXISTING CONDITIONS

The City of Drain is located at the confluence of Elk Creek and Pass Creek with 60% of urbanized land either on steep slopes or within floodplains.

Drain has limited sidewalk coverage, with most sidewalks in the central business district along B Street from Highway 99 to North Douglas Elementary/Middle School. There are other non-continuous sidewalks scattered throughout Drain, around the focus schools. However, much of this sidewalk network is in a state of disrepair.

The Plan makes note of a historic covered bridge in Anna Drain Park spanning Elk Creek that provided school children a walking route across town. Note that at the current moment of this SRTS Plan process, this bridge is closed to the public. The plan also documents the lack of a good pedestrian route between Elk Creek and North Douglas schools.

CITY OF DRAIN ZONING MAP, 2018

Figure 1 shows allowed land uses within Drain city limits. Notably, the area in the vicinity of the focus schools is characterized as Low Density Residential. The City’s main streets are E. B Avenue, First Street, and Cedar Street.

WHAT IS SAFE ROUTES TO SCHOOL?, 2020

Douglas Education Service District (ESD) located in Roseburg, OR, approximately 35 miles south of Drain, has a website for its Safe Routes to School program describing the purpose of a Safe Routes to School program, what its goals are, and means through which it could be implemented. While the North Douglas School District does not have a history

of Safe Routes to School initiatives, the City of Drain and the North Douglas School District may be able to replicate and learn from practices undertaken by Douglas ESD. In particular, the document catalogs the following SRTS activities:

- Douglas ESD Safe Routes team has compiled programming ideas into a handbook for schools (includes ideas for programs such as Walking School Buses, Pedestrian Safety Education, Bike Rodeos, and Walk and Bike to School Days).
- Programming can be done by PE teachers, classroom teachers, office managers, or community members.
- Douglas County SRTS team can also assist with programming events (contact: saferoutes@douglas.k12.or.us).

UMPQUA PUBLIC TRANSPORTATION DISTRICT MASTER PLAN, 2022

The Umpqua Public Transportation District Transit Master Plan evaluates a program of service improvement alternatives and presents a series of options to pursue over the 20-year plan horizon, including planned service modifications. While Drain is not currently served by any transit service, the Plan articulates goals relevant to Safe Routes to School that may be relevant if transit service is extended to Drain. Below is a summarized list of Plan policies relevant to this study:

- Connect to activity centers, schools, government centers, grocery stores, pharmacies, and other community resources.
- Provide community betterment and beautification through increased transit infrastructure and service, including bicycle and pedestrian connections to bus stops and improved bus stop amenities.
- Develop transit service opportunities that improve inter-county and intra-county connectivity and enhance bus stop access and amenities, including bicycle storage at stops.
- Establish minimum bicycle parking space and design requirements consistent with the Oregon Transportation Planning Rule.

- Requiring landscaping and walkways—play a significant role in making pedestrian access to transit attractive and convenient. Provide up to 20-foot setback for up to 50% of building face for greater pedestrian/bicycle space (e.g., seating, parking, wider sidewalks, and enhanced bicycle facilities).

DOUGLAS COUNTY TRANSPORTATION SYSTEM PLAN, 2023

The Douglas County Transportation System Plan (TSP) addresses the County's transportation needs and guides future investments in the County's transportation system for the next 20 years, through 2042, with the goal to prioritize future investments that can improve travel for all people using the transportation system, including walking and biking. Below is a summarized list of Plan policies relevant to this study:

GOAL: PRIORITIZE FUTURE INVESTMENTS THAT CAN IMPROVE TRAVEL FOR ALL

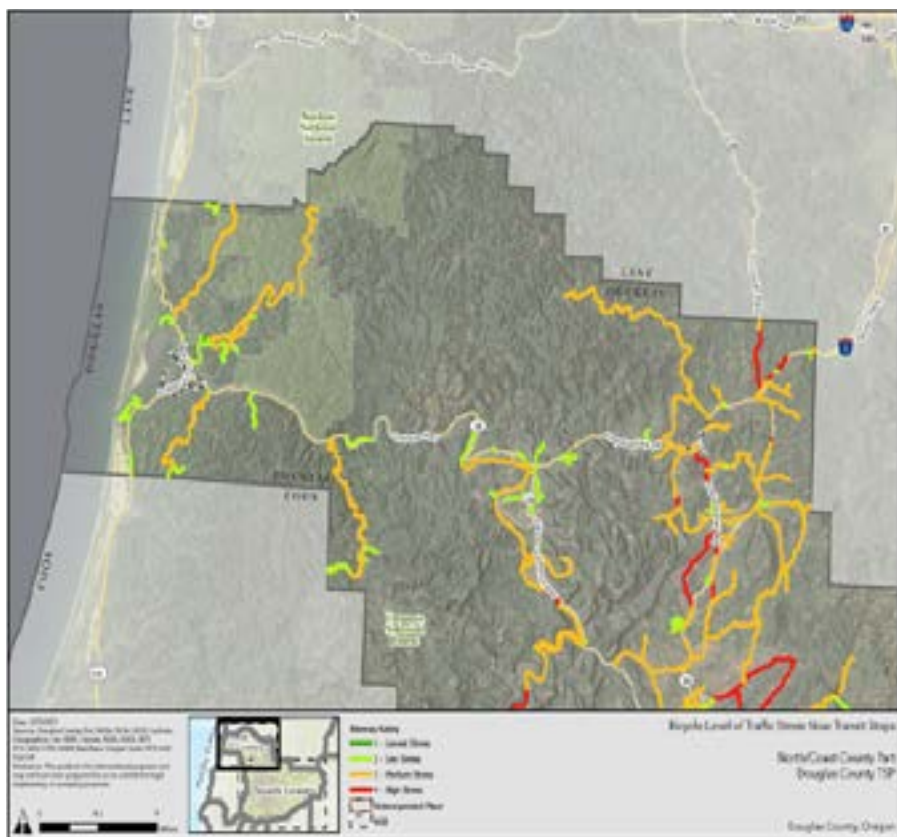
PEOPLE USING THE TRANSPORTATION SYSTEM, INCLUDING WALKING AND BIKING

Corresponding objectives relevant to this study:

- Objective: Develop safe and comfortable bicycle and pedestrian facilities for use by people of all ages and abilities.
- Objective: Identify and improve the safety of crossings for vehicles, bicycles, and pedestrians on highways and major arterials, and at rail crossings.

EXISTING CONDITIONS

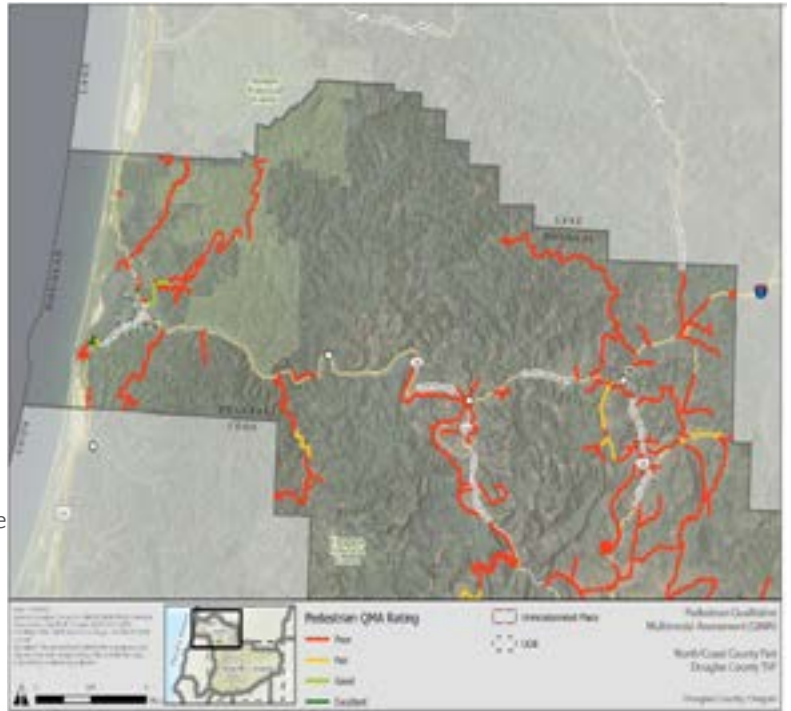
Douglas County has a bicycle network with 22 miles of dedicated "county bikeway" facilities and 55 miles of shoulder bikeway; however, this network has many gaps where bicyclists must ride on shared streets or on narrow, unprotected shoulders without infrastructure improvements or signage alerting motorists of their presence. The TSP survey documented a desire for more sidewalks and bike facilities in urban communities as well as wider shoulders or dedicated off-street paths for walking and biking.



*North Douglas County Bicycle
Level of Traffic Stress Scores*

The TSP assessed bicycle level of traffic stress (BLTS) countywide (see map on this page). For this Plan, the project team primarily used posted speed limit data to determine BLTS scores. However, the project team notes that this methodology omits annual average daily traffic (AADT) data, which they do not see as an issue, but is normally included as part of BLTS analysis. Notably, roads around Drain scored high on traffic stress, with Umpqua Highway 99 scoring 3, denoting “Medium Stress,” and Eagle Valley Road scoring 4, denoting “High Stress.”

The TSP also included a pedestrian qualitative multimodal assessment (QMA) analysis countywide (see map on this page). The QMA methodology is a style of assessment using roadway characteristics that applies a context-based subjective excellent/Good/Fair/Poor rating to roadway facilities. Based on the QMA analysis, most state highways around Drain score as “Poor” in pedestrian QMA except for Hayhurst Road west of town, which scored as “Fair.”



North Douglas County Pedestrian Qualitative Multimodal Assessment Scores

RECOMMENDATIONS

The TSP describes recommendations for the County’s transportation network that address needs identified in the existing conditions, several of which are relevant to this study:

- Update cul-de-sac standards to include requirements for public accessways that provide bicycle and pedestrian connections between the end of a cul-de-sac and adjacent development/streets.
- Wider shoulders – minimum 6-foot paved shoulder (most cost effective/standard bike lane width in Oregon), or minimum 4 feet in constrained areas.
- Multiuse paths – recommended for areas with sufficient right-of-way and higher-priority routes that connect important destinations.

Transit Information

North Douglas Elementary/Middle School

No transit currently serves the City of Drain or North Douglas Elementary/Middle School.

North Douglas High School

No transit currently serves the City of Drain or North Douglas High School.

Family Relief Nursery (Early Childhood)

No transit currently serves the City of Drain or Family Relief Nursery.

Previous SRTS Efforts or Walking/Biking

Encouragement Activities

CURRENT SRTS PROGRAMMING

None.

INFRASTRUCTURE IMPROVEMENTS

None.

Crash History

PEDESTRIAN AND BICYCLIST COLLISIONS

Between 2018 and 2022, there were no reported vehicle collisions involving people walking and biking within a one-mile radius of North Douglas Elementary/Middle School, North Douglas High School, and Family Relief Nursery (Early Childhood).

VEHICLE-ONLY COLLISIONS

The following crash maps (see map on next page) illustrate the locations of vehicle-only crashes within a one-mile radius of the three focus schools in the City of Drain: North Douglas Elementary/Middle School, North Douglas High School, and Family Relief Nursery (Early Childhood). While these crashes did not involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users.

According to the reported data for the years 2018 through 2022:

- There were 12 vehicle-only collisions reported within a one-mile radius of North Douglas Elementary/Middle School, North Douglas High School, and Family Relief Nursery (Early Childhood) from which:

Two collisions were fatal, both of which happened in state highways due to collision from fixed or another object. Other 10 collisions resulted in possible or minor injuries.

The primary cause in five collisions was driving too fast for conditions.

Ten collisions happened on the two state highways, OR 99 and OR 38, that run near the focus schools.

Vehicle-only collisions within one mile of North Douglas Elementary/Middle School, North Douglas High School, and Family Relief Nursery.



DRAIN COMMUNITY
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



Note: Some crashes that occurred beyond the one-mile radius may be visible on this map but are not included in the analysis.

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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 February 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 infrastructure 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 two-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 <https://www.oregonsaferoutes.org/find-funding/>.

RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a two-mile radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility requirements for Rapid Response Infrastructure grants can be found at <https://www.oregonsaferoutes.org/rapid-response-grants/>.

CONSTRUCTION TECHNICAL ASSISTANCE

The Construction Technical Assistance program provides professional consultant technical support to communities in designing priority infrastructure that enables students to walk or roll to school. Services include the preparation of technical studies and engineering documents that allow communities to increase their readiness to apply for funding programs such as the ODOT SRTS Competitive Construction Grant.. For more information, visit <https://www.oregonsaferoutes.org/construction-technical-assistance/>.

EDUCATION GRANT

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

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

Federal Funds

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

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

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

Quick builds are temporary roadway improvement installments that 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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