Safe Routes to School Action Plan

Johanna Perrin Middle School – Fairport, NY

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July, 2009

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I. Safe Routes to School Introduction & Overview

1.1 Introduction

This project was funded by the Genesee Transportation Council (GTC) and is part of a model SRTS program for the Rochester Region. The information in this action plan will be compiled with other plans for schools from around the region and will be included in a Safe Routes to School Guidebook produced by GTC. This Safe Routes to School Site Assessment has two main themes. The first provides a generalized overview of Safe Routes to School programs and projects that would be applicable at any school in the area. The remainder of the document is customized for Johanna Perrin Middle School and provides analysis of the existing conditions surrounding the school and suggests 'next step' projects and programs to improve the safety, health, and wellness of the schools' students.

The goal of this action plan is to identify recommended physical improvements and operational measures for the site and within two miles of the site, including conceptual design and cost estimates for the recommended physical improvements as well as prioritized follow-on activities to advance the recommendations. This action plan will progress Safe Routes to School for the Johanna Perrin Middle School, however; the key to success is a dedicated and active Safe Routes to School team, inspired by a school champion. The champion may be a teacher, an administrator, a parent, and/or a community volunteer. In order for that team to succeed, next step projects in this action plan should be implemented with community consent and reflect the team's available time, skills, interests, and priorities.

This action plan will be available for use by the school team as a framework to guide successful next steps, both in the short and long term. Included with each recommended project or program in this document will be recommendations about which school team members should be involved in its implementation and the role each should play to help ensure its success.

1.2 Safe Routes to School Program Overview

Safe Routes to School (SRTS) is a national program that creates safe, convenient and fun opportunities for children to walk and bicycle to and from their schools. With a goal to increase the health and safety of children, and improve environment quality; SRTS can accomplish this by making walking and bicycling safe ways to get to school and encourage more children to do so. To accomplish this goal a comprehensive program must be established to create an environment that enhances, supports, and sustains walking and cycling as viable options for travel. With this in mind, SRTS emphasizes a holistic approach to create change that encompasses the five (5) E approach; Engineering, Enforcement, Encouragement, Education and Evaluation.

- **Engineering:** physical improvements to the environment such as crosswalks, sidewalks and signals.

- **Education:** methods to teach children, parents and neighbors about the benefits of walking and cycling to school as well teaching appropriate walking, driving and cycling behaviors to support safe travel in the school zone.

- **Encouragement:** programs such as Walk to School Day, the Walking School Bus, contests and other initiatives to entice children, parents and others to walk or bicycle to school.

- **Enforcement:** incorporates law enforcement efforts to ensure drivers, bicyclists and pedestrians obey traffic laws and practice appropriate behaviors.

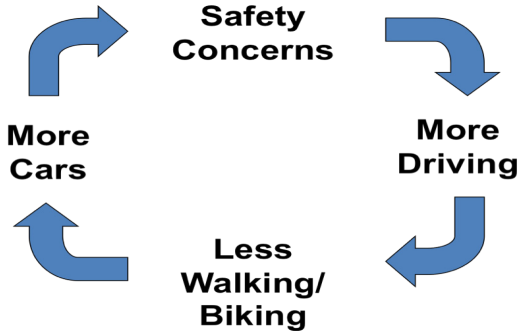
- **Evaluation:** uses measurements or indicators such as the number of children walking or bicycling to school to ascertain the success of any SRTS program.

1.3 Why is Safe Routes to School Important?

Although most students in the United States walked or biked to school prior to the 1980's, the number of students walking or bicycling to school has sharply declined since then. Statistics show that 42 percent of all students between 5 and 18 years of age walked or bicycled to school in 1969 including 87 percent of those who lived within a mile of the school they attended. In 2001 fewer than 16 percent of students walked or bicycled any distance to get to school[1]. This decline is due to a number of factors, including urban growth patterns and school siting requirements that encourage school development in outlying areas, increased traffic, and parental concerns about safety. The situation is self-perpetuating: As more parents drive their children to school, there is increased traffic at the school site, resulting in more parents becoming concerned about traffic and driving their children to school.

According to a 2004 survey by the Center for Disease Control, parents whose children did not walk or bike to school cited the following barriers:

- Distance to school 61.5%
- Traffic-related danger 30.4%
- Weather: 18.6%
- Crime danger 11.7 %
- Opposing school policy 6.0%
- Other reasons (not identified) 15.0%



The downward spiral of walking and bicycling to school

A comprehensive Safe Routes to School program addresses many of the reasons for reductions in walking and biking through a multi-faceted approach that uses education, encouragement, engineering and enforcement efforts to develop attitudes, behaviors and physical infrastructure that improve the walking and biking environment.

1.4 Benefits of a Safe Routes to School Program

Safe Routes to School programs directly benefit schoolchildren, parents, and teachers by creating a safer travel environment near schools and reducing motor vehicle congestion at school drop-off and pick-up zones. Students that choose to walk or bike to school are rewarded with the health benefits of a more active lifestyle, responsibility and independence that comes from being in charge of the way they travel, and learn at an early age that walking and biking can be safe, enjoyable and good for the environment. Safe Routes to School programs offer additional benefits to neighborhoods by helping to slow traffic and provide

The entire family can benefit from Safe Routes to School

1 U.S. Centers for Disease Control and Prevention. Barriers to Children Walking to or from School United States 2004, Morbidity and Mortality Weekly Report September 30, 2005. Available: www.cdc.gov/mmwr/preview/mmwrhtml/mm5438a2.htm. Accessed: December 28, 2007.

infrastructure improvements that facilitate walking and biking for everyone. Identifying and improving routes for students to safely walk and bicycle to school is one of the most cost-effective means of reducing weekday morning traffic congestion and can help reduce auto-related pollution.

In addition to safety and traffic improvements, a Safe Routes to School program helps integrate physical activity into the everyday routine of school children. Since the mid-1970s the number of children who are overweight has roughly tripled from five percent to almost 17 percent. Health concerns related to sedentary lifestyles have become the focus of statewide and national efforts to reduce health risks associated with being overweight. Children who walk or bike to school have an overall higher activity level than those who are driven to school, even though the journey to school makes only a small contribution to activity levels.[2]

II. Existing Conditions

2.1 Policies and Programs

In Fairport, NY at the Johanna Perrin Middle School, an informal survey was done as part of International Walk to School day on October 8th, 2008 to determine how students travel to school. These numbers indicated that 45 students walked, 1 biked, 119 were driven and 410 took the bus. Based on the October 8, 2008 survey, approximately 10% of the students are walking or biking. Notwithstanding the low number of bikers reported on the day of the survey, the bike racks at the school were observed to be very well used on October 14, 2008 when the site visit was conducted. Currently the school districts busing policy states that busing is not provided for students K-6th within a .25 mile radius and 7th -12th grade students are not provided busing within a .5 mile radius.

This photo shows student walkers and a well used bicycle rack at the JP Middle School.

It was mentioned that the size and volume of music and sports equipment is a reason often cited for parents driving their kids to school. The equipment is too cumbersome to be walked with or carried on the bus. Additionally, parents are concerned with the safety of the students around the wooded area between Johanna Perrin and Brooks. There are also some parents concerned with their child's safety on school buses because of prior incidents.

The sidewalk infrastructure is relatively well developed in the older neighborhoods surrounding the school but some of the newer neighborhoods are without this basic infrastructure. On the enforcement side, the Village Police often provide a car in front of the school to encourage good behavior, but they are not always available. It was identified that The Huddle Club, which meets weekly to promote healthy lifestyles, could be an active partner to help promote education and encouragement activities which encourage more walking and cycling to school. Challenges identified by the committee included parent drop-off zones (sharing space between buses and parent drivers), combating cultural barriers, as well as some basic infrastructure needs including intersection improvements and crosswalks.

2 Cooper A, Page A, Foster L, Qahwaji D. Commuting to school: are children who walk more physically active? American Journal of Preventive Medicine. 2003 November;25(4):273-6. Cooper A, Andersen L, Wederkopp N, Page A, Frosberg K. Physical activity levels of children who walk, cycle, or are driven to school. American Journal of Preventive Medicine, 2005 October; 29(3):179-184.

2.2 Arrivals and Departures

Parent Drop-offs / Pickups

The pick-up and drop-off zone is located directly in front of the school and is designated by a pair of removable signs. Parents are encouraged to utilize the specific drop-off area and pull as far up as possible but often stop outside the area or on the wrong side of the street. The potential for conflicts is exacerbated as the buses are entering and exiting the school driveway.

Bus Arrivals / Departures

The circle in front of the school is reserved for the buses to drop off and pick up the students. Although there are a few parents that pull into the space during the early part of the drop-off period, that space is generally well respected as it starts to fill up with buses. At the peak of the drop-off time, there is a significant build up of traffic on Potter Place, including buses waiting to get into the circle.

Pedestrian & Bicycle Arrivals / Departures

The pedestrian and bicycle traffic flows well into the school. There are sidewalks on both sides of the school and bike racks are available at both entrances. Although the school's driveway crossings are not striped, it is not imperative for the walkers and bikers to cross that space. The lack of crosswalks poses more of a problem for the children being dropped off in front of the school who then need to travel through that busy crossing space.

The maps below and on the following page show the area around the school and existing conditions observed during the SRTS audit.

School Traffic Diagram

Johanna Perrin Middle School

Fairport, New York
Safe Routes To School

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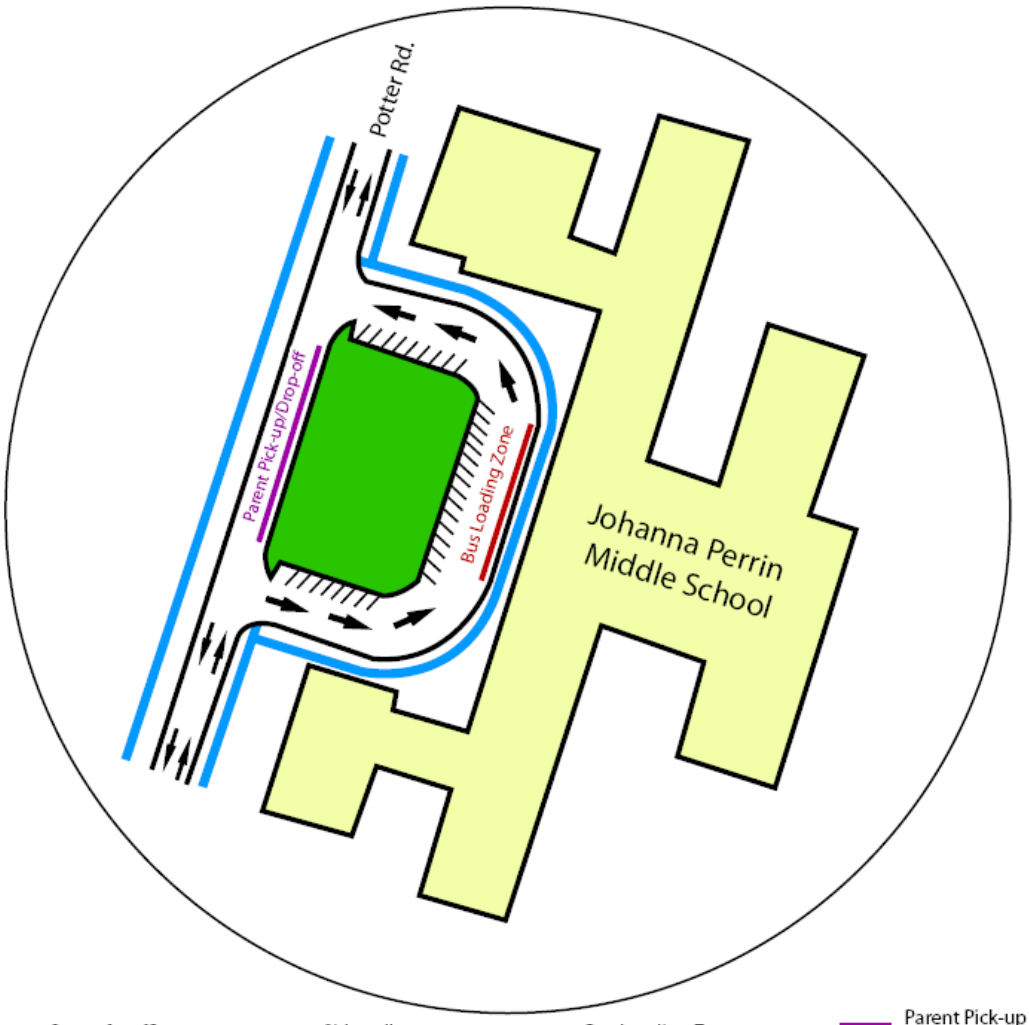

flow of traffic | Sidewalk | Bus Loading Zone | Parent Pick-up Drop-off

2.3 Base Map


SRTS schools
Other Schools
Village of Fairport
Parks
Johanna Perrin Middle School
Safe Routes To School
Village of Fairport, NY
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1/2 Mile Buffer
1/2 Mile Buffer
Pioneer
Indian
Crystal Spring
Terrace
Brentwood
Brentwood
White Oak
Alina
Shelter Creek
Jefferson
Pilgrim
Sunnybrook
Sandy Hill
Erie
Birch
Maridana
Lisand
Briarwood
Briar Oakwood Manor
Woodcrest
Fairport
O Connor
Garden
Old Post
Towpath
Hanford
Erie
Grand Erie
Fiora
Olde Orchard
McIntosh
Hulburt
Nelson
Oxbow
Clifford
Briggs
Fifth
Miles
James
Sampson
Fourth
Dewey
Woodlawn
Country Corner
Clarkes
Potter
West
Woodbury
Barratt
Lewis
Gaxton
Filkins
Lookout View
Great Wood
South
Perrin
George
Clinton
Baumer
High Gate
Briar
Moseley
Main
Church
Jackson
Pleasant
Orchard
Park Circle
Parker
Margo
Misty Pine
Summit
White Alder
Monroe
Silver Birch
Red Maple
Suffolk
Butternut
Winding Brook
Blue Spruce
Hillsborough
Peppermill
Turk Hill
Hilloway
Freshfield
Pebble Hill
Victoria
Parkland
Cobbs

III. Recommendations

3.1 Physical Improvements

Engineering measures for Safe Routes to School include the design, construction and maintenance of physical infrastructure that can improve the safety and comfort of students that are walking and biking to school. This infrastructure includes signage, stenciling, and traffic control devices such as stop signs, bulb-outs, sidewalks, paths, bike lanes, and trails. When considering engineering measures, it is best to identify the problem first, and then use accepted engineering practices to develop an appropriate solution. Traffic engineering analysis reveals that unnecessary control measures tend to lessen the respect for those controls that are needed. Effective traffic control can best be obtained through the uniform application of realistic policies, practices, and guidelines developed through properly conducted engineering studies. A decision to use a specific device at a particular location should be made on the basis of an engineering and/or traffic study with the input of school staff and affected stakeholders.

Simple engineering measures such as pedestrian refuges can improve real and perceived safety.

Of equal importance is the maintenance and monitoring of traffic control devices. Devices should be properly maintained to ensure legibility, visibility, and functionality. If a device is found to be ineffective or improperly functioning, the entity that owns the device should be immediately notified. Finally, devices used on a part-time basis, such as warning flashers, should be in operation only during the time periods when they are required – when children are present; otherwise they risk being ignored by motorists who believe they are improperly functioning.

Specific engineering strategies for within the School Zone, for areas along the school route, at street crossings, and for use in slowing down traffic are below. Many of the strategies, such as on-street warning signs are most effective if they are only used during school commute hours. Although some engineering solutions are higher-cost infrastructure improvements, many engineering tools can be implemented without large expenditures, such as posting signs, modifying signal timings, or striping crosswalks or bike lanes. The engineering strategies listed below may also be utilized by the community to improve pedestrian and bicycle safety in projects other than the Safe Routes to School Action Plan.

The following specific recommendations for the JP Middle School should be considered by the school administration should it choose to implement a Safe Routes to School Program. Note that some of the recommendations will require participation by partner agencies such as the Department of Transportation and Police Department for their implementation. The map at the end of this section visually displays the recommendations and their respective locations.

Signage and School Zone Recommendations

School Zone signage and pavement markings are one of the most cost effective infrastructure treatments to traffic calm the area and alert drivers to the presence of school children. Hulbert and Potter Roads should be posted with high visibility school signs and pavement markings. The school zone speed limit should be utilized and set at

the lowest appropriate speed as dictated by the New York State Vehicle and Traffic Law and the New York State Supplement to the National Manual on Uniform Trafic Control Devices. Speed limits within the school zone will be enforced by the Police Department. Speed radar signs should also be considered to reinforce driver awareness of the reduced speed limit. Speed radar signs could be solar powered but would require a connection to the electric grid or battery backup for those occasions when the sunlight is not sufficient to power the device.

A speed radar sign is an effective way to ensure that motorists comply with speed limits.

The School Zone

In New York, school zones can be designated on all roadways contiguous to a school serving K through 12th grade. A New York School Speed Limit assembly (see figure below) shall be used to indicate the speed limit where a reduced speed zone for a school area has been established (in accordance with law based upon an engineering study) or where a speed limit is specified for such areas by statute. The New York School Speed Limit assembly shall be placed at or as near as practical to the point where the reduced speed zone begins. In order for a school speed limit to be established, the school and the jurisdiction responsible for the highway must provide written documentation of their support for a school speed limit.

As dictated by NYS Vehicle and Traffic Law, the numerical value of a school speed limit should be approximately 10 MPH below the normally prevailing 85th percentile speed on the highway, or at approximately the actual 85th percentile speed within the zone during school crossing periods. School speed limits shall not be set below 15 MPH and the maximum length of a school speed zone shall not be greater than 1320 feet (0.25 mile) on a highway passing a school building, entrance or exit of a school abutting on the highway. With School Zones signed and delineated, focused traffic enforcement can occur to target speeding and other moving violations.

This image shows a New York State MUTCD approved school speed limit sign, figure number 7B 100.

School Area Signage

The Manual on Uniform Traffic Control Devices (MUTCD) provides guidance on the use of school area signs and markings. The key signs should include the School Advance Warning Assembly, the School Crosswalk Warning Assembly, and the School Speed Limit Assembly. One way of increasing the visibility of school area signage is through the use of Fluourescent Yellow-Green signs.

Pavement Markings

Pavement markings have definite and important functions in a proper scheme of school area traffic control. In some cases, they are used to supplement the regulations or warnings provided by devices such as traffic signs or signals. In other instances, they are used alone and produce results that cannot be obtained by the use of any other device, and can serve as an effective means of conveying certain regulations, guidance, and warnings that could not otherwise be made clearly understandable. Pavement markings have limitations – they might not be clearly visible when wet or covered in snow, and might not be durable when subjected to heavy traffic. The "SLOW SCHOOL XING" marking, used in advance of uncontrolled crosswalks, is the most important school-specific pavement marking. The MUTCD also provides guidance on the use of stop lines, yield lines, curb markings, and other symbol markings.

School advance warning assembly from the MUTCD figure S1-1.

Sidewalk, Path and Crossing Recommendations

Sidewalks are the most fundamental element of the walking network, as they provide an area for pedestrian travel that is separated from vehicle traffic. Installing new

sidewalks can be costly, but fixing short gaps in an existing sidewalk network is important to ensure the continuity of the system and can be a relatively low-cost fix. The sidewalk infrastructure around the school is well developed and well utilized by the current walking population. There is an opportunity to provide an additional section of sidewalk on the north side of Hulbert between Potter and Dewey Roads. Sidewalk installation on the south side of Hulbert between Minerva Deland School and Moseley Road should also be examined to provide access to the families living in those neighborhoods.

Crossings

School crosswalks denote the preferred location for children to cross the street. High visibility crosswalks should be installed at key locations around the schools. Many of the intersections around the schools are lacking the crosswalks or the paint has faded on the standard two-stripe crosswalk. The four crossings at the intersection of Potter, Hulbert and the Minerva Deland School driveway should have high visibility crosswalks. The crossings at the intersection of Hulbert and Moseley and James and Potter Streets should also have high visibility crosswalks installed. The SLOW SCHOOL XING marking is used in advance of uncontrolled school crosswalks.

Various striping patterns can be used – the most common types of crosswalk striping are shown in the diagram below. The standard crosswalk striping pattern consists of two parallel lines, called the "transverse" pattern. A number of higher-visibility patterns are also in use, such as longitudinal and combination markings, which add bars for increased visibility. High visibility markings should be considered for all high-volume crossings near schools, and where conditions demonstrate a need for an increased visibility marking (e.g., a mid-block location).

In-Street Yield-to-Pedestrian Signs

In-Street Yield-to-Pedestrian Signs are flexible signs installed in the median to enhance a crosswalk at uncontrolled crossing locations. These signs communicate variations of the basic message 'State Law: Yield to Pedestrians.' At school crosswalks, these signs are sometimes installed on a portable base and brought out in the morning and back in at the end of each day by school staff, which may reduce the chance that the sign will become "invisible" to motorists by being left out all the time. For permanently-installed signs, maintenance can be an issue as the signs may be run over by vehicles and need to be replaced occasionally. Installing the signs in a raised median can help extend their lifetime.

Advance Stop and Yield Lines

Stop lines consist of solid white lines extending across approach lanes to indicate the point at which the stop is intended or required to be made, in compliance with a STOP sign or traffic signal. The MUTCD requires stop lines be placed a minimum of four feet in advance of the crosswalk line at controlled intersections. However, studies have shown that moving the stop line farther back from the pedestrian crosswalk can provide an

improved factor of safety and for improved visibility of pedestrians. In some places, the stop line has been moved back by 15 to 30 feet relative to the marked crosswalk with considerable safety benefits for pedestrians.

At uncontrolled crosswalk locations in New York, "yield" lines may be used instead of stop lines (New York State law requires motorists to yield to pedestrians in a crosswalk). The yield lines consist of a row of solid white isosceles triangles pointing toward approaching vehicles, and are often referred to as "shark's teeth." As with stop lines, moving the yield lines farther back from the crosswalk can help to improve sight distance. This is especially important at mid-block crossings, where motorists yielding too close to crosswalks on multi-lane approaches place pedestrians at risk by blocking other drivers' views of pedestrians, and pedestrians' views of other vehicles.

Lighting

Safe sidewalks are a primary component of good pedestrian environments, and well-lit environments convey a feeling of comfort and safety, particularly at night. Lighting should be located in the furnishings and/or frontage zones of the sidewalk, and at all roadway crossings to increase pedestrian visibility. Lighting is also an important element for shared use paths, at underpasses and other isolated locations. Lighting should be scaled for pedestrians.

Crossing Guards

Adult crossing guards are used to help create gaps in traffic at uncontrolled intersections, and to "platoon" children across the street at controlled intersections. The presence of a crossing guard in the roadway serves as an easily recognized indication to drivers that pedestrians are about to use the crosswalk and that all traffic must stop. When all traffic has stopped, the adult guard can allow the children to cross. JP Middle School currently employs a crossing guard at the intersection of Hulbert and Potter Streets. The school should continue to post a crossing guard at that location and to ensure that they are trained consistently with the guidance provided in Section 7E of the Manual of Uniform Traffic Control Devices (MUTCD).

On-Street Bicycle Facilities

Although it may be appropriate for younger children to bicycle on the sidewalk, designated on-street bicycle facilities can provide a space for older or more experienced children to bicycle on-street. Particularly for older grade levels, as children become more confident in their cycling skills and ride at faster speeds, designated on-street facilities may help to reduce bicycle/pedestrian conflicts on congested walkways near schools. Use of on-street facilities is more appropriate for children with better bike handling skills, as they need to be aware to stay within the bike lane (if striped) or to the right of traffic (on signed routes), obey stop signs and other traffic signals, and watch for traffic pulling out of side streets or driveways. Bike lanes provide a striped and stenciled lane for one-way travel on the roadway. Shared roadways provide for shared use of the roadway lane with motor vehicle traffic and are identified only by signing.

Hulbert Road is signed as a bike route despite the formal lack of facilities. Efforts should be made to expand the shoulder width and if possible, stripe it as a bike lane. The bike racks on campus were well utilized on the day of the site visit indicating a reasonably high level of bike use. The current rack location seems to insure a high degree of visibility and theft prevention but the rack could be upgraded to include a protected area to protect the bicycles from inclement weather.

Bicycle Parking

The bicycle racks at JP Middle School are well placed to avoid security issues but could be covered to protect the bicycles in inclement weather. Providing a secure and convenient location for bicycle parking is one way to help encourage more children to bicycle to school. Attributes of good bike parking include:

- Protection from vandalism/theft
- Protection from damage to the bicycle
- Protection from weather
- Convenient to destination

A sufficient amount of parking must be made available so that bicycles are not crowded. The location must be convenient to the end destination. An appropriate location for the parking site needs to be identified. Many schools use “wheel holder” type racks which only support the bicycle by the wheel and can damage the bicycle, and also do not allow the bike to be locked up by the frame with a U-lock. The preferred bike rack design should keep the bike upright by supporting the frame, allow the bike to be locked by the frame, and allow one or both wheels to be secured.

Other Recommendations

The parent pick-up and drop-off area remains the largest problem due to the limited space available in front of the school. One way to address this issue would be to establish a remote drop-off and pick-up zone which would remove car traffic from directly in front of the school. The remote drop-off could be located on James Street or further north on Potter Street and could also utilize the Minerva Deland School Parking lot. Any of the locations would provide the students an opportunity to walk a short distance to the school, but this option would require further study if the Safe Routes to School Task Force and the School Administration are interested in pursuing.

The map on the following page visually displays the recommendations and their respective locations.

POTENTIAL SCHOOL AREA IMPROVEMENTS

Eliminate gaps in the sidewalk network

Improve bus loading/parent drop-off zone

Add secure, covered bicycle parking

Install speed/radar signs

Install high visibility crosswalk, Typ.

Install/upgrade "School Zone" pavement markings on nearby streets

Install/upgrade "School Crossing" and Advanced Warning signs on nearby streets

KEY

- Existing sidewalk
- Proposed sidewalk
- New crosswalk
- Upgraded existing crosswalk
- New trail
- Bike Parking
- Radar/speed sign
- School Zone marking
- Bus loading/ parent drop-off zone

MUTCD Signage

Advance Warning Assembly

Crosswalk Warning Assembly

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Safe Routes to School Improvement Plan

Johanna Perrin Middle School, Fairport, New York

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3.3 Operational Measures

3.3.1 Education and Encouragement Recommendations

Education and Encouragement recommendations are operational measures that the school should consider to enhance the effectiveness of the physical improvements recommended in section 3.1. These tools focus on teaching traffic, pedestrian and bicycle safety to parents and students, increasing public awareness of Safe Routes to School goals and benefits, and promoting changes in behavior to increase walking and bicycling. Encouragement activities include a variety of special events and contests, outreach campaigns, presentations to school and community groups, and surveys of current practices and attitudes related to the school commute. A major objective of educational and encouragement tools is to increase the understanding by parents, school personnel, students, and the community of the health and safety concerns that can be addressed by successful Safe Routes to School programs.

There are many initiatives specific to New York State that can be taken advantage of. The New York Network of the Safe Routes to School National Partnership promotes and provides in-kind resources for Walk and Bicycle to School Day events, the Poster Art Contest, the Writing Contest and the Walking School Bus Program.

Walk and Bicycle to School Day

This annual international event occurs on the first Wednesday of October and JP Middle School should register their event at www.walktoschool.org. The site itself is full of resources and ideas on how to implement a successful Walk and Bike to School Day. For all registered schools, the New York Network of the Safe Routes to School National Partnership will send retro-reflective zipper pulls for all of the student participants.

Additional walk and bike to school days can be held yearly, monthly, or even weekly, depending on the level of support and participation from children, parents, and school and local officials. Some schools organize more frequent days – such as weekly Walking/ Wheeling Wednesdays or Walk and Roll Fridays – to give people an opportunity to enjoy the event on a regular basis. Parents and other volunteers accompany the children, and often there are designated staging areas along the route to school where different groups can gather and walk or bike together. The events should be promoted through press releases, articles in school newsletters, and posters and flyers for children to take home.

Writing and Poster Contests

As part of the International Walk and Bicycle to School Day, the JP Middle School is encouraged to participate in the annual writing contest, “Why the principal should walk to school with me” and poster contest, “Walking to School Safely”. These contests are both fun, project-based learning encouragement/ educational programs for schools to participate in. All winners receive a certificate of achievement and receive a prize package for their entire class, which includes pedometers and t-shirts. Details on these contests can be downloaded: http://www.saferoutespartnership.org/state/4373/newyork

Walking School Bus

The walking school bus is a group of children walking to school accompanied by one or more adults. It is another encouragement program the Safe Routes to School Partnership is spearheading in New York State as a way to sustain long term initiatives that will make walking to school safe. A statewide training webinar will be held in early 2009. Tools will be posted to the site: http://www.saferoutespartnership.org/state/4373/newyork and a previous presentation is available to review. Other resources on the Walking School Bus are available from:

- RideWise TMA - www.ridewise.org/walksafely.shtml
- Pedestrian Bicycle Information Center/Partnership for a Walkable America - www.walkingschoolbus.org
- Active and Safe Routes to School – California - www.saferoutestoschool.ca
- Go for Green – California - www.goforgreen.ca
- Travel Smart – Australia - www.travelsmart.gov.au/schools/schools2.html

Suggested Route to School Maps

Suggested Route to School maps are one of the most cost-effective and tangible means available for encouraging school children to walk or bike to school. The purpose of the maps is to provide school officials, parents, and students with a tool to help plan the best walking and bicycling routes to and from school. The maps help to illustrate the safest walking, bicycling, and crossing locations by identifying traffic controls, crossing guard locations, and the presence of sidewalks, pathways, or bicycle facilities along routes leading to a given school. In addition to being used as a resource for parents and school staff in planning and encouraging walking and bicycling to school, suggested Routes to School maps can serve as a tool for city staff to identify the location of needed transportation infrastructure improvements in school areas.

Bicycle Rodeos

A bicycle rodeo provides children with a basic understanding of the rules of the road; educates those children and their parents about elementary bike safety; gives trained personnel a chance to look over the equipment the kids are riding; and involves parents, teachers, and/or local civic organizations in a worthwhile activity. A bicycle rodeo involves "stations" that teach skills, such as:

- Looking over a shoulder without weaving
- Fast-braking without skidding
- Dealing with traffic at intersections

More information on bicycle rodeos is available through:

- Bicycling Life at www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm
- Guide to Bicycle Rodeos (Adventure Cycling Association) at 1-800-721-8719

Other Education and Encouragement Programs

Once JP Middle School has established a Safe Routes to School Task Force and has successfully hosted a Walk to School Day event, other education and encouragement programs should be initiated to provide students with incentives to walk and bike to school. A Golden Sneaker Award can be given to the student or classroom that accumulates the most miles or most trips to school.

Each participating class can also track the distance the students have traveled and plot it on a map. Then they "travel" to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or bike. Each new destination can be reached by the class to find out more about other parts of the country. At the end of a designated time, the class that traveled the farthest gets a special reward. For more information, see www.saferoutestoschools.org/events.html

Other educational lessons can be brought in to health, science, physical education and other class lesson plans. Resources for these programs include:

- The New York State Department of Transportation at https://www.nysdot.gov/divisions/operating/opdm/local-programs-bureau/srts/srts-curriculum
- The National Safe Kids Campaign at www.safekids.org/members/unitedStates.html
- The League of American Bicyclists at www.bikeleague.org/educenter/labsrts.htm

3.32 Enforcement Recommendations

Enforcement recommendations are operational measures that can be enacted by the local law enforcement community. These recommendations support both the physical and programmatic recommendations included in the prior sections and play a key role in creating a safe walking and bicycling experience in the school zone.

More information is available from the following websites:

- School Zone Safety: www.activelivingresources.org/safe_school_zones.html
- Pedestrian Sting Operations: www.walkinginfo.org/ee/sting.htm
- Speed Trailers: www.nhtsa.dot.gov/people/injury/research/pub/HS809012.html
- "Keep Kids Alive – Drive 25" Campaign: www.keepkidsalivedrive25.org

IV. Next Steps

This section of the Johanna Perrin Middle School Safe Routes to School Action Plan outlines a series of next steps in the form of recommended programs, policies and capital projects. These recommendations represent a balanced approach which covers both physical improvements as well as operational measures. To assist in planning for the implementation of these projects, additional information is provided on each item including the groups that should be involved and an approximate cost range for the project. Generally, costs for each next step will be categorized as follows:

$	= Minimal to $500	Volunteer effort and low funding required
$$	= $500 to $10,000	Moderate amounts of funding required
$$$	= $10,000 +	High amounts of funding required

The next steps presented here are meant to be flexible in implementation and the decision to undertake a project or program should be made based on the available resources of the school team, the Village of Fairport, the Genesee Transportation Council, Monroe County, GTSC, and the NYSDOT.

Priority Recommendation #1	**Identification of SRTS Facilitator & Initiation of Basic Bicycling and Walking Safety Education**
Cost	$
Groups	School Administration, Local Advisory Committee, and the Monroe County Office of Traffic Safety
Description	The school should identify a staff member or volunteer (possibly an interested parent) to facilitate the initiation of the Safe Routes to School Program for the school. The facilitator should contact the Monroe County Office of Traffic Safety with the immediate goal of providing a brief presentation on traffic safety education in every classroom, with specific attention on safe walking and bicycling skills. Ideally, this introductory session should include a representative from law enforcement as well.

Priority Recommendation #2	**Formation of Safe Routes to School Task Force & Program Promotion**
Cost	$
Groups	Safe Routes to School Facilitator and School Administration
Description	The facilitator should reach out to interested persons to begin the formation of an informal SRTS taskforce for the school. The taskforce should include members of the local advisory committee, parents, teachers, school administration and local residents. The taskforce should communicate with the “Huddle Club” and identify programs that would be supported by a SRTS program. The Village of Fairport is in the early stages of a Circulation, Access and Parking Traffic Study and the taskforce should coordinate with those planning efforts to include SRTS needs and goals.

Priority Recommendation #3	International Walk and Bike to School Day Event
Cost	$-$$
Groups	Safe Routes to School Taskforce, School Administration, PTA, and the Monroe County Office of Traffic Safety
Description	International Walk to School Day is held annually on the first Wednesday in October. This event can serve as a kick-off event to generate awareness and enthusiasm for a Safe Routes to School program. Events may include a special Walking School Bus lead by local politicians or school administrators, school assembly, and contest. Schools may find additional information and register for the event at www.walktoschool.org. Events such as these tend to attract increased attention and excitement that can be tapped to attract volunteers to maintain efforts year-round. The taskforce should work with the Monroe County Office of Traffic Safety to expand the education and encouragement programs that were initiated in Recommendation # 1.

Priority Recommendation #4	Conduct Comprehensive School Zone Signage Inventory & Upgrade
Cost	$$
Groups	Safe Routes to School Taskforce, School Administration, Village of Fairport
Description	The Safe Routes to School Taskforce should identify resources that might be used to upgrade key pedestrian crossings within the immediate vicinity of the school. The first location that should be targeted is the school driveway and the two crossings where cars enter and exit the property. The main school entrance should be re-striped as a high visibility cross-walk and the concrete sidewalk should be extended, if possible, across the asphalt driveway entrance.

Priority Recommendation #5	Pedestrian Crossing Improvements
Cost	$$ Depending on location
Groups	Safe Routes to School Taskforce, School Administration, Monroe County DOT, Village of Fairport
Description	The pedestrian crossings on Potter Street at the intersections of Hulbert and James Streets should be re-striped as high visibility cross-walks. The intersection of Hulbert Street and South Main Street is a significant crossing and should also be striped. The Safe Routes to School Taskforce should identify resources that might be used to upgrade key pedestrian crossings within the immediate vicinity of the school. The school should also contact the Monroe County DOT (when County Roads are involved) in regards to the potential use of In-Street Pedestrian Crossing Signs.

Priority Recommendation #6	Radar Equipped Speed Signs
Cost	$$
Groups	Village of Fairport, Safe Routes to School Taskforce, Monroe County DOT, Monroe County Office of Traffic Safety, GTSC
Description	Radar Equipped Speed Signs with bright LED displays placed on Hulbert Street could have a dramatic effect on informing motorists they are entering an area where children may be present. Speed Signs are available from a number of manufacturers and can be battery or solar powered in addition to standard hard wiring. Typically, these units cost approximately $3,000-$5,000 each. Two signs are recommended for JP Middle School, one on each side of Hulbert Street before the intersection with Potter Street.

Priority Recommendation #7	Enforcement
Cost	$-$$$
Groups	Fairport Police Department, School Administration, Safe Routes to School Taskforce
Description	An instant improvement in driver behavior is typically shown if a police vehicle is nearby. The school should reach out to FPD and seek their assistance in increasing police presence during the school commute period. The school should also ensure that its crossing guards are following the best and safest practices.

Priority Recommendation #8	On-going Safe Routes to School Encouragement
Cost	$
Groups	Safe Routes to School Taskforce and School Administration
Description	The school should encourage safe bicycling and walking, by implementing contests such as the Golden Sneaker Award and weekly biking and walking days. The Taskforce should include Safe Routes to School information in the school or village newsletter. Possible features include: • Explanation of the Safe Routes to School Program and goals of the program • Facts about walking, biking, physical activity, traffic safety, etc. • Upcoming Safe Routes to School events • Announcement of contest winners

JP Middle School SR2S Action Plan

Planning Level Costs and Potential Funding Sources

Recommendations	Unit	Quantity	Cost	Total	Potential Funding Sources
Improve School Zone Signage	Each	4	$200.00	$800.00	Village
Improved Crosswalk Striping & Striped Crossings at Driveways	LF	1000	$1.70	$1,700.00	Village
Bicycle Parking Racks	Each	2	$100.00	$200.00	Village
Speed Trailers & Signs	Each	2	$5,000.00	$10,000.00	402 Safety Grant
Upgrade School Zone Crossings	Each	1	$5,000.00	$5,000.00	Village

V. Appendix

Resources & References:

• Active Living Resource Center www.activelivingresources.org

• American Automobile Association, "Adult School Crossing Guards." www.aaafoundation.org/products/index.cfm?button=item-detail&ID=404&storeid=1

• CDC, Kids Walk to School (community presentation) www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

• "Civilian Guards for School Crossings." Center for Public Safety of Northwestern University, 405 Church Street, Evanston, IL 60204.

• FHWA's Office of Safety – SRTS http://safety.fhwa.dot.gov/saferoutes

• Marin County (CA) Safe Routes to School www.saferoutestoschool.org

• Manual of Uniform Traffic Control Devices www.mutcd.fhwa.dot.gov/pdfs/2003/pdf-index.htm

• National Center for Bicycling & Walking www.bikewalk.org/safe_routes_to_school/SRTS_introduction.htm

• New York State Governor's Traffic Safety Committee (GTSC) www.nysgtsc.state.ny.us/

• New York State Supplement to the National Manual on Uniform Traffic Control Devices www.nysdot.gov/divisions/operating/oom/transportation-systems/repository/4A4B9D271F500EE0430A3DFC03500E

• New York State Vehicle and Traffic Law http://www.nysgtsc.state.ny.us/vt-ndx.htm

• NHTSA Safe Routes to School Tool Kit www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html

• Pedestrian & Bicycle Information Center www.saferoutesinfo.org

• Safe Routes to School National Partnership www.saferoutespartnership.org