Safe Routes to School Action Plan
Honeoye Falls-Lima Middle School

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alta PLANNING + DESIGN

GENESEE TRANSPORTATION COUNCIL

July, 2009

ACKNOWLEDGEMENTS

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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 Honeoye Falls-Lima 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-up activities to advance the recommendations. This action plan will progress Safe Routes to School for the Honeoye Falls-Lima 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.

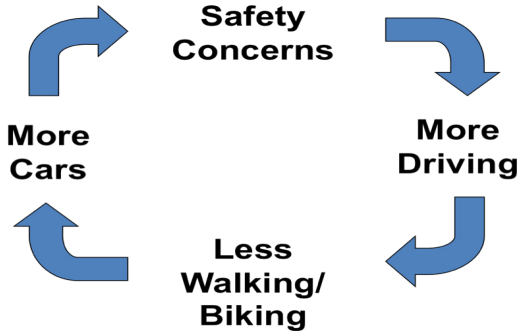
- **Evaluation:** uses measurements or indicators such as the number of children walking or bicycling to school to ascertain the success of any SRTS program.

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

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.

and good for the environment. Safe Routes to School programs offer additional benefits to neighborhoods by helping to slow traffic and provide 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]

Existing Conditions

2.1 Policies and Programs

At the Honeoye Falls-Lima School District, the Manor School holds 2nd through 5th grade classes with approximately 800 students and the Middle School is 6th through 8th grade with approximately 600 students. With the distance from school being a major barrier to students being able to regularly walk or bicycle it was determined that at the Manor School 56 students lived within a half mile and 77 students within 1 mile. At the Middle School 79 students lived within a half mile and 95 students within 1 mile. However, all students in the district are eligible for busing.

The first students released from school are going to their buses or behind the school to the multi-use path.

According to data recorded in the fall of 2008, approximately 20 students bike and 15 walk to the Manor School when the weather is favorable. At the Middle School 36 students bike and about 39 usually walk. Of the remaining students at the school, 87 are driven by private vehicles and the remainder take advantage of the bus service provided by the school. Despite the high numbers of students bused and driven, 439 students live within a 2 mile radius of the schools.

At the school the front parking lot is used for pick-up and drop-off for parents with greater traffic in the morning. The school district does have a multi-use path connecting the three school properties but there are concerns about lighting and safety issues on the trail. Fortunately, no bicycle or pedestrian injuries/fatalities have occurred in recent memory.

Additional opportunities are available through the abandoned railroad bed behind the school which could offer additional trail development and safe routes access. Currently, the Village maintains all the sidewalks in the community including snow removal in the winter; school routes are a maintenance priority during winter months.

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.

There are many avenues to implement education and encouragement activities through the school wellness committee. An example of such is the Health and Wellness Week in February where miles and calories are tracked. In addition, there is a "Key Communicators" listserv which can be used to distribute Safe Routes information to parents.

2.2 Arrivals and Departures

Parent Drop-offs / Pickups

The student drop-off and pick-up zone is well separated from the walking, biking and busing traffic. The small parking lot on the west side of the school is reserved for parents waiting for their children and the area accommodates the number of vehicles with few problems. Although the morning traffic is significantly higher than the afternoon traffic, there is still sufficient space to accommodate the drivers without adversely impacting the other travel modes.

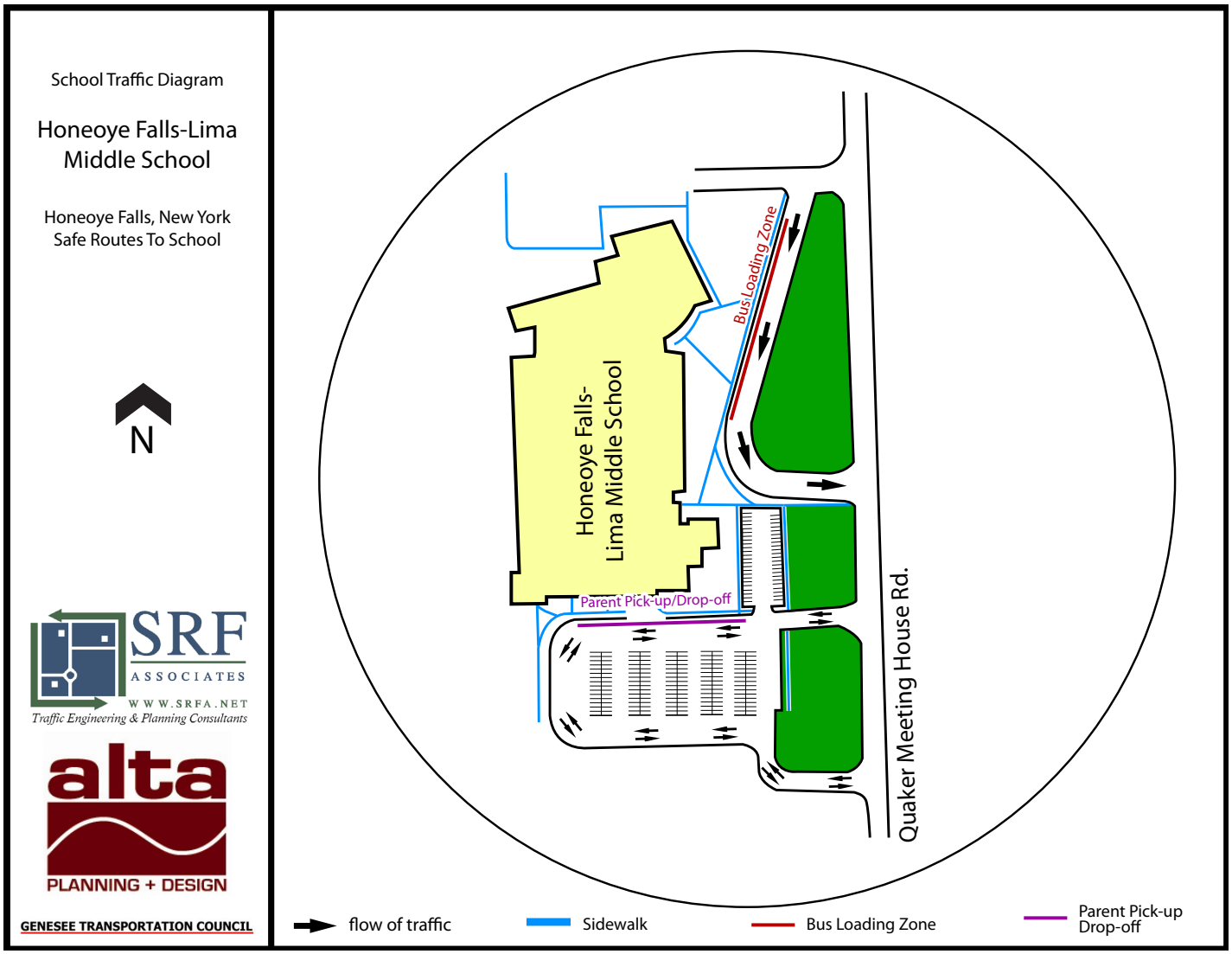
Bus Arrivals / Departures

During the morning drop-off and afternoon pick-up, the schools front circle is reserved for bus access. The buses park side by side at an angle and occupy the vast majority of the space reserved for them. The process appears to flow fairly well creating a safe environment for the students while minimizing conflicts with other travel modes.

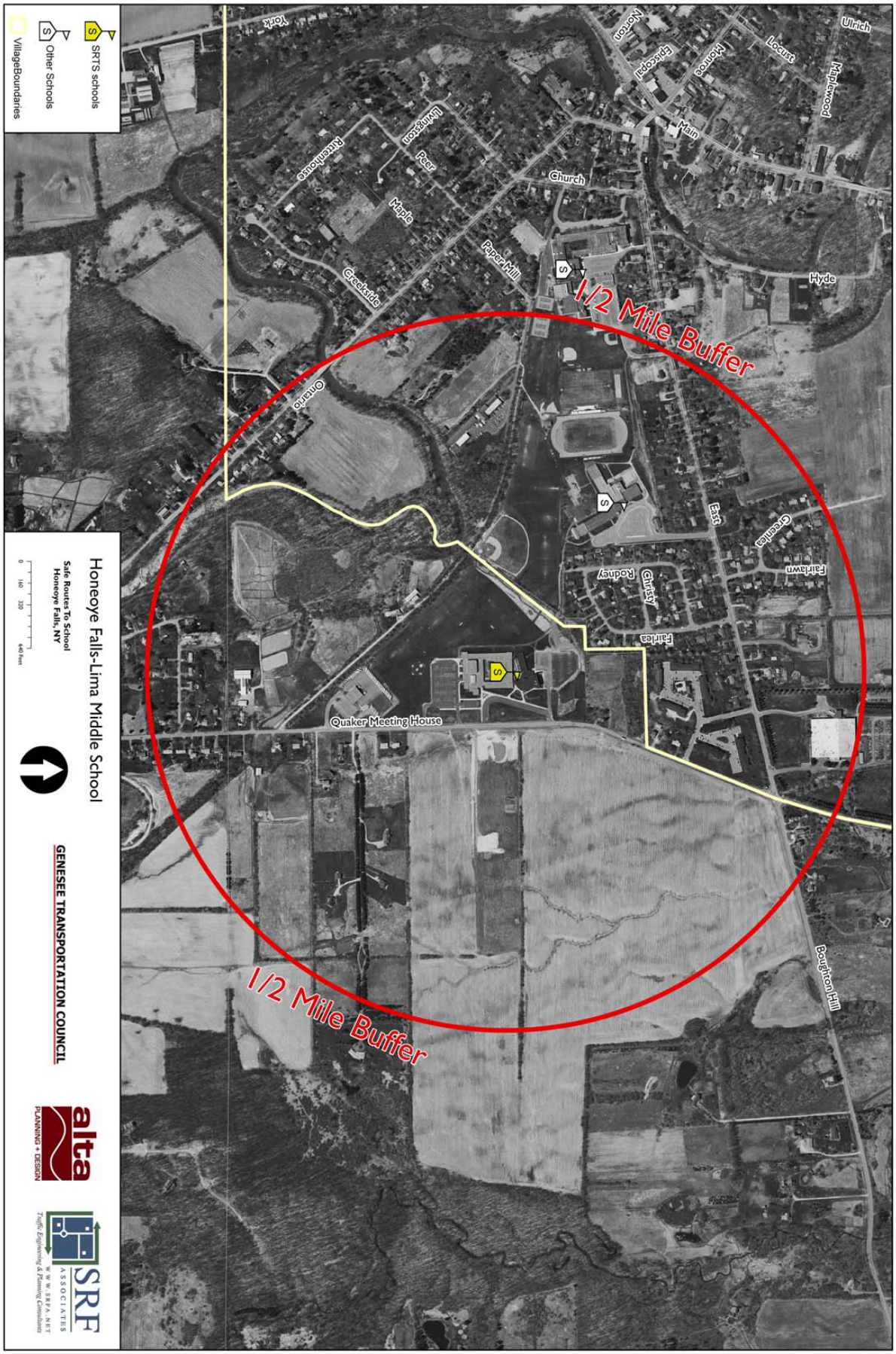
Pedestrian & Bicycle Arrivals / Departures

Although Quaker Meeting House Road provides limited accommodations for walkers and bikers, the multi-use path behind the school is a valuable asset for non-motorized travelers. The path connects to the Manor School and the heart of the Village and is a well traveled route in the morning and afternoon.

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



2.4 Base Map


SRTS schools
Other Schools
VillageBoundaries
1/2 Mile Buffer
1/2 Mile Buffer
Honeoye Falls-Lima Middle School
Safe Routes To School
Honeoye Falls, NY
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Quaker Meeting House
Hyde
Church
Paper Mill
Maple
Creekside
Ontario
East
Rodney
Christy
Fairlea
Fairlawn
Crestlea
Boughton Hill
Ulrich
Locust
Maplewood
Monroe
Episcopal
Norton
Main
Livingston
Rear
Nicholas
York

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.

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 Honeoye Falls-Lima 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. East Main Street and Halls Corners Road should be posted with high visibility school signs and pavement markings. The school zone speed limit should be set at 20 mph during the school hours and that 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 Traffic 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.

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.

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

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.

The multi-use path behind the school should be better utilized as a safe route to school.

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 Florescent 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.

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. The installation of a

sidewalk on Quaker Meeting House Road between the school and the apartment complex to the north should be a top priority. This infrastructure will create a safe space for children walking to the apartment complex and could link to the existing sidewalk infrastructure on the south side of East Street.

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

Shared Use Paths

Shared use paths (also referred to as "trails", and "multi-use paths") are often viewed as recreational facilities, but can also serve an important function as a walking and bicycling corridor to school. Shared use paths serve both bicyclists and pedestrians, and provide additional width over a standard sidewalk. The multi-use path on the west side of the school could be better connected to the existing sidewalks on the north side of the school. The path should be lighted to provide an additional layer of visibility and security for those children that are currently using it for walking or biking and there is also a concern that the path is not sufficiently wide to accommodate both pedestrians and bicyclists. As walking and biking traffic increases, there may be a need to widen the path to provide safe space for all users. There is an opportunity to create an additional segment of trail on the abandoned railway on the southwest side of the school property. The two trail segments could be connected to create a fitness loop around the school.

Crossings

School crosswalks denote the preferred location for children to cross the street. Crosswalks should be marked at all intersections on established routes to school where there is substantial conflict between motorists, bicyclists, and pedestrian movements, where students are encouraged to cross between intersections, or where students would not otherwise recognize the proper place to cross. The SLOW SCHOOL XING marking is used in advance of uncontrolled school crosswalks.

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

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.

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

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. These markings could be utilized in advance of the pedestrian crosswalks in front of the school giving drivers an additional cue that they need to yield to pedestrians in that space.

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 and provided on the major routes leading to the school, especially on Main Street coming from the Village.

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. The school currently has a guard posted at the primary entrance to the school and should continue to employ that person and ensure that they are trained consistently with the guidance provided in Section 7E of the Manual of Uniform Traffic Control Devices (MUTCD).

Bicycle Facilities

Although the multi-use path is probably the best route for any bicycle traffic, there is also an opportunity to improve the shoulders on Quaker House Meeting Road. The existing soft shoulder is not sufficient for most bicycles and could be improved as part of the next paving project.

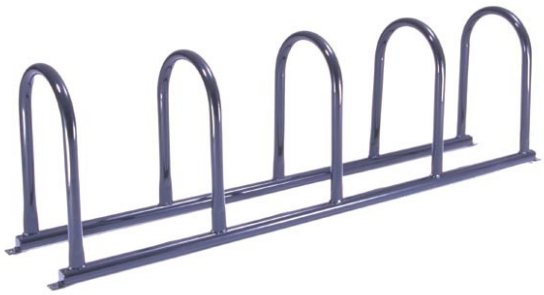
Bicycle Parking

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.

The bike rack photos show model examples of the preferred design to support the bicycle in an upright position without placing additional strain on the wheels.



3.2 School Improvement Plan Map

POTENTIAL SCHOOL AREA IMPROVEMENTS

Add secure, covered bicycle parking

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

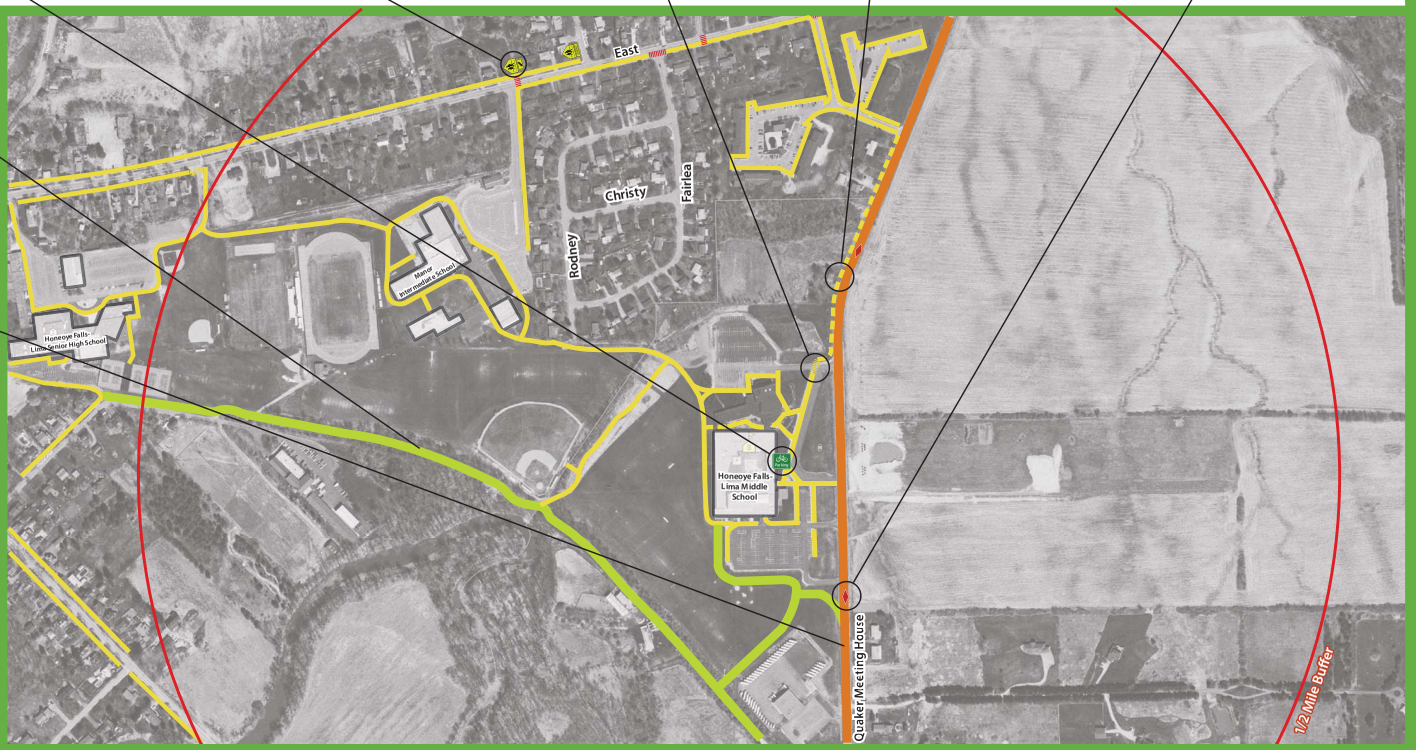
Upgrade existing crosswalk to high visibility crosswalk, Typ.

Proposed new sidewalk

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

Proposed Rail to Trail conversion and Fitness Loop

Proposed paved shoulder



KEY

- Existing sidewalk
- Proposed sidewalk
- New crosswalk
- Upgraded existing crosswalk
- New trail
- Paved shoulder
- Parking — Bike Parking
- School Zone marking
- Bus loading/ parent drop-off zone

MUTCD Signage

Advance Warning Assembly

Crosswalk Warning Assembly

0 125 250 Ft.

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Safe Routes to School Improvement Plan

Honeoye Falls-Lima Middle School, Honeoye Falls, New York

SAFE ROUTES to School NATIONAL PARTNERSHIP

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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 Attica 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, Attica 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 the 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

3.3.2 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 Honeoye Falls-Lima 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 Honeoye Falls, the Genesee Transportation Council, Monroe County, GTSC and 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 task force for the school. The task force should include members of the local advisory committee, parents, teachers, school administration and local residents. The taskforce should review the existing Health and Wellness Week Activities and identify areas within the policy that would be supported by a SRTS program.

Priority Recommendation #3	International Walk and Bike to School Day Event
Cost	$-$$
Groups	Safe Routes to School Task force, 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
Description	The school, through the SRTS Task force, should perform a preliminary review of existing signs for conformity with the National and State Manuals of Uniform Traffic Control Devices (MUTCD) and identify additional signs, if any, that should be provided to most effectively improve and protect the safety of the students that currently walk or could walk and/or bicycle to school. Any signs that utilize the old color scheme should be replaced with high-visibility fluorescent yellow green signs.

Priority Recommendation #5	Improve the Lighting on the Multi-use Path Behind the School
Cost	$$$
Groups	Village of Honeoye Falls, Safe Routes to School Task force, School Administration
Description	The multi-use path behind the school is one of the best assets for the safe routes to school program. Since lighting and security issues were cited as a primary concern, the path should be well lit and monitored to alleviate any safety concerns.

Priority Recommendation #6	Improve Non-Motorized Access at the Front of the School
Cost	$$$
Groups	Village of Honeoye Falls, Safe Routes to School Task force, School Administration, Monroe County, NYSDOT
Description	The main school entrance should be improved to increase bicycle and pedestrian access from Quaker Meeting House Road. Sidewalks should be installed on the west side of the road to connect to the apartment complex to the north of the school and any future road repaving projects should include a shoulder for bicycle access.

Priority Recommendation #7	On-going Safe Routes to School Encouragement
Cost	$
Groups	Safe Routes to School Task force and School Administration
Description	Honeoye Falls-Lima Middle school has good access to the school via the multi-use path. In order to encourage more children to walk and bike, the school should continue to encourage safe bicycling and walking, 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

Honeoye Falls-Lima 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
Paved Shoulder Installation	Mile	4	varies	tbd	integrate in ongoing NYSDOT projects
Implement a new fitness trail around the school	Mile	2	tbd	tbd	Long term project

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