



# CITY OF BANKS Safe Routes to School Plan

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

CITY OF BANKS  
BANKS ELEMENTARY SCHOOL  
BANKS MIDDLE SCHOOL  
BANKS HIGH SCHOOL

FINAL REPORT / MARCH 2022

Oregon Department of Transportation  
Safe Routes to School



ALTA · COMMUTE OPTIONS · THE STREET TRUST

# ACKNOWLEDGEMENTS

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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01

INTRODUCTION

# WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll to school**. SRTS programs involve partnerships among municipalities, school districts, transit districts, parks and recreation districts, public health agencies, community members, parent volunteers, and community groups.*

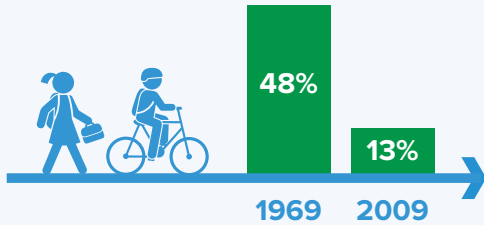
*The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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

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

# Why Safe Routes to School?

## THE PROBLEM

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



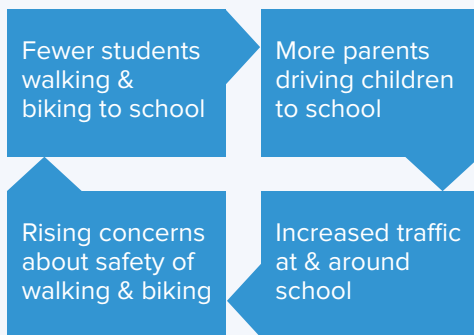
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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



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



## THE SOLUTION

Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **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.



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



\* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedroso. 2011. "U.S. School Travel 2009: An Assessment of Trends." American Journal of Preventive Medicine.

+ Centers for Disease Control. [www.cdc.gov/physicalactivity/basics/children/index.htm](http://www.cdc.gov/physicalactivity/basics/children/index.htm)

\*\* McDonald, N., Steiner, R., Lee, C., Rhoulac Smith, T., Zhu, X., and Y. Yang. (2014). Impact of the Safe Routes to School Program on Walking and Bicycling. Journal of the American Planning Association.

# Student Benefits of Safe Routes to School

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

## INCREASED SAFETY FOR STUDENTS

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

## REDUCTION IN ABSENCES AND TARDINESS

Especially in historically-disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains provide alternative options for students to get to school on time, and ready to learn.<sup>1</sup>

## 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.<sup>2</sup> Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended daily amount!

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**1** Attendance Works. "Springfield: Walking School Bus - Attendance Works." Accessed August 22, 2016. <http://www.attendanceworks.org/what-works/springfieldwalking-school-bus/>.

**2** Cooper et al., *Commuting to school: Are children who walk more physically active?* *Amer Journal of Preventative Medicine* 2003; 25 (4)

## 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.<sup>3</sup>

## CLEANER AIR, FEWER ASTHMA COMPLICATIONS

Increasing the number of students walking and biking to school means decreasing the number who have to rely on private vehicles. This improves air quality near schools, decreasing students' exposure to pollution generated by idling vehicles and heavy traffic.

## GREATER CONFIDENCE

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

## STRONGER SOCIAL CONNECTIONS

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

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**3** Hillman CH, Pontifex MB, Raine LB, Castelli DM, Hall EE, Kramer AF. *The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children.* *Neuroscience*. 2009;159(3):1044-1054. doi:10.1016/j.neuroscience.2009.01.057

## Community Benefits of Safe Routes to School

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

### REDUCED TRAFFIC CONGESTION

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

### STRONGER SENSE OF COMMUNITY

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

### SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase.<sup>1</sup> Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more “eyes on the street.”

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



### LOWER COSTS

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

### IMPROVED ACCESSIBILITY

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

### ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales.<sup>2</sup>

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



## ODOT's Project Identification Program



The City of Banks, ODOT Region 2 representatives, and the Banks School District worked with ODOT's SRTS Technical Assistance Providers- Alta Planning + Design to complete this SRTS Plan.



This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) Process is an Oregon Department of Transportation (ODOT) technical grant program that connects communities in Oregon with Planning assistance to 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.\*

The goals of the PIP process are:



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

## The City of Banks SRTS Plan Process\*\*



\*For more information on the program, visit:

[www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx](http://www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx)

\*\*The COVID-19 pandemic impacted the timeline and approach to the planning process.

A detailed summary of the planning process is included in Appendix C.

\*\*\*Final SRTS Plans can be found at [www.OregonSafeRoutes.org](http://www.OregonSafeRoutes.org)

## Using this Plan

This Plan lays the foundation for schools, the community, local public agency staff and ODOT to work together on reducing barriers for students walking and biking to school.

These recommendations include both long- and short-term construction improvements as well as education and encouragement program recommendations. It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

## WHO ARE YOU?

Each partner has a key role to play in contributing to this Plan's success.

### 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



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

### **I AM A CAREGIVER**

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

### **I WORK FOR THE SCHOOL DISTRICT**

- Distribute information about walking and rolling safely, and SRTS talking points in Appendix B 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.

### **I AM A TEACHER OR OTHER STAFF MEMBER**

- Include bicycle and pedestrian safety in lesson Plans and school curriculum (see Chapter 4 and Appendix B).
- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!

### **I AM A COMMUNITY MEMBER**

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

### **I WORK FOR THE CITY OR COUNTY**

- Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4
- Pursue funding for improvements, using sources listed in Appendix E

### **I WORK FOR LAW ENFORCEMENT**

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

### **I WORK IN PUBLIC HEALTH**

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



02



VISION AND GOALS FOR SRTS

# INTRODUCTION

*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.*

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## Vision

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

## Goals, Objectives, and Actions

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

The following are 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 families traveling to school, including perceptions of safety, since perceived barriers can have a real impact on whether parents allow their students to walk or bike.**

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

- Action: Banks School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Banks will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2022 for infrastructure improvements, outlined in Chapter 4.

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

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

**Objective 3: Pedestrian and bicycle safety education is available to students in Banks.**

- Action: The Banks School District and the City of Banks will coordinate with school leadership to consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize safety, education and encouragement activities, prioritizing options for activities that take place

outside of instructional hours.

- Action: Banks Elementary, Middle, and High Schools will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

## EQUITY

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

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

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

## HEALTH

**Goal: Increase student access to physical activity and reduce emissions near schools.**

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

- Action: Banks Elementary, Middle, and High Schools will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.
- Action: Banks Elementary will support a Walking School Bus, Bike Train, and other similar initiatives, to encourage students to walk and bike to school.

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

- Action: Banks School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Banks Elementary, Middle, and High Schools will share relevant health statistics and messages in school newsletters, back to school night, or through other communication channels.

## ENVIRONMENT

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

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

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

## A Community-Driven Planning Process

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

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

The City of Banks and Banks School District worked to spread the word about the walk audits and the online Public Input Map and survey.

The project team hosted a series of two walk audits in Banks over a two-day period (November 8-9, 2021). In order to comply with CDC guidance on COVID-19 prevention, in-person gatherings were limited to 12 people, participants were required to stay 6 ft apart, and masks were required on school campus.

The walk audit at Banks Elementary School occurred during dismissal on Monday November 8th. The team observed the new traffic pattern designed by the school district and the enforcement of no left turns onto Trellis Way during school dismissal.

The majority of students who walked and biked to school traveled east along Trellis Way, and some north towards the High School along the path that connects to Trellis Way. A few key crossing locations were identified by the team, including the intersection of Trellis Way and Main Street (Hwy 47), Trellis Way and the High School path, and Trellis Way and Arborpark Loop.

The next day, the team observed the arrival of the Middle and High School students, who were also following a new traffic pattern. The primary issues arose around the floating crosswalk at the entrance



of the parking lot across Highway 47/Main Street, which requires two certified crossing guards (school staff) to help students cross Main St and the parking lot entrance, in addition to moving traffic in and out of the parking lot.

## DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents the Public Input Map using a short survey. Of the 31 respondents who filled out the survey, 83% were parents or caregivers of students who attend schools in the study area. Another 12% identified as community members. The rest of respondents indicated that they were School or District staff.

Respondents to the map were overwhelmingly white (83%), 13% of respondents identified as Asian, and 1% identified as American Indian/Alaska Native.

## COMMUNITY ENGAGEMENT KEY THEMES

This section documents specific locations of concern and interest that emerged through the online Public Input Map. Particular areas of the Public Input Map received higher numbers of comments, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- Highway 47/Main St
- High School/Middle School Parking Lot Entrance on Highway 47/Main St
- Trellis Way
- Trellis Way and Arborpark Loop
- Devonmoor Ave and Arborpark Loop
- Sellers Rd





Based on the feedback received, it is clear that the Banks community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and bike. Themes from the online Public Input Map and survey included:

- Making Highway 47/Main St safer to walk and bike, as well as traffic flow during school pick up and drop off times.
- Using flashing lights for crossings to alert drivers to pedestrians
- The speed of cars and conflicts with students walking to and from school on Trellis Way, Arborpark Loop, and Devonmoor Ave.

When asked through the Public Input Map about the most important goal for a Safe Routes to School Plan for Banks, survey respondents indicated that Safety was their top priority, followed by Equity, Health, and Environment.

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03



EXISTING CONDITIONS

# INTRODUCTION

*This chapter summarizes the key challenges and opportunities for families accessing schools by walking or bicycling that this Plan seeks to address.*

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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 C.

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

SCHOOL CONTEXT:

## Banks Schools

42350 NW TRELIS WAY

PRINCIPALS:

Marjorie Salter (Elementary), Darla Waite-Larkin (Middle), Jacob Pence (High)



ENROLLMENT:

499 (Elementary)  
254 (Middle)  
385 (High)

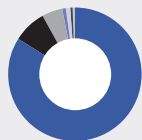


GRADES SERVED:

K-5 (Elementary)  
6-8 (Middle)  
9-12 (High)



26% of students eligible for free or reduced lunch (average)



DEMOGRAPHICS\*

- White, non-Hispanic, 84%
- Hispanic, 8%
- Multiracial, 5%
- Black / African American, 1%
- Asian, 1%
- Native Hawaiian/Pacific Islander, <1%
- American Indian/Alaska Native <1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT\*\*

English	949
Spanish	50
Other Languages	<10

Total Languages Spoken: 12

\*Average among all schools. Source: Oregon Department of Education 2019-2020 school year

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

# Banks Elementary, Middle, & High School Safety Assessment

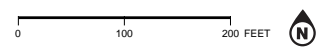
Date: November 8-9, 2021

## SCHOOL LAYOUT

The campuses of Banks Elementary, Middle, and High School are all situated on adjacent properties along Main St / Highway 47 located approximately one quarter mile north of Highway 6. Banks Elementary is the furthest south of the three schools, bordered by Trellis Way to the north and Highway 47 to the west. The school has one main parking lot with three entry points that accommodates both parent vehicles and buses. To the east of the school, there are athletic fields and a bicycle parking rack; to the south is an asphalt play area. North of the parking lot and across Trellis Way is a path that leads to the Middle and High Schools. All students enter Banks Elementary from the Main Entrance on the southwest corner of the parking lot.

Banks Middle School and High School are located north of the Elementary School. They are separated by a parking lot with two entry/exit driveways. The Middle School's north and south entrances both have direct sidewalk access to the eastern sidewalk on Highway 47. Sports fields lie east of the Middle School, and bike parking is available near the main entrance, which is on the north side of the school adjacent to the parking lot.

Banks High school occupies the largest campus footprint and is located on the north side of the parking lot separating it from the Middle School. A narrow access driveway borders the school on its north side, which student vehicles use as an entrance in the morning and an exit in the afternoon. Bike parking is located near the front entrance adjacent to the parking lot. Banks School District offices are connected to the High School on the southwest corner of the property. The main athletic field and track are located east of the school and parking lot.



## Banks Elementary School

### Site Plan



#### SITE CIRCULATION

**Vehicles:** Vehicle circulation between the three schools is very complex. For the Elementary School, the district created a new pick-up route in October 2021, which involves preventing turns from Highway 47 onto Trellis Way and instead routing parents to Oak Way and around Greenville Park (a map of the route can be found in the appendix). For the Middle and High School, vehicles enter and exit the parking lot with the help of two certified flaggers in order to manage traffic flow on Highway 47, which is a consistent challenge for Banks School District. High School student drivers enter the parking lot using the narrow access driveway on the north side of the school in the morning, and exit that way in the afternoon.

**School Buses:** For the Elementary School, buses enter the parking lot using the middle access driveway, and unlike parent vehicles, are allowed to turn from

Highway 47 onto Trellis Way. From there, the buses exit the parking lot and cross Trellis Way to a district-owned access road that leads north to the Middle and High Schools where they up more students. At the Middle and High Schools, buses pick up students on the south side of the High School. When dropping off students in the morning, the bus will stop at the north end of the district-owned access road and let middle school students off. High school students are dropped off on the south side of the High School.

**Pedestrians:** For students who walk to and from the Elementary School, most travel from the Arbor Village neighborhood to the east of the campus. Parents waiting to pick up students and walk are encouraged to wait on the east side of the parking lot, and many use the sidewalk on the south side of Trellis Way. Some students cross Trellis Way after school to walk north along a paved path on the west side of the district-owned access road used by the

school buses. A much smaller number of Elementary Students access school by walking along the eastern sidewalk of Highway 47.

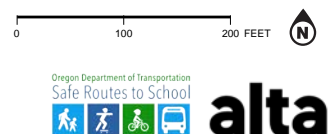
For students walking to and from the High School and Middle Schools, they travel in multiple directions. For those walking north and southbound on Highway 47, many utilize the help of the certified flaggers (who double as crossing guards) to both cross the highway as well as the parking lot entrance itself. Some middle and high school students travel northeast from the Arbor Village neighborhood using either the path on the west side of the district-owned access road, or the path on the south side of the High School track and field.

**Bicycles:** Students arriving by bicycle will arrive and depart in the same directions as students who walk. The only bicycle infrastructure are bike lanes located on Highway 47, though few if any students use them to get to school.

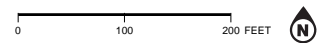
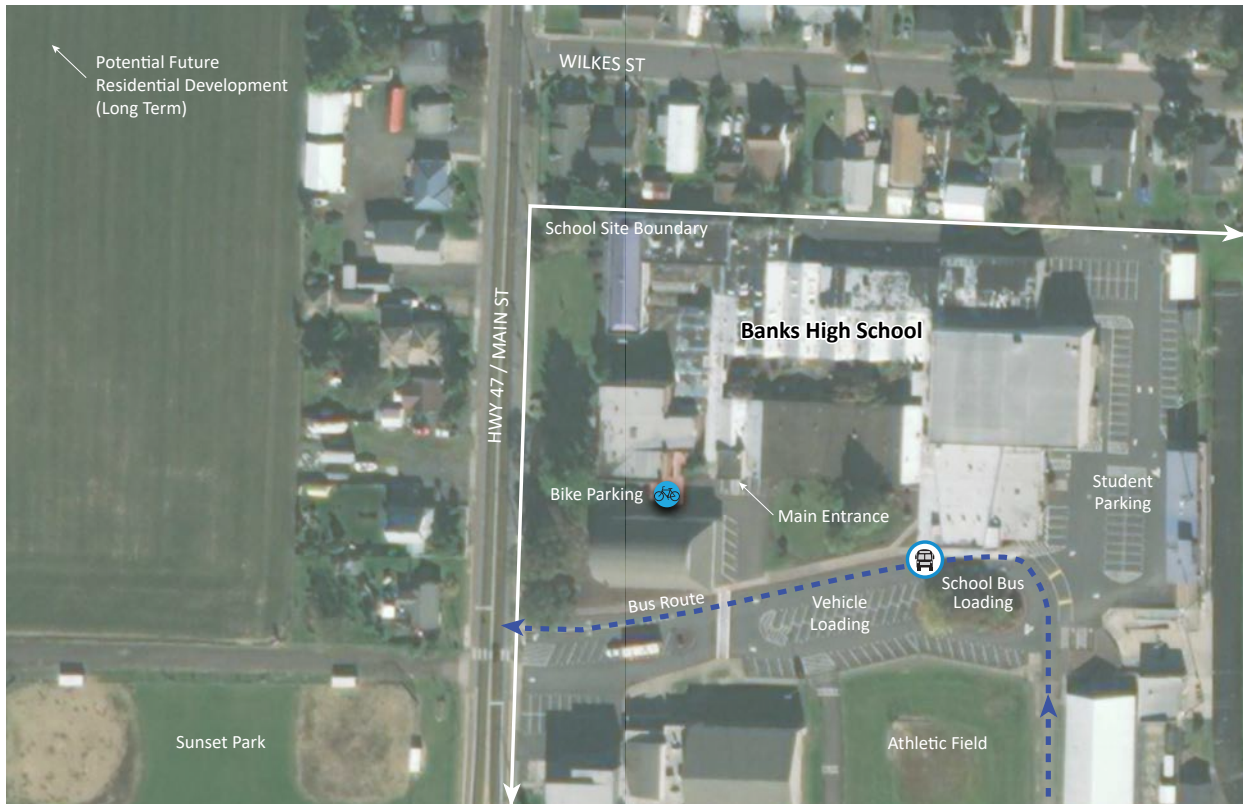
**Transit:** The WestLink route by Ride Connection connects Banks, Forest Grove, North Plains, and Hillsboro. The closest stop of this route to the schools is at Greenville City Park, which is about 0.2 miles away. This route runs 4 times a day—twice eastbound and twice westbound—from 7:10am at the earliest until 6:15pm at the latest from this stop. Route 5 of the Tillamook County Transportation District and Route 6 of the Columbia County Rider both stop at NW Sunset Ave and Nehalem Hwy and connect to the larger region. No students are reported utilizing transit to get to and from school.



## Banks Middle School Site Plan







## Banks High School Site Plan



### PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

The primary activities undertaken by the School District have involved implementing a certified flagger at the entrance of the Middle and High School parking lot. These flaggers not only operate as traffic control before and after school, but as crossing guards for students as well. The vehicle circulation near the entrance to the parking lot is complex enough that it warrants two flaggers - one to help students cross Highway 47, and one to help students cross the entrance and exit driveways of the parking lot. Lastly, the school district has been creating maps for new circulation patterns.

## Bike and Pedestrian Facilities Inventory



*At the intersection of Highway 47 and Trellis Way, looking north. Bike lanes are present on both sides of the highway. There is not a crosswalk across Highway 47 at Trellis Way.*



*During school pick up hours, Trellis Way is closed to through traffic. Parent vehicles are instructed to enter the school parking lot via a loop starting at Oak Way to the south.*



*Parent vehicles line Trellis Way for student pick up. Buses use a middle parking lot driveway entrance before turning north to head to the High School and Middle School.*



*A crosswalk on the north side of the Elementary School parking lot helps students cross Trellis Way. The District-owned access road can be seen running north and south at the top of the photo. Students often cross this crosswalk, then cross the access road to its west side in order to take the paved shared-use path north toward the Middle School and High School. The crosswalk intersects the parent vehicle pick up line. Some vehicles fail to stop before the crosswalk.*



## Key Themes



*On the west side of the District-owned access road, a paved shared-use path connects the Elementary School to the Middle and High School.*



*At the north end of the District-owned access driveway, another paved shared-use path connects to the Arbor Village neighborhood to the east.*

- Nearly all crosswalks either lack stripes of any kind or feature painted transverse lines, as opposed to high-visibility continental markings.
- The entrance to the Middle and High School parking lot remains a challenging issue for the school district, even with the recently implemented circulation routes, which were observed to help congestion on Highway 47 to some degree. Safely accommodating the turning movements from buses and parent vehicles as well as crossing pedestrians is extremely difficult.
- The paved shared-use paths provide valuable off street connections for students and families and are an asset for the Banks Community. However, lighting in these areas could be improved.



*On the east end of Trellis Way is Greenville City Park. Many students and families walk and bike to the park after school. Parent vehicles exiting the neighborhood turn right onto Arborpark Loop, often conflicting with students attempting to cross from the southwest corner.*



*Although Devonmoor Ave and Oak Way is a four-way stop and there are curb ramps at all four corners of the intersection, no crosswalks currently exist across any of the approaches.*



*Currently, there are no crosswalks across Highway 47 near the Sunset Park parking lot and there remain sidewalk gaps.*



*There are bike lanes on both sides of Highway 47 between Trellis Way and the Middle School.*



*Perhaps the most significant challenge faced by Banks students and families is the entrance and exit to the Middle and High School parking lot. The level of vehicle and freight traffic on Highway 47, combined with school buses and parent vehicles turning in and out of the parking lot, makes the area extremely challenging for students walking and biking. Two certified flaggers are required to direct traffic and help students cross safely.*



*The sidewalk ramps at the entrance and exit of the High School and Middle School parking lot present wide crossing distances and are not ADA compliant.*



*The entrance and exit to the parking lot above is so challenging that the school district encourages pedestrians to route away from Highway 47 and onto the school property to cross the parking lot internally, a roughly 350 ft. detour.*



*Because Highway 47 is a major north/south truck route, the roadway experiences heavy freight traffic. Banks Middle School is pictured behind the logging truck shown above.*



*A narrow driveway on the north side of the High School serves as an alternative entrance for students driving to school. In the afternoon, it becomes an exit.*



*At Wilkes St and Highway 47, the crosswalk has faded.*



*At Sunset St and Highway 47, the stop bar has been painted in front of the curb ramp, increasing the likelihood of potential conflict between vehicles and pedestrians.*



*The bike parking at Banks Elementary School is located at the southeast corner of the parking lot.*



*The bike parking at Banks Middle School is located just north of the Main Entrance.*



04



NEEDS AND RECOMMENDATIONS



# INTRODUCTION

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

---

Changes to the streetscape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements make it safer and more comfortable for families to walk and bike to school - and benefit everyone who travels to school and through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS Plan. Often, programs that get more youth walking and rolling lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. Also, relative to many construction projects, most education and encouragement programs are very low cost.

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

## Construction Project Recommendations

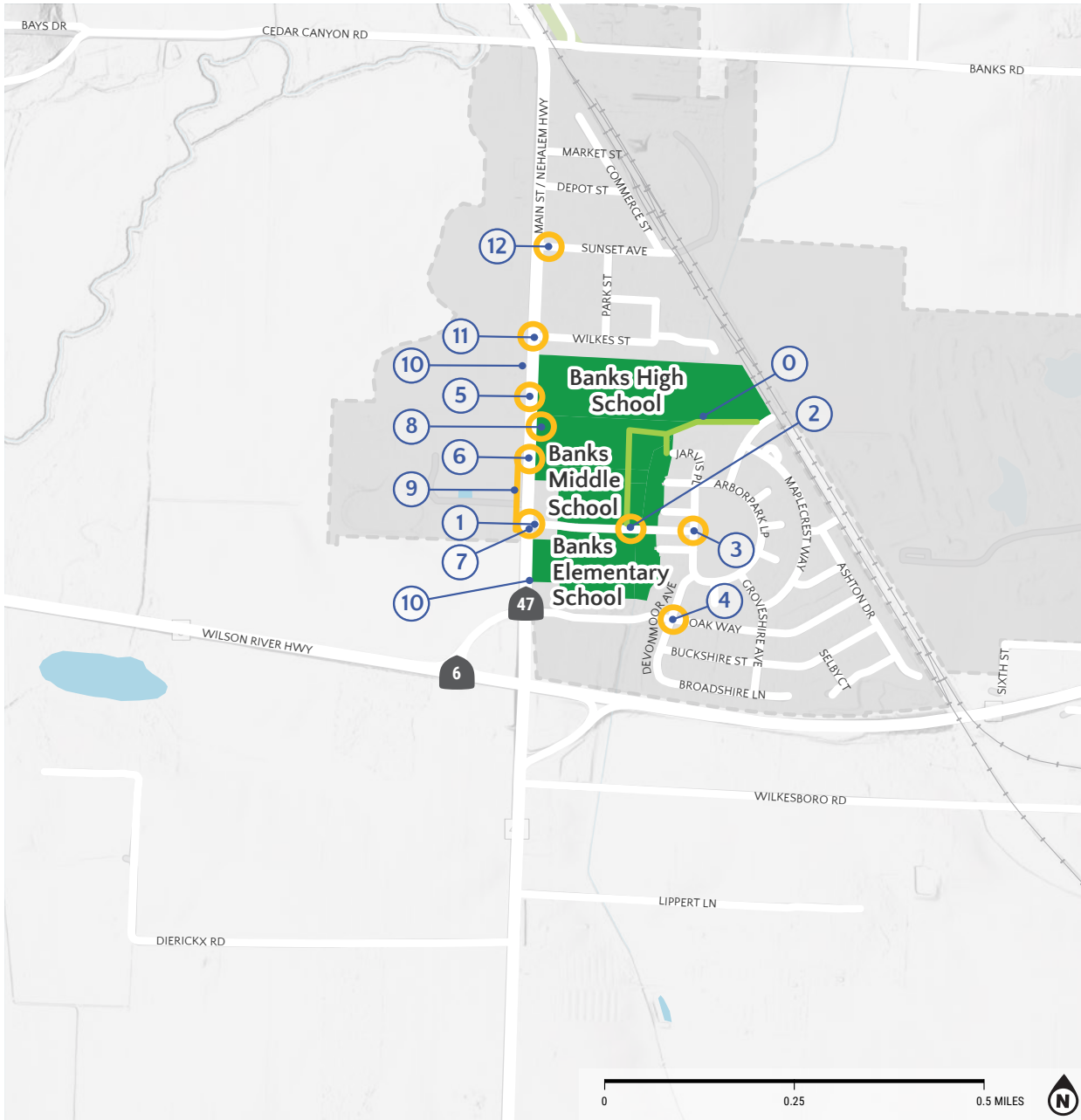
Construction project recommendations are shown and described on the following pages. The map on the following page is a guide to the location of recommendations described in detail in Table 1. A more detailed table is included in Appendix F that includes: the needs identified at each location and ensuing construction recommendations, as well as the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction.

This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. 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.

The recommendations are categorized into implementation timelines based on existing conditions, input from local partners, readiness of the school or community to accomplish the recommendation, resources available and other factors:

- **Short term:** within a year
- **Medium term:** 1–3 years
- **Long term:** 3–5 years

Implementation takes place continuously over time, with cooperation amongst partners and often, new sources of funding. Appendix F lists a variety of funding sources that can be used to implement the recommendations outlined in this section.



## IMPROVEMENT RECOMMENDATIONS

- Street Improvement
- Crossing Improvement
- Off-Street Improvement (Trail/Path)
- School Property
- Parks
- Water
- City Boundary
- Railroad



**Table 1. Banks Elementary, Middle and High School Infrastructure Needs and Recommendations**

Rec #	Recommendation	Timeline
<b>School Grounds</b>		
	Consider locating bike parking under a covered, lit area to provide shelter from weather.	Short Term
0	Add pedestrian-scale lighting along the multi-use path leading from Banks Elementary School to Banks High School, as well as pedestrian-scale lighting along the path that leads toward Quail Hollow Apartments.	Short Term
<b>Trellis Way and Highway 47 (Main St)</b>		
1	Install high visibility continental crosswalk markings on the east leg of the intersection at Trellis Way and Main St/Hwy 47.	Short Term
	Install permanent signage restricting access to Trellis Way from Main St during school arrival and dismissal times. Install three sets of sign assemblies: R3-2 for the southbound approach, R3-1 for the northbound approach, and R5-1 for traffic entering Trellis Way; for each of these, combine with a sign that indicates its applicability only from 2:15-3:15pm Mon-Fri.	Medium Term
<b>Trellis Way</b>		
2	Install high visibility continental crosswalk markings on the east leg of the intersection at Trellis Way and across the bus lane on the north side of the intersection in order to meet the separated path leading to the middle and high school campuses.	Short Term
<b>Trellis Way and Arborpark Loop</b>		
3	Install high visibility continental crosswalk markings on all three sides of the intersection. Prohibit parking on the east side of the intersection of Trellis Way and Arborpark Loop along the concrete plaza area by painting the curb yellow and installing NO PARKING signs. As a more permanent measure, consider installing a flexi-post, bollard-protected, or expanded concrete plaza curb extension on the east side of the intersection encompassing the north and south crosswalks, to discourage vehicle parking and shorten the pedestrian crossing distance at the intersection.	Long Term
	Install two directional ADA curb ramps at the southwest and northwest corners of the intersection.	Long Term
	Replace all the crosswalks on Arbor Park Loop: with high visibility continental crosswalk markings. The locations of these crosswalks are at Devonmoor Ave, Groveshire Ave, Irvington Ct, and Barton Ct.	Medium Term
<b>Oak Way and Devonmoor Avenue</b>		
4	Install high visibility continental crosswalk markings on all four sides of the intersection of Oak Way and Devonmoor Ave.	Short Term

Rec #	Recommendation	Timeline
<b>Highway 47 / Main Street</b>		
5	Remove the existing crosswalk on Main St next to the High School and Middle School parking lot. Install a high visibility continental crosswalk, curb ramps, and Rectangular Rapid Flashing Beacons (RRFBs) with School Crossing Assembly (S1-1, W16-7P) on Main St at the High School main entrance just north of the parking lot. Install School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Note that ODOT already has plans to implement this recommendation.	Medium Term
6	Install a high visibility continental crosswalk, curb ramps, School Crossing Assembly (S1-1, W16-7P), and a pedestrian refuge island at the Middle School's south entrance sidewalk. Install School Advance Crossing Assembly (S1-1, W16-9P) for both approaches.	Medium Term
7	Install a high visibility continental crosswalk, curb ramps, Rectangular Rapid Flashing Beacons (RRFBs) with School Crossing Assembly (S1-1, W16-7P), and a pedestrian refuge island on the south leg of the intersection of Trellis Way and Main St. Install School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Note that ODOT already has plans to implement this recommendation.	Medium Term
8	Remove the west facing curb ramp on the pedestrian island at the entrance to the High School and Middle School parking lot. Replace the north and south facing curb ramps at the entrance to the High School and Middle School parking lot with ADA curb ramps, and add a high visibility continental crosswalk markings.  Or, longer term, consider the following recommendation:  Install a raised crosswalk with high visibility continental markings across the High School and Middle School parking lot entrance and exit. Reduce the width of the parking lot entrance by extending the curb on the south side of the parking lot entrance to the north.	Medium Term          Long term
9	Install approximately 225 feet of sidewalk on the west side of Main St from the north side of the Sunset Park parking lot to the south side of Trellis Way.	Medium term
10	Reinforce the existing school zone by replacing the existing school zone speed limit signs on the west side of Main St just south of Wilkes St (southbound), and on the east side of Main St just north of Oak Way (northbound) with new School Speed Limit Assemblies (OS5-5, S4-4P) and circular flashing beacons. Finally, move the northern school zone sign further north, a minimum of 200' from the future crosswalk.	Short Term
<b>Wilkes Street and Highway 47 (Main St)</b>		
11	Install a high visibility continental crosswalk on the east leg of the intersection.	Short Term
<b>Sunset Avenue and Highway 47 (Main St)</b>		
12	Remove the existing stop bar, install a high visibility continental crosswalk on the east leg of the intersection, and install a new stop bar east of the crosswalk.	Short Term
	Install a high visibility continental crosswalk on the south leg of the intersection and install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Construct an east facing curb ramp on the west side of the crosswalk and a bi-directional curb ramp on the southeast corner of the intersection.	Short Term

## 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. Table 2 includes additional details about each recommended program including a brief description, suggested leads, timeline, and resources.

Suggested walking routes were also developed with project partners, based on community input and findings from the bike and pedestrian facility inventory. The Suggested Route Map provided on page 36 encourages students and families to consider walking and biking to school. It also provides a School Commute network for the City to focus future infrastructure investments along the most important routes to school.

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 (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 - coming in 2022

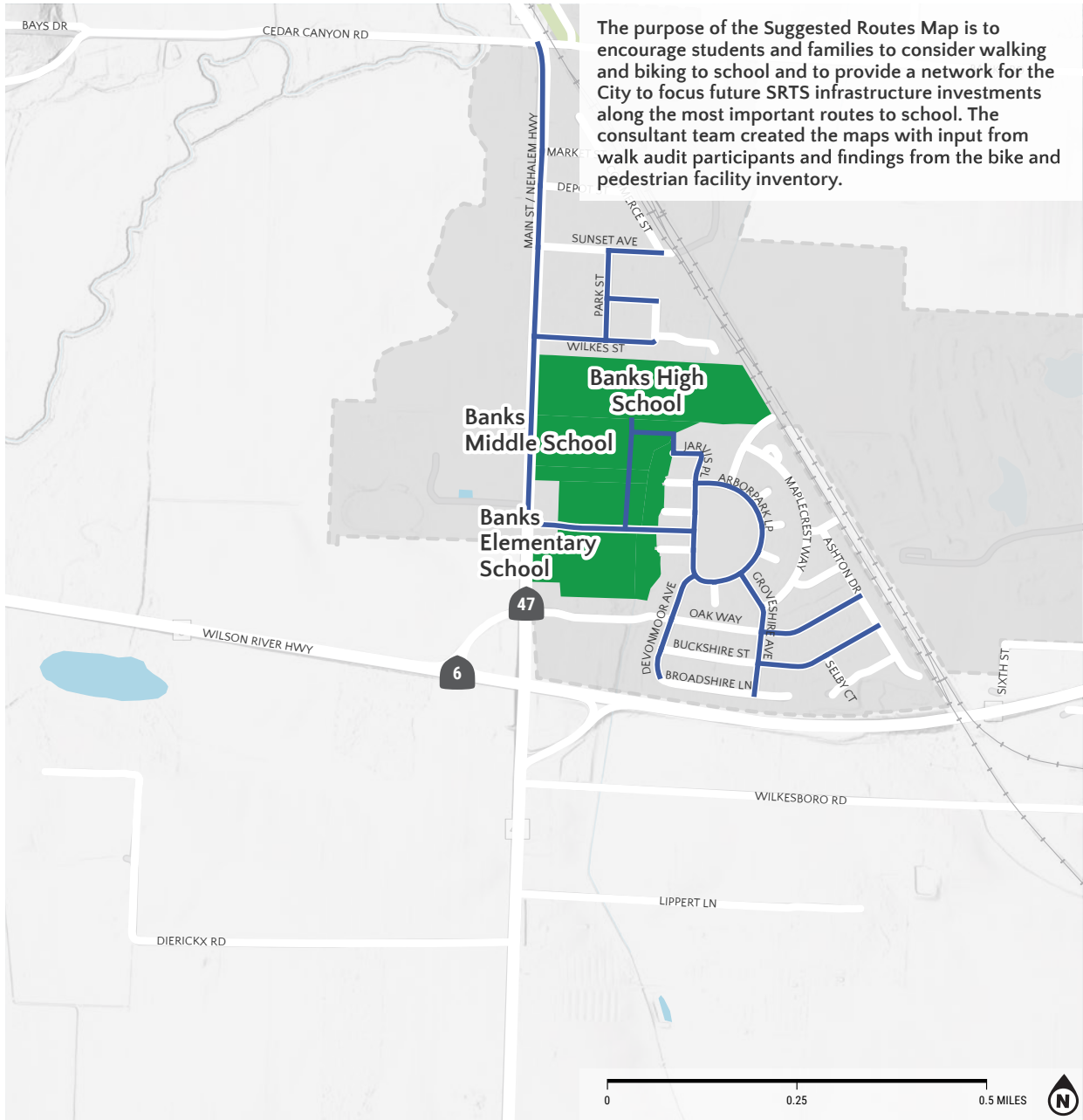
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

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

## CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

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

SRTS champions or involved staff in or near Banks are a part of the Coast and Willamette Valley Hub. Register for the meetings and office hours [here](#) or fill out the [contact form](#) to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



## SUGGESTED WALKING AND BIKING ROUTES



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



**Table 2. Banks Elementary, Middle and High School Education and Encouragement Recommendations**

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Banks Elementary School, Banks Middle School, Banks High School	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	City of Banks and Banks School District	Apply for funding for a Safe Routes to School Coordinator for Banks School District. Determine the advisory group for this position consisting of staff from the City and School District.	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Basic Bicycle Skills Education	SRTS Coordinator, Banks Middle School	Coordinate with Banks Middle School P.E. teacher to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Banks Elementary School, Banks Middle School, Banks High School	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
Community School Safety Campaign	Banks Elementary School, Banks Middle School, Banks High School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish, or other languages as needed..	Feedback from families; observations from school leadership

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walking School Bus and Bike Train	SRTS Coordinator	Bike Train or Walking School Bus events could be held periodically to raise awareness of these options among students and families.	Communications to parents, routes and meet-up points, signs, staff/volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families
Walk + Roll to School Day	SRTS Coordinator, Banks Elementary School, Banks Middle School, Banks High School	Organize a Walk + Roll to School Day to encourage and celebrate walking and biking at the school.	Food, music, decorations, incentives or prizes for students	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
SRTS Demonstration Projects	SRTS Coordinator, City of Banks	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

## PARENT EDUCATION AND OUTREACH

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

Resources include:

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

## SAFE ROUTES TO SCHOOL COORDINATOR POSITION

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

Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments.



**Safety Tips for Walking and Biking**

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

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

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

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

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

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

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

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

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

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

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

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

Oregon Department of Transportation  
Safe Routes to School

## 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 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 [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org) 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 ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter or join the Regional Hub meetings to learn when these will launch.
- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations Plan bike safety skills events.



## WALKING SCHOOL BUS/BIKE TRAIN

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

Bike trains and walking school buses for elementary school students are typically led by a parent, however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they



enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

ODOT’s SRTS Website has [resources and tips](#) to get started, including a [2021 webinar](#) on the topic

## WALK + ROLL TO SCHOOL DAYS

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

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

**September:** Back to School

**October:** International Walk to School Day

**November:** Ruby Bridges Walk to School

**February and March:** Winter Walk+Roll

**April:** Earth Month

**May:** Bike Month

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



Resources include:

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



05



IMPLEMENTATION

# INTRODUCTION

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

---

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

## Project Prioritization Process

The project management team took into account the prioritization criteria to the right when selecting priority projects among all the recommendations. The resulting projects are seen as the most critical to implementing Safe Routes to School in Banks. Additionally, the project management team considered the timing of other ODOT projects and funding sources in order to select projects that could be built as soon as possible.



## Prioritization Criteria

### **PROXIMITY TO SCHOOL**

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

### **EQUITY**

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

### **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.

### **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.



## High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The City of Banks and Banks School District will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3 (page 46) provides lists top-priority SRTS locations that emerged from community engagement and the school walk audits, as well as a planning-level cost estimate for each recommendation to the City.

Appendix E includes more detailed project cost estimates.

Table 3. City of Banks Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
<b>Main Street Pedestrian Safety Corridor Project</b>	
Install a high visibility continental crosswalk, curb ramps, School Crossing Assembly (S1-1, W16-7P), and a pedestrian refuge island at the Middle School's south entrance sidewalk. Install School Advance Crossing Assembly (S1-1, W16-9P) for both approaches.	\$59,790
Remove the west facing curb ramp on the pedestrian island at the entrance to the High School and Middle School parking lot. Replace the north and south facing curb ramps at the entrance to the High School and Middle School parking lot with ADA curb ramps, and add a high visibility continental crosswalk markings.	\$79,031
Install approximately 225 feet of sidewalk on the west side of Main St from the north side of the Sunset Park parking lot to the south side of Trellis Way.	\$55,550
Reinforce the existing school zone by replacing the existing school zone speed limit signs on the west side of Main St just south of Wilkes St (southbound), and on the east side of Main St just north of Oak Way (northbound) with new School Speed Limit Assemblies (OS5-5, S4-4P) and circular flashing beacons. Finally, move the northern school zone sign further north, a minimum of 200' from the future crosswalk.	\$20,200
At the intersection of Main Street and Sunset Ave, remove the existing stop bar, install a high visibility continental crosswalk on the east leg of the intersection, and install a new stop bar east of the crosswalk. Additionally, install a high visibility continental crosswalk on the south leg of the intersection and install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Construct an east facing curb ramp on the west side of the crosswalk and a bi-directional curb ramp on the southeast corner of the intersection.	\$42,213

## Next Steps

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

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

### **START SMALL**

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

### **FOCUS ON EQUITY**

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

### **BUILD PARTNERSHIPS**

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

### **EMPOWER STUDENTS AS LEADERS**

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

### **TRACK PROGRESS**

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

### **CELEBRATE SUCCESS**

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



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

Safe Routes to School Data Collection System

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

Pedestrian and Bicycle Information Center

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

National Center for Safe Routes to School

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

Safe Routes to School Policy Guide

[http://www.saferoutespartnership.org/sites/default/files/pdf/Local\\_Policy\\_Guide\\_2011.pdf](http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf)

School District Policy Workbook Tool

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

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

[http://guide.saferoutesinfo.org/walking\\_school\\_bus/bicycle\\_trains.cfm](http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm)

10 Tips for SRTS Programs and Liability

[http://apps.saferoutesinfo.org/training/walking\\_school\\_bus/liabilitytipsheet.pdf](http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf)

Tactical Urbanism and Safe Routes to School

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

## STATE RESOURCES

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

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

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

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

# APPENDIX B. SRTS TALKING POINTS

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.

## Traffic: Costs, Congestion, and Safety

- In 1969, half of all US students walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated \$50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.

## Health: Physical Activity and Obesity

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that students who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking, biking, and rolling as part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that students who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of students walking, biking, and rolling to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

## Environment: Air Quality, Climate Change and Resource Use

- Did you know? When you walk, bike, or carpool, you’re reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don’t need to idle? In fact, idling near schools exposes students and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your student, please don’t idle – you’ll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine’s pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- Eight bicycles can be parked in the space required for just one car.



# APPENDIX C. PLANNING PROCESS

## City of Banks SRTS Plan Process



## Project Initiation

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

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

### COMMUNITY MEETING

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

## BIKE AND PEDESTRIAN FACILITY INVENTORY

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

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

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

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

Deficiencies and needs identified in the bike and

pedestrian facility inventory inform the infrastructure recommendations described in Chapter 4.

## Review Process

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

# APPENDIX D. EXISTING CONDITIONS

## Plan Review

### CITY OF BANKS TRANSPORTATION SYSTEM PLAN (2010)

The Banks Transportation System Plan (TSP) identifies and addresses key issues relating to transportation within the City. The plan contains many components that are relevant to the Banks Safe Routes to School process, particularly on issues relating to Highway 47/Main Street. The TSP recognizes that Main Street also serves as a state highway and tries to balance the needs of pedestrians, shoppers, employees, business owners, and residents with the needs of through traffic. The plan recognizes the following opportunities for bicycle and pedestrian connections:

- Construct one or more pedestrian/bicycle overcrossings of the railroad to ensure east-west connectivity from the UGB expansion area east of the railroad to center city destinations.
- Better connect bicycle lanes and pedestrian sidewalks within the city. Improvements should focus on connecting the existing system of bike lanes and sidewalks to improve nonmotorized mobility. A north-south bike route should be established in the city in the area east of Main Street, with direct connections to the schools complex.
- All new and modernized roadways should include bicycle and pedestrian accommodations.

The following concepts were developed to address the needs identified in the TSP analysis:

- Install advanced warning signage at the intersection of Banks Road and Alerts Road to warn motorists of the reduced sight distance on the crest vertical curve, thereby improving safety conditions at the intersection.
- Reconstruct Banks Road to increase the safety for motorists, pedestrians, and cyclists traveling on Banks Road between Main Street (OR 47) and US 26.

- Establish an east/west bicycle and pedestrian circulation system to service the expanded UGB area.
- Install a bicycle/pedestrian overcrossing or undercrossing of the railroad from the area east of the Banks school complex to the eastside of Banks (UGB Expansion Area).

### BANKS BICYCLE AND PEDESTRIAN PLAN (2015)

The Banks Bicycle and Pedestrian Plan (BPP) serves as an amendment to the City's Transportation System Plan (TSP, 2010) and provides further details on the existing condition of bicycle and pedestrian facilities in the City and opportunities for future improvement. The BPP is intended to guide investment in bicycle and pedestrian infrastructure in the future and outline priorities for the City.

The BPP contains goals and project objectives, many of which are relevant to the Safe Routes to School (SRTS) planning process. The following selection support the aims and objectives of SRTS:

#### Goals

- Safety and Health: enable people to safely walk, run or cycle in and through the City.
- Accessibility: develop a bicycle and pedestrian system that is accessible for all ages, skill levels, and interests.
- Community: encourage community interest and participation in walking and biking.

#### BPP Objectives

- Increase the number of people that walk and bike in Banks.
- Link regional and local trails to key attractors on the main street and downtown area, such as shopping, schools, residential areas, and other community destinations.
- Increase transportation choices in the Highway 6 and 47 corridors by adding more bicycle and

pedestrian routes and connections to transit.

Provide well-designed, visible, safe, and convenient access points and street/highway crossings.

The plan identified three crossings as high priority crossings for the City of Banks:

- Main Street/Cedar Canyon/NW Banks Road
- Main Street/Sunset Avenue
- Main Street/Trellis Way:

Main Street/Trellis Way: this location services Sunset Park on the west side and Arbor Village on the east side. The west side of the sidewalk on Main Street ends just south of this location, so a crossing would provide pedestrians the option to cross to the east side of Main Street where sidewalks continue south.

The plan also identified multiple high priority connections, several of which pertain directly to the schools and are described as near-term needs:

- Wilkes Street to middle and high school: there is no bicycle or pedestrian connection between the residential areas on and north of Wilkes and the middle or high school that avoids Main Street. This connection would provide a safer, more comfortable route by foot or bike for students living in the northern residential areas of Banks. Near-term need.
- Main Street to Banks Vernonia Trailhead: bicycle lanes on Main Street currently end at the high school entrance, with no direction provided for bicyclists continuing north to the trailhead. This connection could be enhanced to provide a more comfortable, safe connection from Main Street to the trailhead. This route is currently included in the Tualatin Valley Scenic Bikeway. Near-term need.
- For more information on the prioritized projects identified in the BPP, see Table 8-1 on page 68 of the plan. <https://www.cityofbanks.org/index.asp?SEC=AB4ACE83-927B-4BA5-B388-69443AC33657&DE=D5A58721-3331-49E7-B3DB-1B2E2A8A29CE>

## **BANKS MAIN STREET REVITALIZATION PLAN (2014)**

After the completion of the Banks-Vernonia Trail, which originates at the north end of Main Street, the City of Banks initiated the Banks Main Street Revitalization project, in anticipation of the increased number of visitors that would come once the trail connects to a similar facility along Council Creek.

The plan considers land use, transportation, parking, building and public space design, beautification, and economic development issues. The plan contains an assessment of Main Street's assets and issues, many of which are relevant to the Safe Routes to School planning process. A selection of these points are outlined below:

### **Assets:**

- Schools along Main Street – All of Bank's public schools are located along a 0.25 mile segment of Main Street, on the east side. The location of all three levels of schooling within the heart of the city is a unique asset.
- Parks along Main Street – Most of Banks' parks and green space are located immediately off of or adjacent to Main Street.
- Busy Thoroughfare – Main Street is a busy thoroughfare because of its proximity to Highway 6 and because Main Street itself is a state highway. The cluster of Banks' civic buildings and public schools also contributes to the active quality of Main Street. This is especially true at school drop-off and pick-up times. There is a strong perception that Banks' Main Street is the heart of the community.

### **Issues**

- Speeding – Many stakeholders complained about speeding vehicles along Main Street, even though speed limits are posted at 25 MPH. Participants in the planning process felt that many motorists continue to travel at excessive speeds, and that the speed limit require more enforcement.
- Sidewalk width and condition – Widths vary from

9 ½ ft to less than 4 ft, sometimes disappearing altogether.

- Insufficient Crossings
- School Drop-off and Pick-up – Workshop attendees described periods of busy traffic near the school frontages at drop-off and pick-up times. Each school’s access road or driveway perpendicular to Main Street lacks a traffic signal, so vehicles must queue to turn left onto Main Street. The north-south truck traffic going to the lumber yard compounds the problem as oversized vehicles with heavy loads are a constant presence.
- No Bike Facilities on Central and North Main Street – Bike lanes are marked on Main Street for only a 0.25 mile distance between the Oak Village Shopping Center and Banks High School. Bicyclists going north of the high school ride in shared lanes with vehicles.

The Main Street Revitalization Project also identified specific improvements that may be relevant to the Safe Routes to School planning process:

- Traffic calming on Hwy 47/Main Street
- Driveway consolidation on Main Street
- A new sidewalk and curb at the SW corner at the Five Star complex is suggested to better delineate pedestrian and vehicle zones.

For more information on the strategies and recommendations of the Main Street Revitalization Project, see pg 17 of the plan. [http://www.cityofbanks.org/vertical/sites/%7B9449421F-C29B-4D8D-BE42-4EB124C2CA36%7D/uploads/Banks\\_Main\\_Street\\_Revitalization\(1\).pdf](http://www.cityofbanks.org/vertical/sites/%7B9449421F-C29B-4D8D-BE42-4EB124C2CA36%7D/uploads/Banks_Main_Street_Revitalization(1).pdf)

## BANKS PARK AND RECREATION PLAN (2010)

The City of Banks currently has a number of established sidewalk and trail connections throughout, and a State Trail entering from Vernonia at the north end of town. The Park and Recreation Master Plan proposes working with the County and State to explore the possibility of extending the State Trail to the south end of town or beyond.

In addition, a walking path is proposed in the Highway 6 right-of-way, which could be separated from vehicular activity by distance, elevation and planting buffers. Walking trails are also proposed to extend from the existing trails west of Arbor Village, to the north and south. These improvements will provide the City of Banks with a unique, integrated network of pedestrian and bicycle routes connecting residents to key activity areas such as schools, parks and local businesses. The following map from the Plan shows a conceptual future trail system of Banks.

### Comprehensive Trail System



Figure 13: Conceptual Plan Comprehensive Trail System

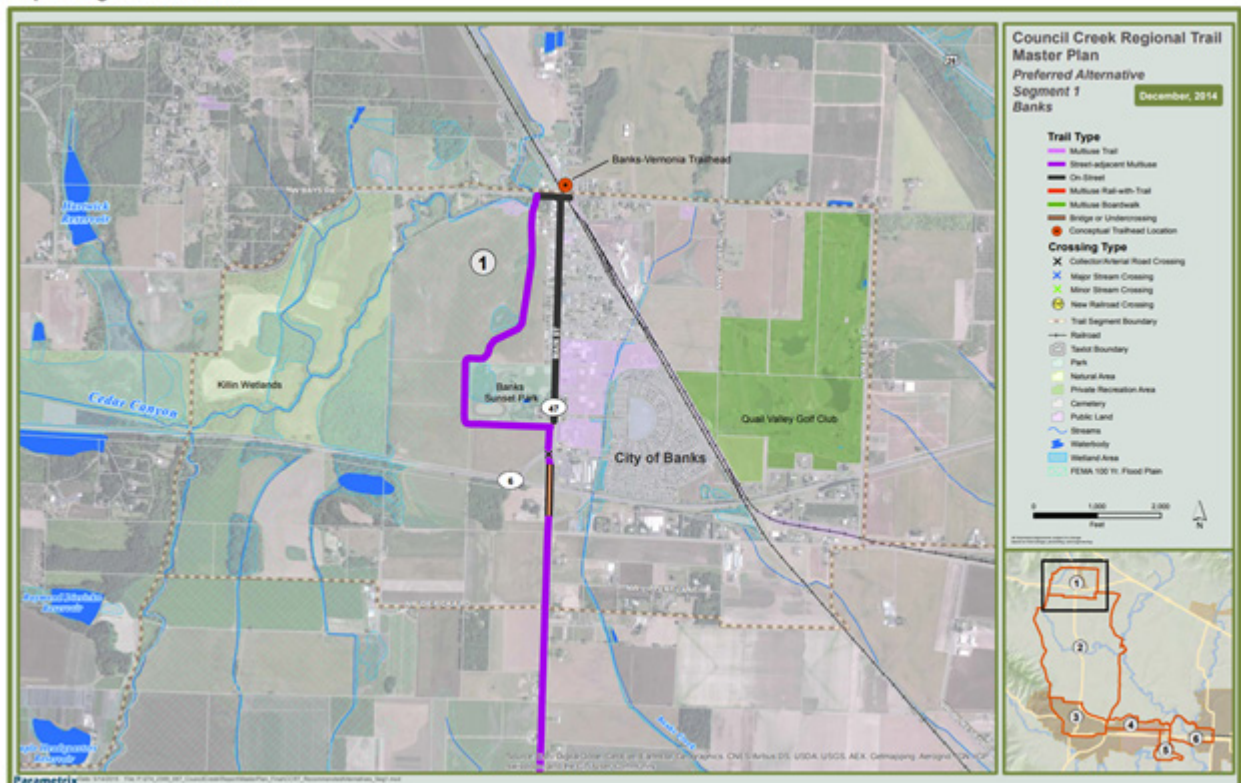
**COUNCIL CREEK REGIONAL TRAIL (CCRT) MASTER PLAN (HILLSBORO TO FOREST GROVE TO BANKS) (2014)**

The following map from the Plan shows the preferred alternative for the CCRT in Banks:

The Council Creek Regional Trail will be a multiuse pathway for pedestrians, bicyclists, and other nonmotorized travelers for both recreational and transportation purposes. The regional trail will extend almost 15 miles from the Banks–Vernonia Trail in Banks to the TriMet Blue Line MAX station in downtown Hillsboro.

The Implementation Strategy Report recommends a widened sidewalk along the south side of NW Banks Road to better connect the Banks–Vernonia Trailhead to the City’s planned Westside Circulator Roadway (WCR). A street-adjacent multiuse trail is recommended to run parallel on the west side of the WCR and connect to Main Street, south of downtown, running parallel with a proposed road connecting the WCR to Main Street. The recommended trail would continue on the west side of Main Street (OR 47) through the Oregon 6 undercrossing.

**Map 7. Segment 1: Banks**



# Previous SRTS Efforts or Walking/Biking Encouragement Activities

Prior efforts relating to safe routes to school have involved crossing guard activities for Hwy 47. The application to ODOT describes these efforts:

*“The school district has had several employees trained to be certified flaggers. This enabled us to be on highway 47 and safely cross our students. There have been multiple accidents at our Middle School / High School intersection. There are multiple crossing points and is not currently safe for our students. We have been doing flagging in front of the school for two years, but it is also not safe for our employees as well.”*

Additionally, the School District has reconfigured vehicle circulation for the Elementary School in order to create a safer traffic flow around the school:



## Pick-up Route Change

**Starting on October 11, 2021**, there will be no parking or standing (waiting in your vehicle) in the no parking zone on NW Main Street (Hwy. 47). This sheet lists a new pick-up route for both Banks Elementary School and Banks Middle School.

**NW Trellis Way will be closed at NW Main Street on school days from 2:15 pm to 3:15 pm.**

**Please do not block any intersections or crosswalks and turn off your engine until the line starts moving.**

### Banks Elementary School

You will need to enter on NW Oak Way to get in line for picking up your child from Banks Elementary School.

On NW Trellis Way you will be making a left turn into the Banks Elementary School parking lot to pick up your child.

As you exit Banks Elementary School, it will be right turn only onto NW Trellis Way, and you will follow the route back to NW Oak Way to get back onto NW Main Street.

If you have a Middle School student to pick-up as well, exit to the right, and loop the park to return to the line to pick-up your next child.

### Banks Middle School

You will need to enter on NW Oak Way to get in line for picking up your child from Banks Middle School. **Please arrive AFTER 2:30 pm, to be behind the Elementary School parents.**

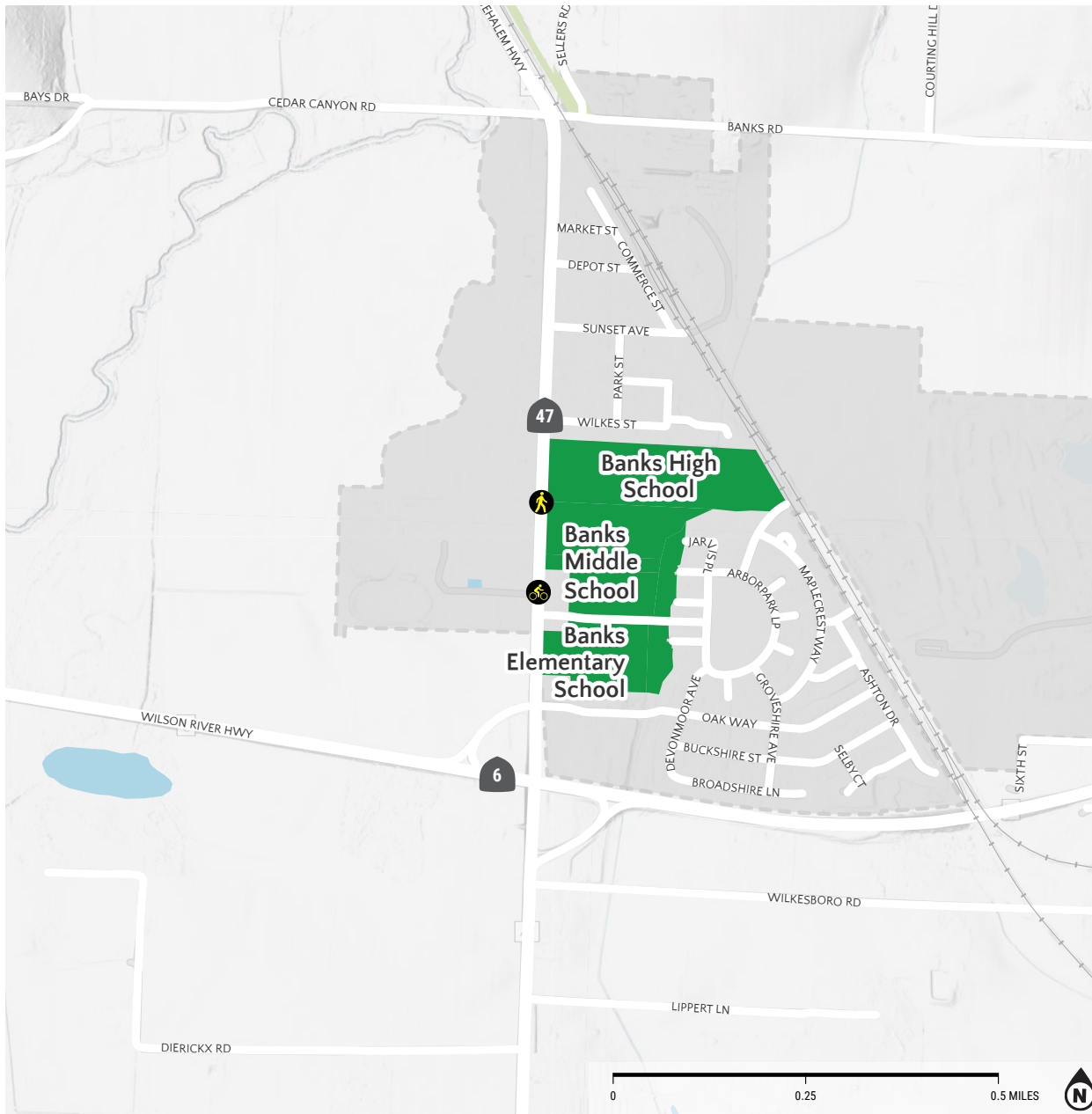
On NW Trellis Way you will stay in the right-hand lane until your child can meet you there. Once your child is safely in the vehicle, you can move forward and exit onto NW Main Street (Hwy. 47)

## Crash History

From 2014 to 2018, there have been two reported crashes involving a bike or pedestrian in the vicinity of the schools (see following page). The person riding a bike as shown on the map was making a turning movement when they struck by a vehicle. This collision occurred in May 2014. The person walking as shown on the map was struck by a vehicle between 8-9am in March 2017.



### Crashes Near Banks Elementary, Middle and High School



## COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18

#### Pedestrian Collisions

- Pedestrian Injury
- 2 or more Pedestrian Injuries
- Pedestrian Fatality

#### Bicyclist Collisions

- Bicyclist Injury
- 2 or more Bicyclist Injuries
- Bicyclist Fatality

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

**alta**



# APPENDIX E. FUNDING AND IMPLEMENTATION

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

Finally, this section includes a detailed construction recommendations table building on Table 1 in Chapter 4, and includes the needs identified at each location and ensuing construction recommendations. The final table includes detailed planning-level cost estimates for the High Priority Projects identified in Chapter 5.

## Statewide Funding Opportunities

### ODOT SRTS GRANTS

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

### COMPETITIVE INFRASTRUCTURE GRANT

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

### RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a one-mile

radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility requirements for Rapid Response Infrastructure grants can be found at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Rapid-Response-Grant-Program.aspx>.

### EDUCATION GRANT

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

### SMALL CITY ALLOTMENT PROGRAM (SCA)

The Small City Allotment Program is available to communities with less than 5,000 residents. One application may be submitted per city per year, and successful projects may receive up to \$100,000. Successful applicants may request an advance of up to 50% of their award and will receive the remainder of their award upon submission of project invoices. An awardee may not have more than two active SCA projects at any given time; if the awardee has two active projects, another application cannot be submitted until one is completed. SCA funds can be used as a match for SRTS grant funding, but the SRTS grant has to have already been awarded prior to the request for SCA funds as match. SCA projects must be completed within two years from the agreement execution date. For example, if a community receives a SRTS grant award and an SCA grant for matching funds, chances are they may need to extend the SCA grant to coordinate with the SRTS project work. This is permitted, but the SCA award would be considered an open project until the SRTS project was closed out. Also important to note, the SCA program does not require any matching funds. The state cannot reimburse for any right of way or utility costs, and all work must be performed within

the public road right of way. For more information, visit <https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf>

## OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program (OCP) is funding 21 off-road Active Transportation projects totaling \$15 million in 2021. Through the OCPP, ODOT strives to fund projects for pedestrian and bicycle transportation projects including the development, construction, reconstruction, resurfacing, or other capital improvement of multi-use paths, bicycle paths, and footpaths that improve access and safety for people walking and bicycling. The program is funded through FHWA Transportation Alternatives funds, and state Multi-modal 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/](http://www.fhwa.dot.gov/environment/air_quality/cmaq/)

## Federal Funds

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

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

## Local Funding Opportunities

### POTENTIAL SCHOOL BOND OPPORTUNITIES

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

### SRTS PROJECTS AND THE TSP

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

### QUICK BUILDS

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

## Planning-level Cost Estimates

The final table includes detailed planning-level cost estimates for the High Priority Projects identified in Chapter 5.

Table 4. City of Banks Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$25,700	1	\$25,700
TRAFFIC CONTROL	15%	\$38,600	1	\$38,600
EROSION CONTROL	2%	\$5,200	1	\$5,200
CLEARING AND GRUBBING	1%	\$2,600	1	\$2,600
1) MAIN STREET AT MIDDLE SCHOOL SOUTH ENTRANCE - MID-BLOCK CROSSING				
REMOVE ASPHALT PAVEMENT	SF	\$5	380	\$1,900
REMOVE CONCRETE SIDEWALK	SF	\$7	200	\$1,400
REMOVE CONCRETE CURB	LF	\$6	40	\$240
INSTALL AGGREGATE BASE	CY	\$60	6	\$360
INSTALL CONCRETE CURB	LF	\$40	110	\$4,400
INSTALL ADA CURB RAMP	EA	\$10,000	2	\$20,000
INSTALL CONCRETE SIDEWALK	SF	\$30	280	\$8,400
INSTALL CONCRETE MEDIAN	SF	\$30	160	\$4,800
INSTALL ASPHALT PAVEMENT	TON	\$230	11	\$2,530
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	24	\$960
INSTALL MARKED CROSSWALK	SF	\$15	120	\$1,800
INSTALL CROSSWALK WARNING SIGN	EA	\$500	6	\$3,000
INSTALL STREET LIGHT	EA	\$10,000	1	\$10,000
2) MAIN STREET AT MIDDLE SCHOOL PARKING LOT - CROSSWALK REVISIONS				
REMOVE ASPHALT PAVEMENT	SF	\$5	64	\$320
REMOVE CONCRETE PAVEMENT	SF	\$7	100	\$700

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
REMOVE CONCRETE SIDEWALK	SF	\$7	315	\$2,205
REMOVE CONCRETE CURB	LF	\$6	71	\$426
REMOVE SIGN	EA	\$100	1	\$100
REMOVE OVERHEAD SIGN AND FLASHER	EA	\$500	1	\$500
REMOVE PAVEMENT MARKING	SF	\$5	140	\$700
INSTALL CONCRETE CURB	LF	\$40	71	\$2,840
INSTALL ADA CURB RAMP	EA	\$10,000	4	\$40,000
INSTALL CONCRETE SIDEWALK	SF	\$30	94	\$2,820
INSTALL ASPHALT PAVEMENT	TON	\$230	4	\$920
INSTALL CONCRETE PAVEMENT	SF	\$30	100	\$3,000
INSTALL MARKED CROSSWALK	SF	\$15	300	\$4,500
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
3) MAIN STREET - WEST SIDEWALK (FROM SOUTH SIDE OF TRELLIS WAY TO NORTH SIDE OF SUNSET PARK)				
REMOVE ASPHALT PAVEMENT	SF	\$5	250	\$1,250
INSTALL AGGREGATE BASE	CY	\$60	35	\$2,100
INSTALL CONCRETE SIDEWALK	SF	\$30	1740	\$52,200
4) MAIN STREET - SCHOOL ZONE SIGN REVISIONS				
REMOVE SIGN	EA	\$100	2	\$200
INSTALL SCHOOL SPEED SIGN WITH FLASHING BEACONS	EA	\$10,000	2	\$20,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
5) MAIN STREET AT SUNSET AVE - CROSSING IMPROVEMENTS				
REMOVE PAVEMENT MARKING	SF	\$5	27	\$135
REMOVE ASPHALT PAVEMENT	SF	\$5	26	\$130
REMOVE CONCRETE PAVEMENT	SF	\$7	30	\$210
REMOVE CONCRETE CURB	LF	\$6	28	\$168
REMOVE CONCRETE SIDEWALK	SF	\$7	120	\$840
INSTALL CONCRETE CURB	LF	\$40	36	\$1,440
INSTALL ADA CURB RAMP	EA	\$10,000	3	\$30,000
INSTALL ASPHALT PAVEMENT	TON	\$230	2	\$460
INSTALL CONCRETE PAVEMENT	SF	\$30	30	\$900
INSTALL MARKED CROSSWALK	SF	\$15	440	\$6,600
INSTALL 1' WIDE STOP LINE	LF	\$15	22	\$330
INSTALL CROSSWALK WARNING SIGN	EA	\$500	2	\$1,000
SUBTOTAL				\$328,884
CONSTRUCTION ENGINEERING	15%	\$49,400	1	\$49,400
CONTINGENCY	30%	\$113,500	1	\$113,500
TOTAL CONSTRUCTION COST				\$491,784
SOFT COSTS (DESIGN ENGINEERING)	15%	\$73,800	1	\$73,800
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$565,584