

SAFE ROUTES TO SCHOOL

ONONDAGA COUNTY

June 2025

Syracuse Metropolitan
Transportation Council

Safe Routes to School - Onondaga County Transportation Council

June 2025

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Walk to School Day, 2005

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Students marching for safer walks to school

EXECUTIVE SUMMARY

The Onondaga County Safe Routes to School Study, completed by the Syracuse Metropolitan Transportation Council on behalf of the Onondaga County Department of Planning, stems from SMTC's *Safe Routes to School White Paper* and *City of Syracuse Safe Routes to School Planning Guide*. This study expands this work to the other school districts in Onondaga County first by creating profiles of the County's school districts and second by conducting a case study of a Safe Routes to School initiative at one school community in Onondaga County. The case study selected as part of this process was Chestnut Hill Elementary and Middle Schools. This serves as one example of a SRTS initiative and not a prescriptive outline of what must be followed in every school community. Potential infrastructure improvements and funding sources are outlined based on public feedback and existing conditions.

Study goals

The purpose of this study was to improve the safety of students living in Onondaga County who walk or bike to school while encouraging more students to walk or bike.

Study Advisory Committee

SMTC staff conducted this study with the advice and assistance of a Study Advisory Committee (SAC), which met and checked in multiple times over the course of the study.

Public engagement

Most public engagement occurred during the case study of this effort. School communities were called and emailed to inquire about participation in this study. Once a case study school was identified, SMTC staff met with principals, presented at the school PTO, conducted two surveys for parents and students, and held a walk audit to foster conversation between planners, students, and school staff about walking and biking to school.

Big takeaways

- Many school communities in the County lack the infrastructure, policy, and a density of nearby residential development necessary to encourage students to safely walk or bike to school.
- Nearly all school districts in Onondaga County provide busing to every student regardless of their distance from school.
- School buildings also function as community centers which generate pedestrian trips even outside school hours.
- The impact of COVID on trips to school is still being felt with many more families choosing to personally drive their student(s).
- At the case study school community, Chestnut Hill Elementary and Middle School, about one quarter of students surveyed reported walking or biking to school at least a few times in the past year.
- There are specific infrastructure and policy improvements around Chestnut Hill Elementary and Middle Schools that can encourage more students to safely walk and bike to school.

SafeRoutes





Cyclist crossing in a crosswalk.

INTRODUCTION

The purpose of this study is to improve the safety of students living in Onondaga County who walk or bike to school while encouraging more students to walk or bike. The Onondaga County Department of Planning is specifically interested in exploring ideas that can:

- **Improve the safety of students**
- **Examine safe multi-modal options for students as an alternate to driving or busing**
- **Creatively engage students and school/municipal leaders**
- **Be replicable for school districts throughout the County**

What Are Safe Routes to School (SRTS)? The “6 E’s” of Safe Routes to School

Safe Routes to School (SRTS) is an initiative to promote students across the country walking and bicycling safely to and from schools. There are multiple elements for a successful safe route including planning, education, infrastructure improvements, enforcement, wayfinding, and more. There are also multiple health benefits with students walking to school by promoting exercise, mental health, and preventing serious health conditions such as childhood obesity.

According to a 2009 study, the United States Department of Transportation (USDOT) stated that nationally, **10 to 14 percent of car trips during the morning rush hour are for school travel.** Safe Routes to School initiatives help improve safety and levels of physical activity for students and can be implemented by a department of transportation, local government, school district, or even an individual school.

Investing in safe routes to school can create a community asset. Establishing a route to school can connect points of interest along the route such as libraries, community centers, and parks. By providing links and increasing safety, students will feel more comfortable walking to school. Once a route is discussed and chosen, infrastructure upgrades for safety such as sidewalk improvements, intersection crossings, and wayfinding will enhance students’ safety and will encourage parents and schools to promote walking/bicycling to schools.



Engagement: Listening to students, families, teachers, and school leaders and working with existing community organizations, to build intentional, ongoing engagement opportunities into the program structure.



Equity: Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and equitable outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.



Engineering: Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.



Encouragement: Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.



Education: Providing students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices.



Evaluation: Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.



Grant Middle School Walk Audit (2023)

A safe route to school can take different forms. It could be a signed route that individual students can take to and from school. A “walking school bus” is another form where an adult leads a group of students along the route and continues to meet and pick-up additional students. It can be as informal as two families taking turns walking their children to school or as structured as a route with multiple meeting points at certain times, with a rotating schedule of volunteers. This provides an additional layer of safety with a group of students under adult supervision.

So, who is involved in a safe routes to school project? These routes can be established by several different groups and should include a variety of different voices in the planning of the route. **Parent/Teacher Organizations (PTOs), school faculty members, parents, student-led groups, and municipal employees can all help to develop a route for the students.**

Safe Routes to School is supported by the U.S. Department of Transportation (USDOT) and the New York State Department of Transportation (NYSDOT). Both have websites with numerous SRTS resources:
<https://www.dot.ny.gov/safe-routes-to-school>
<https://www.transportation.gov/mission/health/Safe-Routes-to-School-Programs>



School Crossing Guard - Source: NYSDOT

Study Advisory Committee

SMTC staff conducted this study with the advice and assistance of a Study Advisory Committee (SAC), which met several times over the course of the study. The SAC consisted of the Onondaga County Department of Planning, Onondaga County Health Department, and Onondaga County Department of Transportation.

Public Involvement Plan

A Public Involvement Plan (PIP) was created for the project, which guides the process for reaching out to and including members of the public in the planning process (Appendix C). Public engagement opportunities included:

- Stakeholder meetings with school principals and PTO members to assess the feasibility of a SRTS study as well as issues and opportunities with walking and biking to/from school.
- Parent and student surveys to create a profile of the school community and assess how families make decisions about transportation to/from school.
- A walk audit to hear directly from students by hosting a dialogue about bike and pedestrian safety while walking around the school community.

Successful case studies of SRTS projects outside Onondaga County

Safe Routes to School is a nation-wide initiative and therefore there are numerous successful case studies around the US. Below are four examples highlighting different components of SRTS.

HIGHLAND TOWNSHIP, MI



This rural Metro-Detroit suburb applied for 2015 SRTS funding to incorporate more walking and biking paths at their district's schools.

The project received \$713,600 to develop the sidewalk infrastructure.


APEX, NC



Olive Chapel Walk to School Coalition kicked-off a monthly walking bus in 2004.

As many as 200 students and parents regularly participate in these walks along six routes to school. Such success led to the implementation of “Neighborhood Captains” to act as safety guards along each segment of the way to school.

ROCKVILLE, MD



The City of Rockville (in partnership with The Maryland Highway Safety Office) has prepared a Maryland Pedestrian and Bicycle Safety and Education program, which is received by all 7,000 elementary school students.

The safety education curriculum was formatted as interactive lessons curated by grade level.

MARICOPA, AZ



The Maricopa Association of Governments (MAG) works to carry out SRTS studies with the permission of ADOT through hired consultants.

The City of Maricopa released an Engineering Assessment and Community Attitudes Assessment in 2008 which provided specific recommendations regarding crosswalks, school speed zones, and reflective signing.



Families and friends walk to school together on the road shoulder

SCHOOL DISTRICT PROFILES

Safe Routes to School initiatives are challenging outside of the City due to the larger catchment areas for individual schools, resulting in far fewer students living within a reasonable walking distance of each school. Schools located within or near dense housing developments may have potential to have a greater share of students walking and bicycling. Therefore, that school could provide a Safe Route to School route as an amenity. Most non-City school districts in Onondaga County have **universal busing** and do not require any students to walk or bike to school. Maps in this report do not indicate Onondaga Nation separately as it is part of the LaFayette Central School District. Additionally, the City of Syracuse was examined separately in SMTC's *Safe Routes to School White Paper* and *City of Syracuse Safe Routes to School Planning Guide*.

In this chapter, SMTC staff researched and documented:

- Relevant existing condition data for school districts in Onondaga County
- Busing policies and procedures across County school districts
- Existing Safe Routes to School projects in Onondaga County
- Successful case studies of other SRTS projects/programs/procedures outside Onondaga County

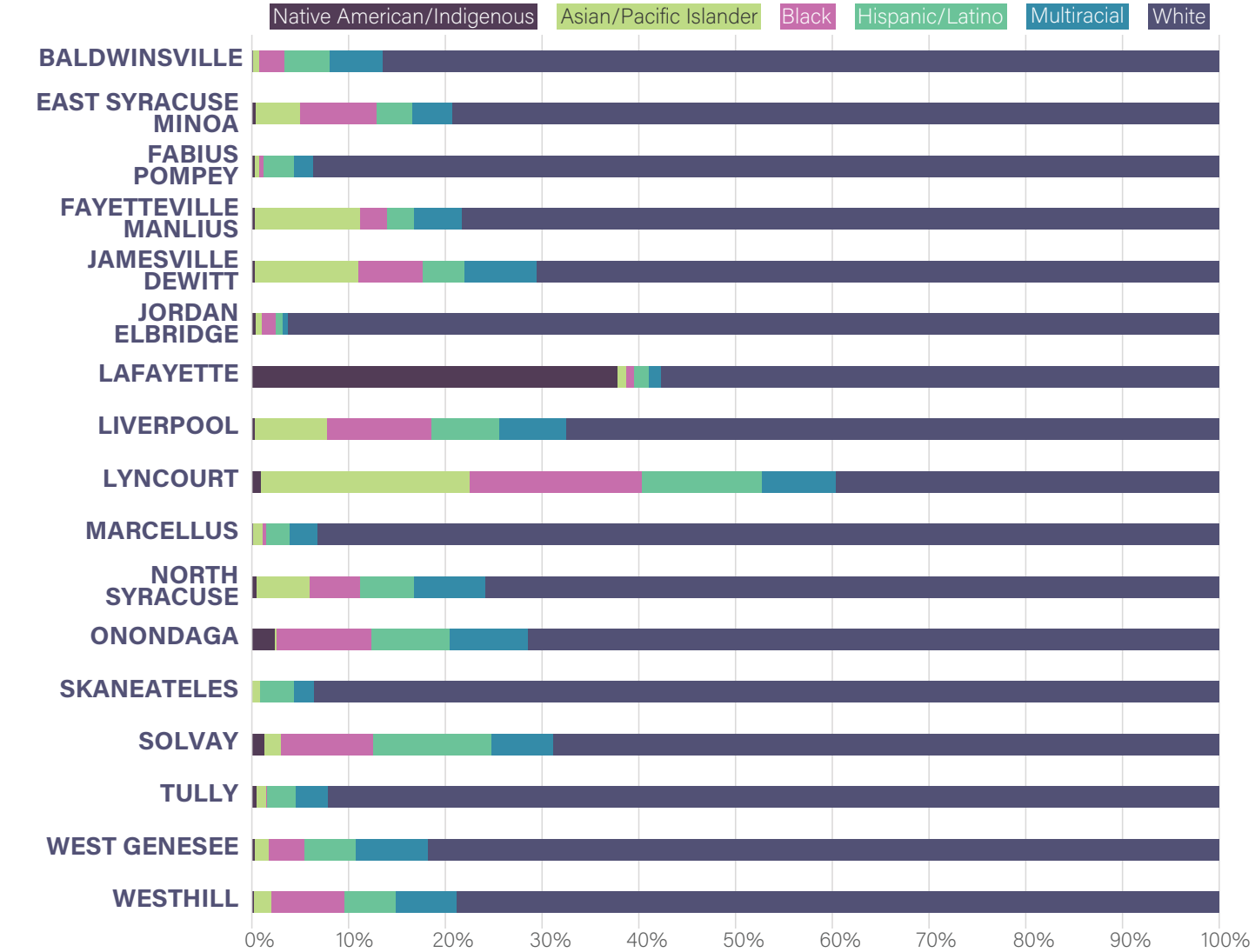


Figure 1: Race and ethnicity of students by school district

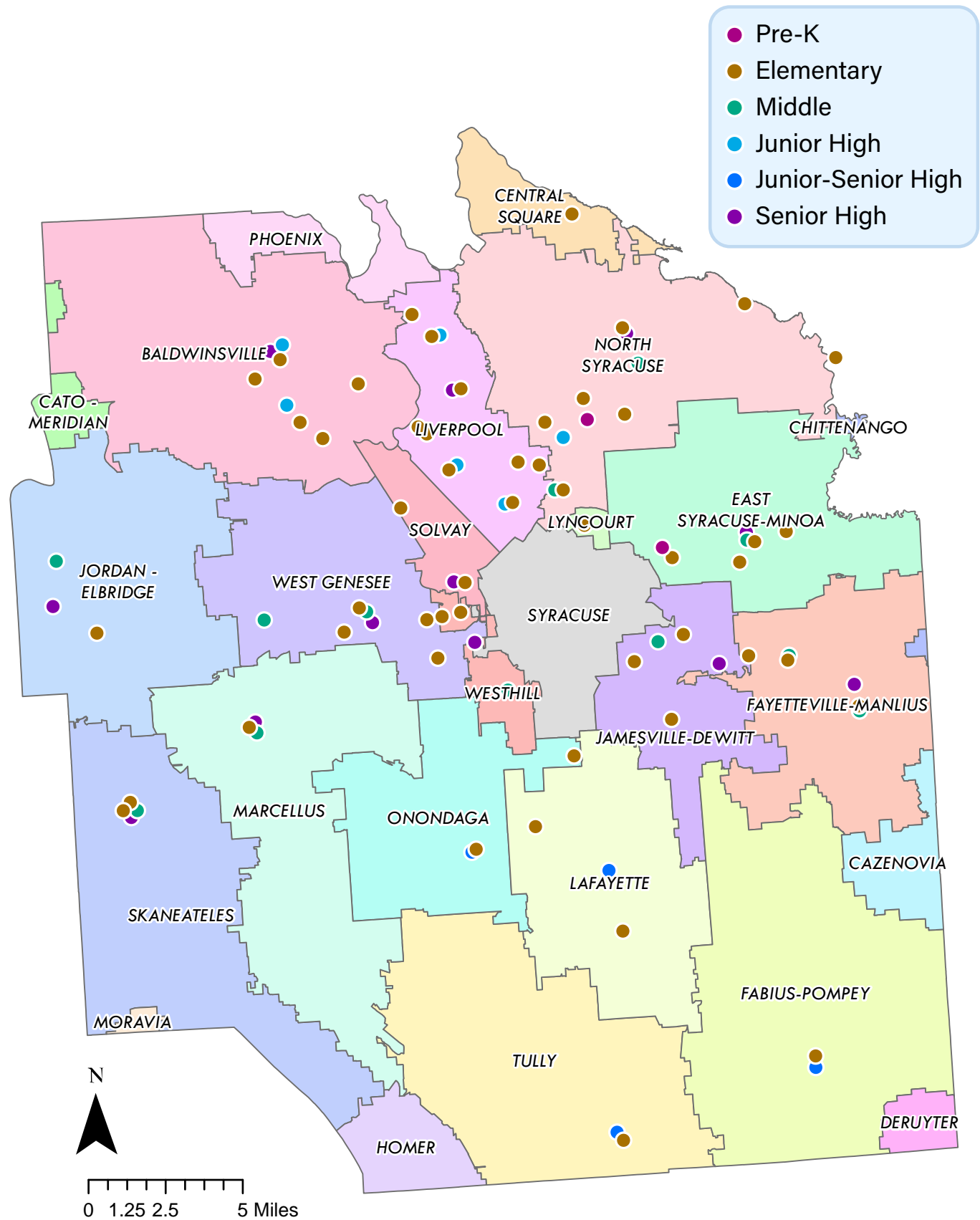


Figure 2: Suburban school districts in Onondaga County

District demographics

Race and ethnicity

In Figure 1 on the previous spread, the race and ethnicity demographics of students are shown as a percentage of total students by district for the 2023-2024 school year. The data for all maps in this section were sourced from the New York State Education Department's (NYSED's) Student Information Repository System (SIRS).

Generally, the districts closest to the City of Syracuse have the most students of color and those furthest away have the least. One notable district is LaFayette, which includes Onondaga Nation School, is comprised of 38% students of indigenous decent.

Student enrollment

Figure 3 below illustrates the total enrollment of students by district. This map reflects the population distribution in Onondaga County: the southern districts (Onondaga, LaFayette, Fabius-Pompey, and Tully) have the lowest total enrollment comparatively, while the Northern districts (Baldwinsville, Liverpool, and North Syracuse) have the highest total enrollment.

Figure 3: School district enrollment

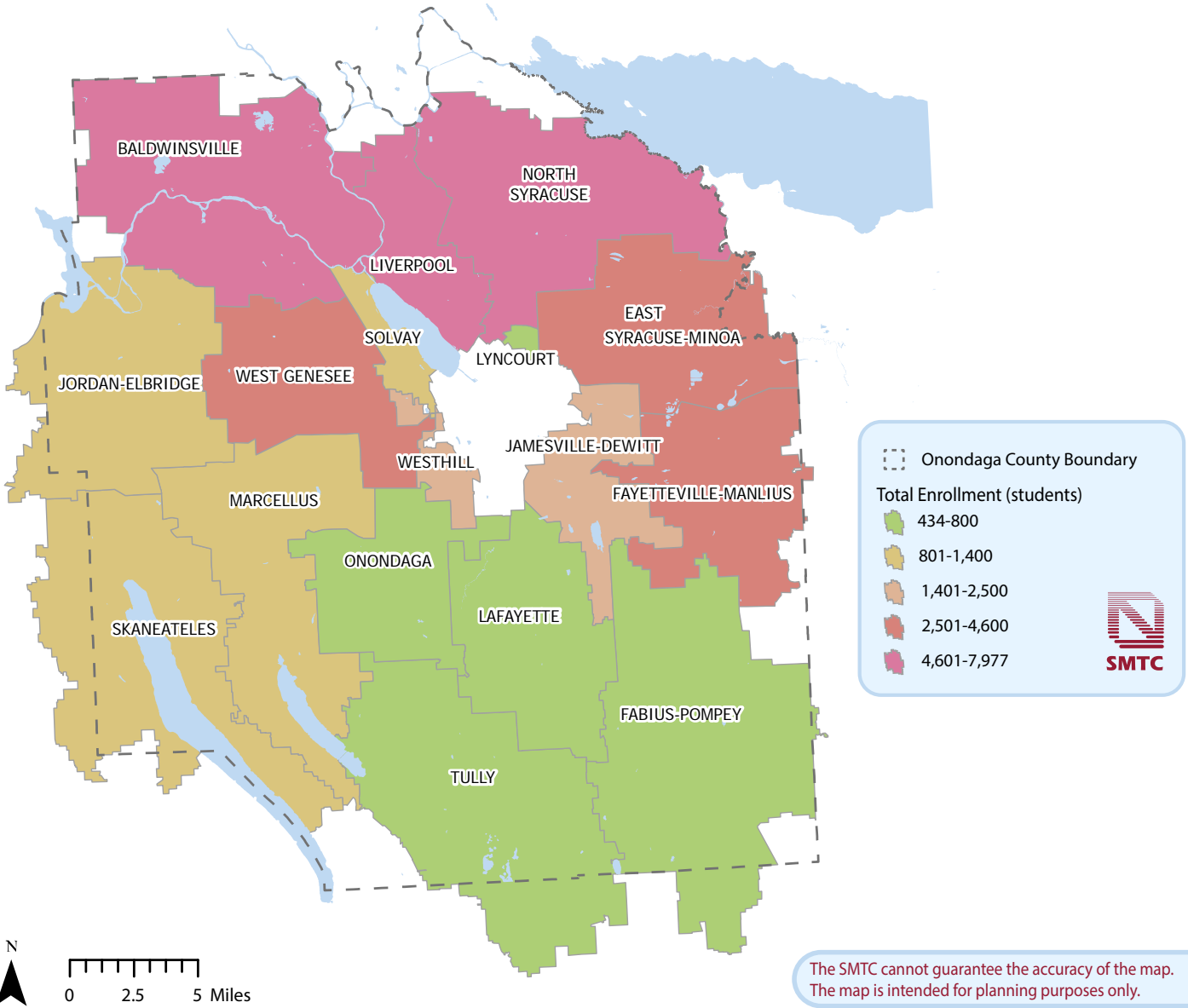
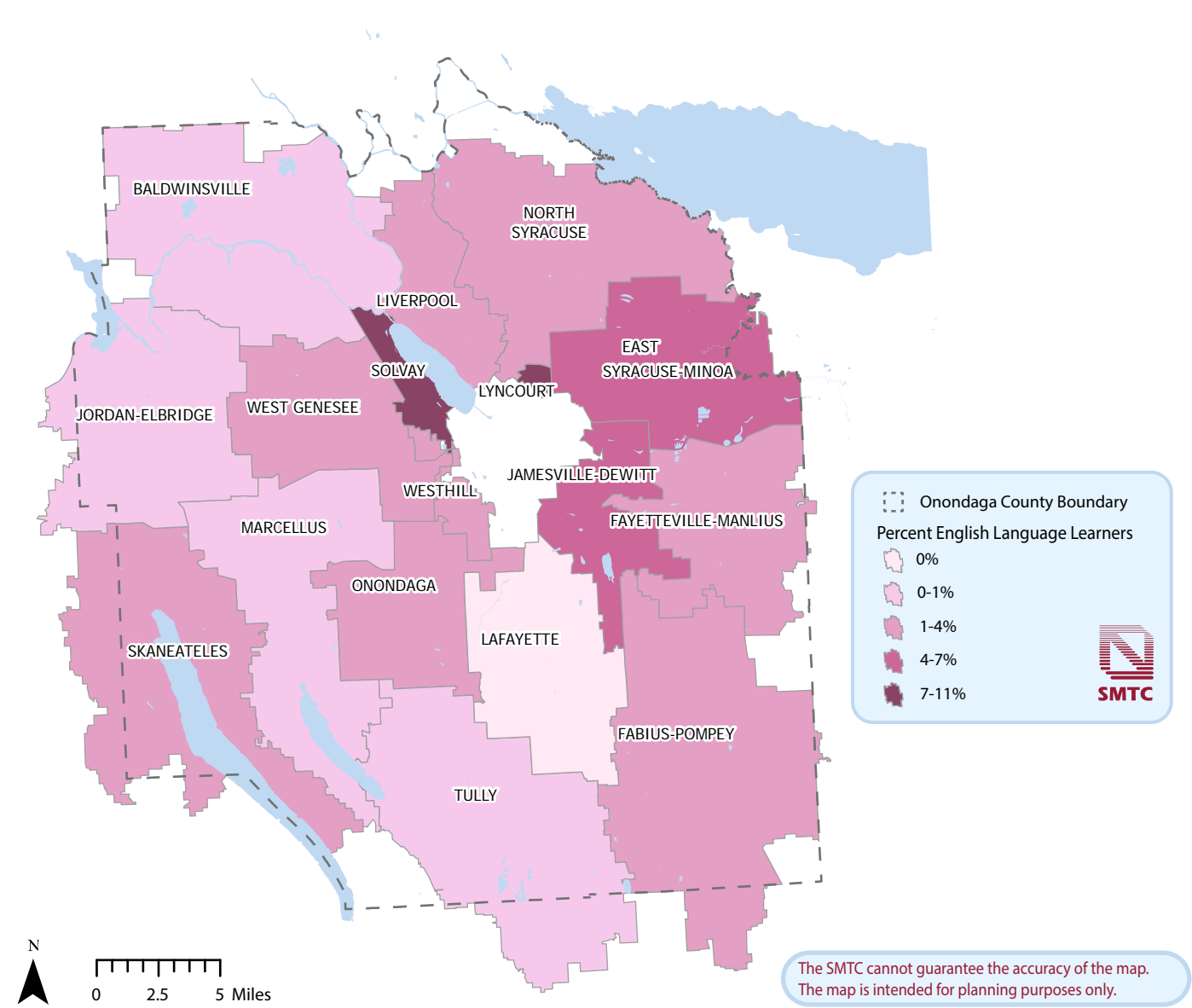


Figure 4: Percent of students who are English Language Learners (ELLs)



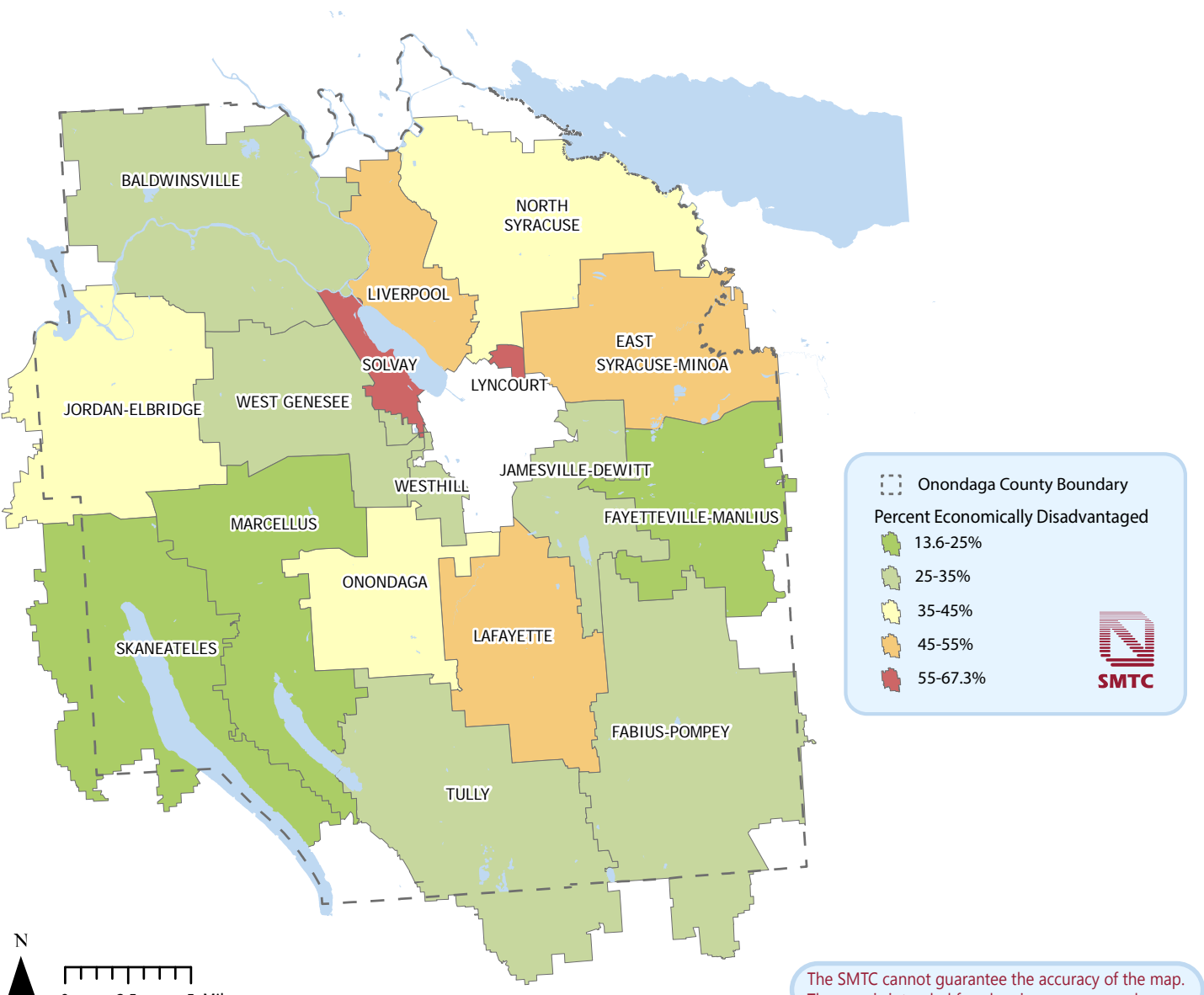
English Language Learners

Figure 4 shows the percentage of students who are English Language Learners (ELLs) by district among the Onondaga County suburban school districts. Outside of the Syracuse City School District, the districts with the greatest percent of ELLs in Onondaga County are the Solvay and Lyncourt school districts with 7.2% and 11.1% of their student populations being ELLs, respectively.

Notably, there are no English Language Learner students at the LaFayette school district, as reported by SIRS.

The illustrated data can be utilized to inform SRTS advocates of additional assistance that may be needed by district. For example, SRTS resources may need to be translated to ensure comprehension. Here, the percentage of ELLs could indicate the extent of additional support that may be required to adequately conduct a SRTS plan.

Figure 5: Percent of students who are economically disadvantaged



Economically disadvantaged students

Figure 5 highlights the variance of economic disadvantage by school district. NYSED defines economically disadvantaged students as “students who participate in, or whose family participates in, economic assistance programs such as Supplemental Nutrition Assistance Program (SNAP).”

The Solvay and Lyncourt school districts stand out in red, both representing 67% of students in those districts facing economic disadvantage. On the other end, Skaneateles, Fayetteville-Manlius, and Marcellus face the least amount of economic disadvantage representing 14%, 18%, and 22% of students, respectively.

This graphic paints the larger picture of economic disparities across County school districts. Moreover, this may be perceived as a greater indicator of income inequality by area in Onondaga County.

Regarding this study, the visualized data can help inform a SRTS plan of how much resources, time, and staffing will need to be allocated.

Students with a disability

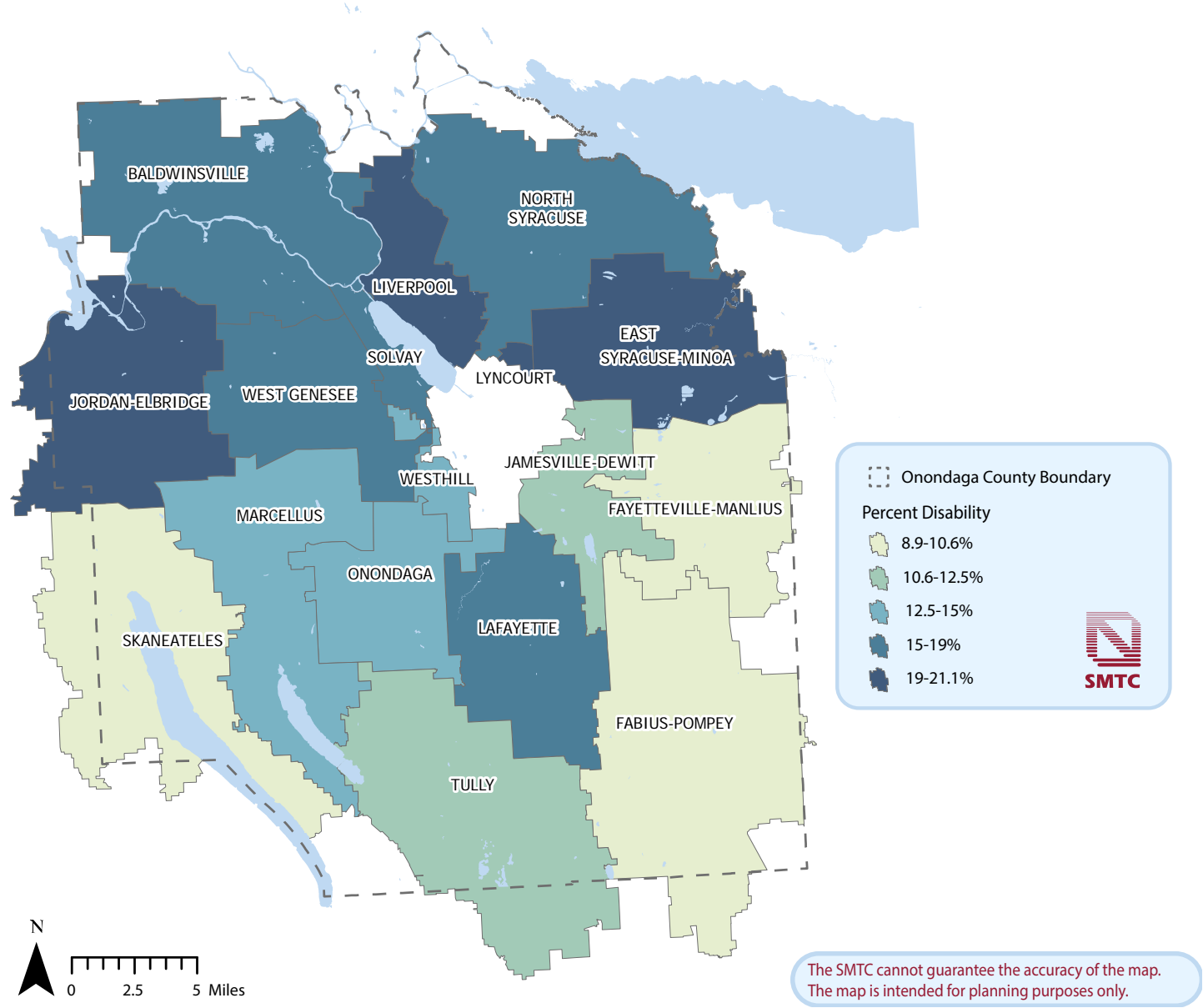
Figure 6 displays the percentage of students with disabilities by school district in Onondaga County. NYSED defines students with disabilities as “those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA) ...”, meaning students with an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or another services plan.

This map shows Skaneateles, Fabius-Pompey, and Fayetteville-Manlius school districts have the smallest portion (9%, 10%, and 11% respectively) of students with disabilities.

In contrast, the districts with the largest portions of students with disabilities are Jordan-Elbridge and Lyncourt at 21% and Liverpool and East Syracuse-Minoa at 20% of students. One visual pattern that stands out is the correlation between districts with higher percentages of students with disabilities and those with economic disadvantage.

Similar to other demographic maps, Figure 6 can serve as an indicator of what resources, time, staffing, and other support may be needed for a SRTS project. This also gives greater context for the school community in which the study is being conducted. Districts with more students with disabilities may require more support for student participation but also may have more support staff.

Figure 6: Percent of students with disabilities



Busing policies and procedures in Onondaga County school districts

The busing policy of a school district can impact how many students and families choose to walk or bike to school. Districts are required by State law to provide busing to K-8 students who live more than 2 miles from school and grades 9-12 more than 3 miles. Districts can choose to provide busing for students that live closer, and they receive Transportation Aid from the State, but only for students living more than 1.5 miles from school. Districts that choose to provide universal busing include the additional non-reimbursable costs in their budget, which residents of that district vote on.

Across the County, most school districts choose to provide all students access to a bus regardless of how close a student lives to their school;

however, three districts limit their bus service based on a student’s grade level and how far they live from their school.

Baldwinsville, East Syracuse-Minoa, and Syracuse City School Districts are the only school districts in the County that do not provide universal busing. These policies are outlined in Table 1. Excluding SCSD, some schools in these districts are located in densely populated village centers with long-existing sidewalk networks supporting pedestrian safety. This combination of denser land use and supportive pedestrian infrastructure works together to encourage the walkability around a school.

While non-universal busing policies can encourage students to walk or bike to school, they also can encourage more driving in personal vehicles and therefore more congestion.

Table 1: Non-universal busing policies across Onondaga County School Districts

SCHOOL DISTRICT	GRADE LEVEL	MINIMUM WALKING DISTANCE TO RECEIVE BUSING
Baldwinsville Central School District	Elementary School	All bused
	Middle School	1 mile
	Jr. High and High School	1.25 miles
East Syracuse-Minoa Central School District	Pre-K	All bused
	K-5	0.25 miles
	6-12	0.5 miles
Syracuse City School District	K-8	1 mile
	9-12	1.5 miles

Existing Safe Routes to School projects in Onondaga County

City of Syracuse

SMTC's SRTS effort was completed on behalf of City of Syracuse; conducted in 2 phases. The first phase was a White Paper (2022), which documented best practices and summarized completed SRTS initiatives at the following SCSD schools:

- Delaware Primary School
- Dr. Weeks Elementary School
- Franklin Elementary School
- Lincoln Middle School

Phase 2, the *City of Syracuse Safe Routes to School Guidebook* (2024), is organized by steps, using Grant Middle School as a case study. The purpose of the guide is to provide schools and community groups with a framework for undertaking a SRTS project, including how to:

- Engage stakeholders
- Collect data
- Identify preferred route(s) to a school building
- Identify desired enhancements along the route(s) to school to increase safety and promote more walking and biking, which is the goal of a SRTS project.

SMTC staff connected with staff and students at Grant Middle School through the Office of Family Engagement, and conducted a survey through Social Studies classes to ask about students' walk to school.

Using the input gathered through the student survey, as well as data on traffic and roadway conditions, SMTC identified a priority route along Grant Boulevard for ideal enhancements.

SMTC then took a group of students, staff, and parents on a walk audit along the portion of Grant Boulevard, taking notes on issues and opportunities for improvements to transportation infrastructure.

The last step of the guidebook involves implementation. SMTC created a table of potential solutions that tie back to the issues noted in the walk audit. The table includes which entities to

work with to make improvements. For the Grant Middle School case study, recommendations included painted bump outs, improved pedestrian signal phases, and a rectangular rapid flashing beacon (RRFB).

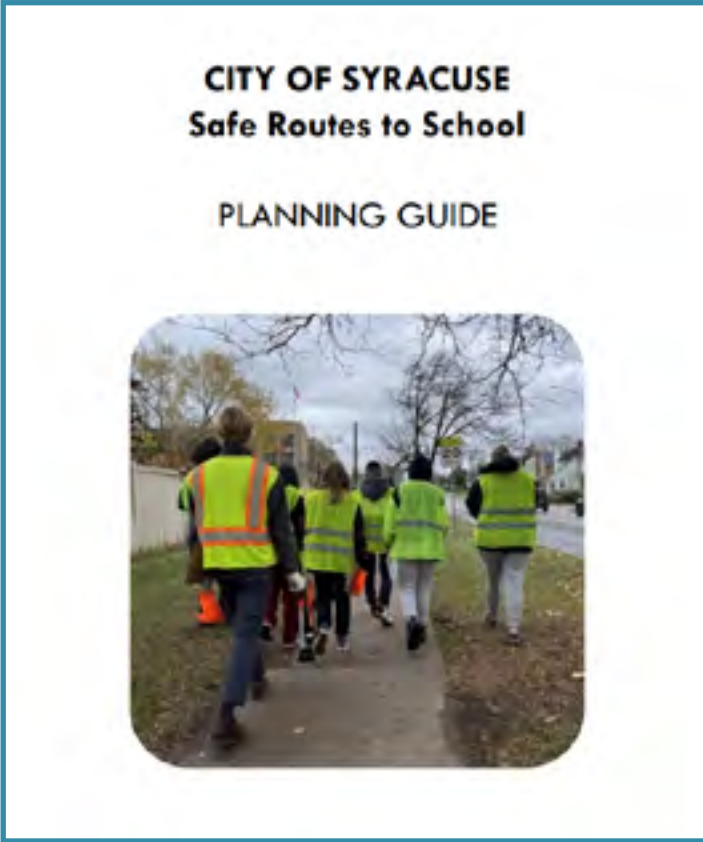
The appendices provide all the materials needed to begin a SRTS project, including a survey template, walk audit materials, and the implementation/funding guide. The appendices also include maps at the city and individual school scale, showing initial data like traffic volumes, functional classification, speed limit, crossing guard locations, and snow removal routes. These give the schools a starting point for developing their own SRTS project.

Ed Smith Bike Bus

A bike bus is a fun and exciting way for kids to ride their bikes to school together. Kicking off Spring 2025, parents and students at Ed Smith Elementary in Syracuse bike to school along a set route every Wednesday.

With the support of The Barry Park Association, this bike bus effort is expanding to Montessori School on Nottingham Road.

Image 1: City of Syracuse Safe Routes to School Planning Guide



Village of Fayetteville

In 2019, the Village received \$775,000 in Federal funds administered by the New York State Department of Transportation through the SMTC's Transportation Improvement Program (TIP). The Village completed a system of sidewalks that run through the municipality while adding handicap accessibility in the Village's main center. This collaboration between state, village, and the school district helped to significantly improve the infrastructure and enhance safety measures between the Village core and school.

The Village's fire department, police department, and school district provided safety training sessions on how to walk and bike to school in a safe manner. With Village funds, they hired crossing guards to supervise students walking to school across busy roadways.

This project is an example of a community in Onondaga County that was able to encourage exercise, improve walkability, and implement a SRTS program. This SRTS project was different from the City of Syracuse initiatives because it was not route- and signage-based. There was not a specific route developed but rather improving the infrastructure conditions between the Village and school. There were no signs placed for this project.

Other Initiatives

Funding for Safe Routes to School projects does not have to come exclusively through the SRTS funding program, or even from federal or state sources. The Town of Manlius is establishing a special district to help build sidewalks using funds from the neighborhood it will benefit as well as grant funds. It is called a Neighborhood Sidewalk Program (NSP). The first sidewalk district being established is along Enders Road and empowers property owners to help fund the construction of a sidewalk connecting to Enders Road Elementary and Middle Schools. The current proposed annual charges for single-family home owners are \$18.21 for the first year and either \$36.27 or \$53.45 for each consecutive year depending on the number of years being charged, with different costs for different land uses.

Additionally, single day events such as "Walk to School Day" have been undertaken in schools both in the City of Syracuse and Onondaga County. These events bring attention to the health benefits and get parents and students thinking more about active transportation. National Walk to School Day is always the first Wednesday in October. Events like this can lead to changes in policy, increase local leader commitment, increase visibility for traffic safety, and overall contribute to a community's quality of life.

Image 2: Eagle News Online announces Fayetteville Safe Routes to School project





School zone signage

SCHOOL SITE SELECTION

Any school community with the interest and availability to conduct a Safe Routes to School program should. However, many factors and existing characteristics of a school community can influence the effectiveness of that program. This study set out to identify one or two school communities in Onondaga County to be ‘case study’ schools, serving as examples for how other school communities can conduct their own SRTS initiatives. Existing characteristics at both the school community and school district level were identified to prioritize outreach. Characteristics included:

- Density of student-age population around a school building
- School district busing policy
- Topography
- Bike and pedestrian crashes
- Existing bike and pedestrian infrastructure

STUDENT DENSITY ANALYSIS

School communities with dense development surrounding the school building make great candidates for a Safe Routes to School program. When choosing which schools to reach out to, this study wanted to prioritize outreach to schools with a sizable student population within walking or biking distance. That way, regardless of existing infrastructure or policy, a higher density of students could be served by the study.

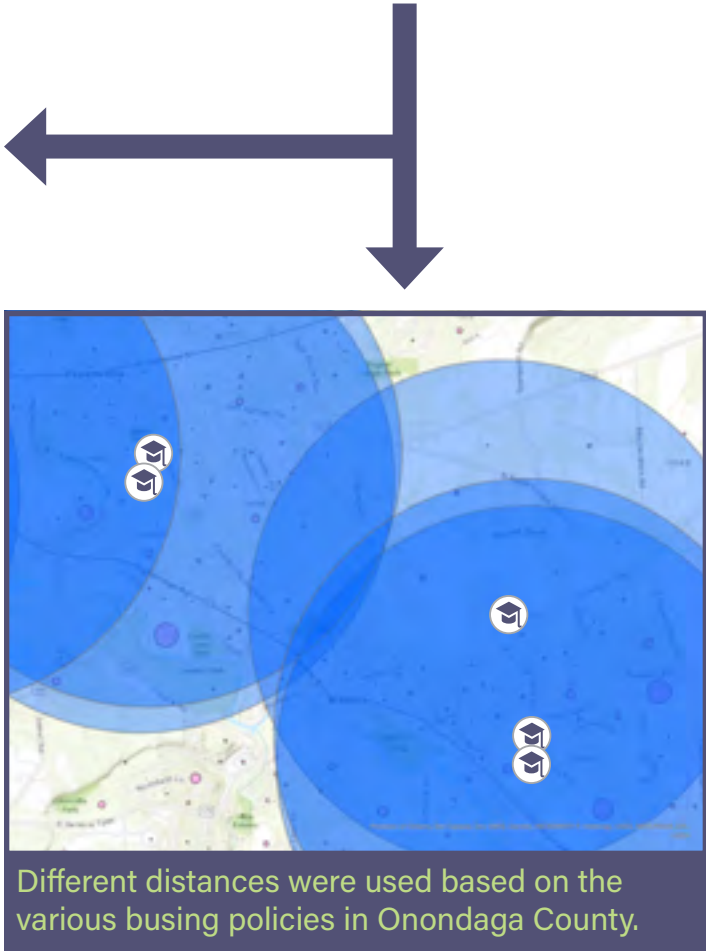
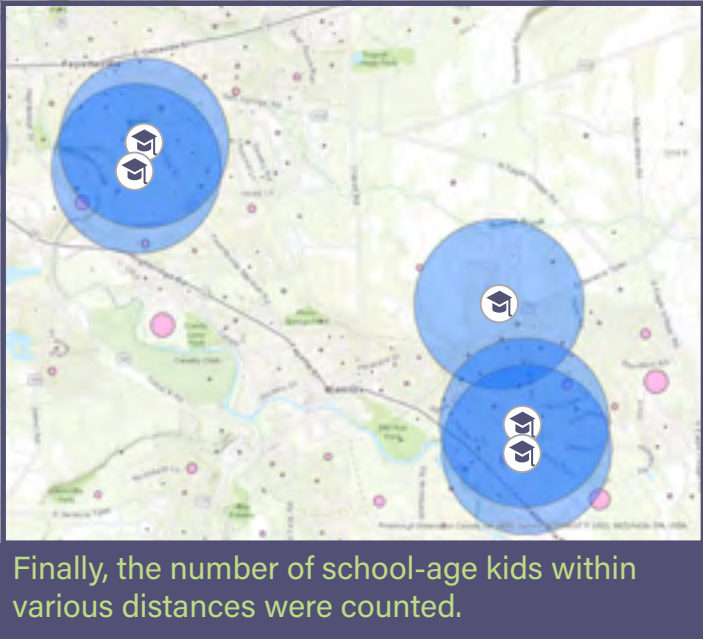
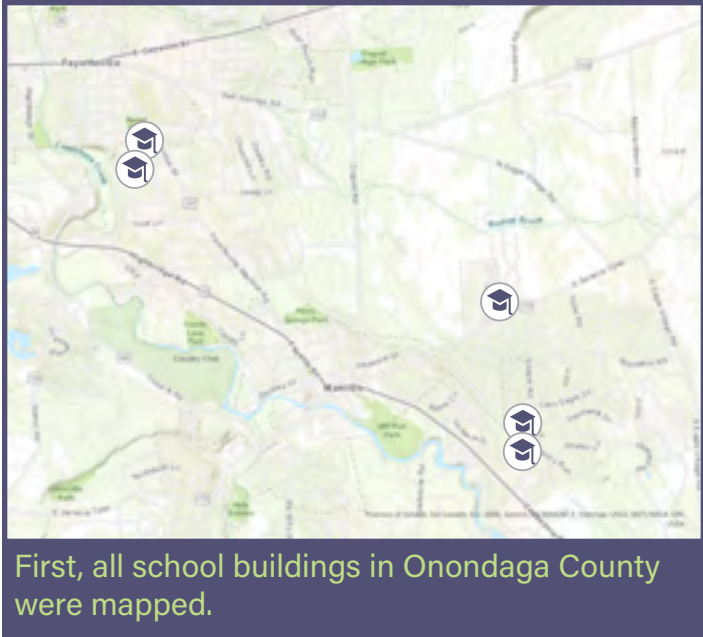
Procedure

SMTC staff used Census data to count how many school-age kids live within a walkable or bikeable distance of a school. Age counts from the 2020 Decennial Census were used at the block level and ages 5 to 17 were considered school-age. This analysis did not match the ages of students that live near a school with the grades being served by that school, nor did it take into account students attending private, charter, or home school.

Circles were drawn around school buildings at various distances. These circles had radii between 0.25 and 1.25 miles at 0.25 mile increments. Using the radii and the centroids of Census blocks, the number of school-age kids within each circle were counted for each school. Finally, schools were ranked by the most school age kids within each distance.



Image 3: Slow for children sign



Results

Overall, schools within the Liverpool, Westhill, and Cicero-North Syracuse School Districts had the greatest density of school-age kids around them, with Cherry Road Elementary and Walberta Park Primary in Westhill appearing in the top 10 school in each radial analysis. Main Street Elementary is noted in parenthesis as it only serves Pre-K. Complete results from this analysis can be seen in Appendix H.

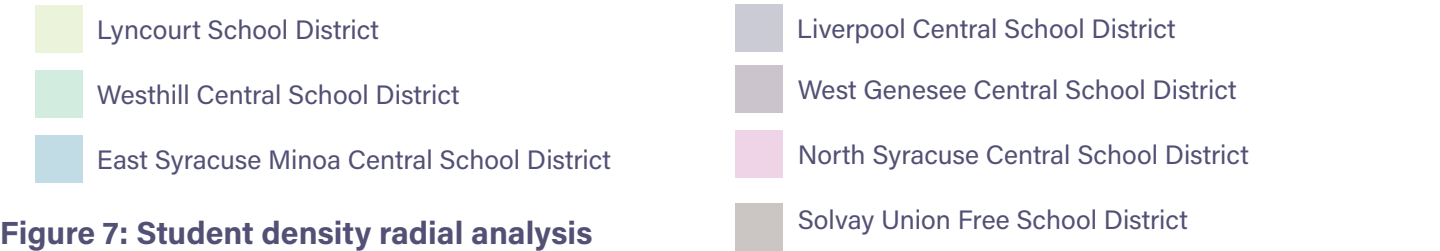


Figure 7: Student density radial analysis

RANK	0.25 MILE RADIUS	0.5 MILE RADIUS	0.75 MILE RADIUS	1 MILE RADIUS	1.25 MILE RADIUS
1	Solvay High	Solvay High	Liverpool High	Soule Road Elementary	Cherry Road Elementary
2	East Syracuse Elementary	East Syracuse Elementary	Solvay High	Soule Road Middle	Walberta Park Primary
3	Lyncourt School	Solvay Elementary	Cherry Road Elementary	Liverpool High	Liverpool High
4	Park Hill	Soule Road Middle	(Main Street Elementary)	Onondaga Road Elm.	Onondaga Road Elm.
5	Minoa Elementary	Liverpool High	East Syracuse Elementary	Walberta Park Elementary	Allen Road Elementary
6	Cherry Road Elementary	Soule Road Elementary	Soule Road Elementary	Cherry Road Elementary	Soule Road Elementary
7	Willow Field Elementary	Roxboro Road Elementary	Solvay Elementary	Roxboro Road Middle	Soule Road Middle
8	Walberta Park Elementary	Walberta Park Elementary	Roxboro Road Elementary	Solvay High	Morgan Road Elementary
9	West Genesee Middle	(Main Street Elementary)	Soule Road Middle	Roxboro Road Elementary	Roxboro Road Middle
10	Bear Road Elementary	Cherry Road Elementary	Walberta Park Primary	Morgan Road Elementary	N. Syracuse Junior High

BUSING POLICY

School districts that do not provide busing based on a distance from the school building were considered stronger candidates for a SRTS case study. Those districts were East Syracuse Minoa and Baldwinsville Central School Districts. See Table 1 in the previous chapter for more details on busing policies in these districts.

OTHER FACTORS

Topography

Natural and constructed barriers can make walking or biking to school much more challenging, especially during inclement weather. Onondaga County has swamps in the north, rolling drumlins in the center, and steep glacial valleys in the south, so natural elements can be a barrier. School buildings surrounded by flatter terrain rather than drumlins and other hills are much easier and safer to get to by walking or biking.

Highways and railroads

Constructed barriers such as highways and railroads also create barriers to walking and biking to schools. While the major highways through Onondaga County such as I-81 and I-90 are nearly impossible to cross by foot, County-owned facilities such as Route 57 and Soule Road can be both barriers and connections. Depending on their design, these facilities provide opportunities to the County to improve safety and interconnectedness in suburban school districts.

Crashes

Crashes were also taken into account when deciding which schools were most appropriate for a Safe Routes to School study. While the new NYSDOT crash data system, Crash Location & Engineering Analysis Repository (CLEAR), does not report the ages of those involved in crashes, the previous system, Accident Location Information System (ALIS), does. Because the last year ALIS reported data was 2021, this analysis looked at crashes from 2017 to 2021.

Bike and pedestrian crashes involving anyone between the ages of 5 and 17 were mapped and examined around school communities of interest. While there was too little data to identify trends

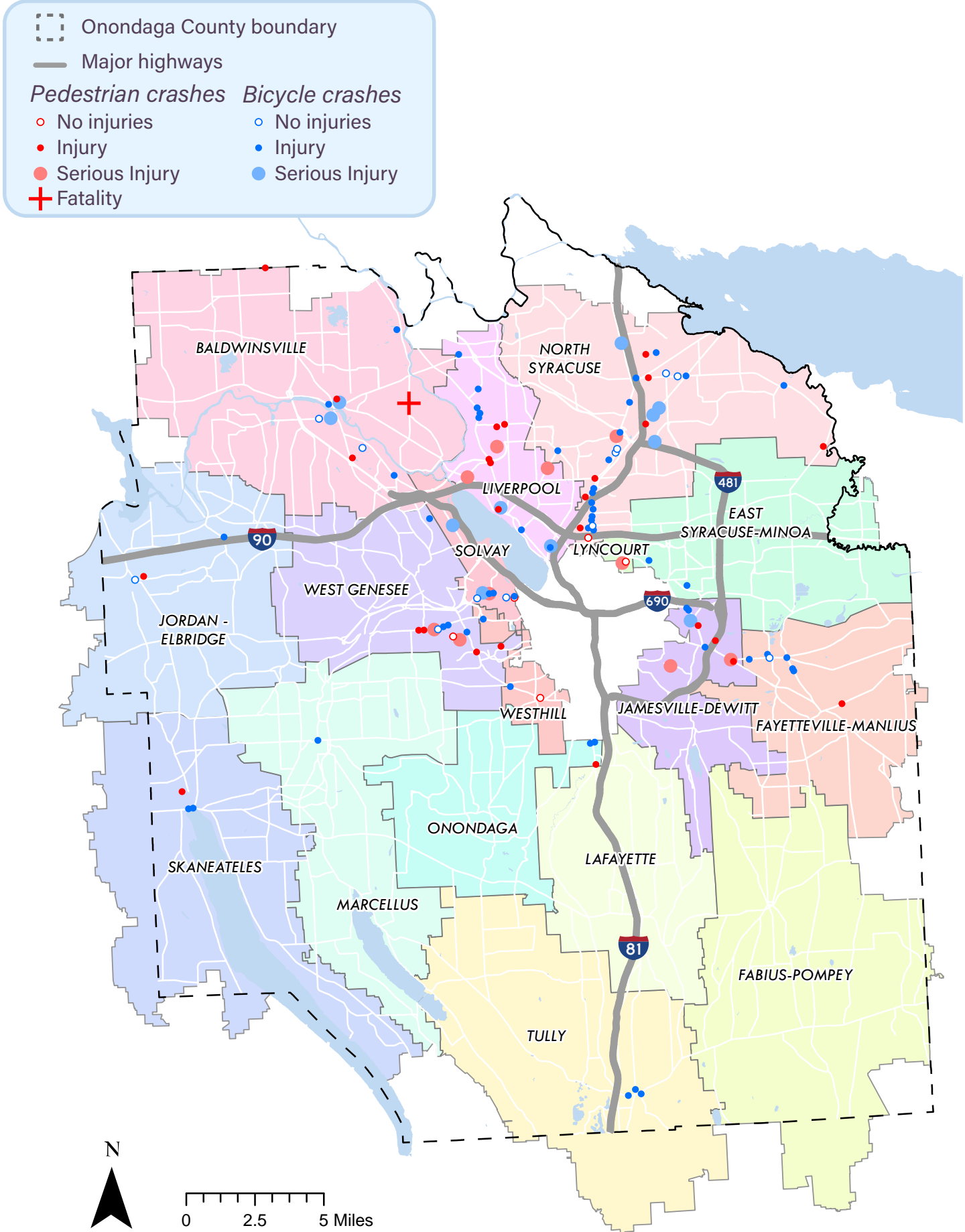
around individual schools, these data were used to familiarize project staff to the recent crash history around schools. Between 2017 and 2021, there was one fatal pedestrian crash involving someone between ages 5 and 17, occurring in Baldwinsville.

During this 5-year period, school-age kids in Onondaga County were involved in 302 bicycle and pedestrian crashes, with 120 occurring in school districts outside city limits. Of all these districts outside Syracuse, the school district that experienced the most was the North Syracuse Central School District, with twice the amount of crashes as the district with the second most, Liverpool Central School District. A summary of these data are below in Table 2.

Table 2: Pedestrian and bicycle crashes from 2017 to 2021 involving ages 5 to 17

DISTRICT	PED				BIKE			TOTAL
	No injury	Injury	Serious injury	Fatality	No injury	Injury	Serious injury	
North Syracuse	1	7	1	0	5	16	4	34
Liverpool	0	5	3	0	0	7	2	17
West Genesee	1	4	2	0	1	4	0	12
Baldwinsville	0	3	0	1	2	3	2	11
Solvay	1	0	1	0	2	4	2	10
J-D	0	3	2	0	0	3	1	9
F-M	0	1	0	0	1	5	0	7
Tully	0	0	0	0	0	3	0	3
Skaneateles	0	1	0	0	0	2	0	3
Onondaga	0	1	0	0	0	2	0	3
West Hill	1	0	0	0	0	2	0	3
Jordan-Elbridge	0	1	0	0	1	1	0	3
Lyncourt	1	0	1	0	0	0	0	2
ES-M	0	0	0	0	0	2	0	2
Marcellus	0	0	0	0	0	1	0	1
Fabius-Pompey	0	0	0	0	0	0	0	0
LaFayette	0	0	0	0	0	0	0	0
TOTAL	5	26	10	1	12	55	11	120
	42				78			

Figure 8: Pedestrian and bicycle crashes from 2017 to 2021 involving ages 5 to 17



EXISTING BIKE AND PEDESTRIAN INFRASTRUCTURE

To identify a strong case study for this effort, existing bike and pedestrian infrastructure were also identified. Building extensions off existing infrastructure makes both more valuable by expanding the overall pedestrian network, further connecting communities.

Outside of the City of Syracuse, most sidewalk networks in Onondaga County exist within villages, though small networks exist in other areas throughout the County such as in Nedrow, Mattydale, and Galeville.

Figure 9: Existing bicycle and pedestrian existing infrastructure



LIST OF MOST SUITABLE SCHOOLS

While any school community with the interest and availability to conduct a SRTS study absolutely should, the attributes examined in this study affect the feasibility of students walking or biking to school. Based on all of the preceding information in this report, SMTC staff, with input from the Study Advisory Committee, created a list of school communities that would be the most suitable for a Safe Routes to School study. This list was used to identify strong candidates to be a case study in this effort.

The two most influential attributes in creating this list were the student density analysis and district busing policy. Staff looked to identify schools with high densities of school-age children living within a walkable or bikeable distance from the school as well as school districts that did not provide busing to every student.

Below is the list of school communities that were deemed most suitable to be the case study for this effort organized alphabetically by school district:

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Elden Elementary / Durgee Jr High / Baker High Campus
Van Buren Elementary School

EAST SYRACUSE-MINOA CENTRAL SCHOOL DISTRICT

East Syracuse Elementary School

LIVERPOOL CENTRAL SCHOOL DISTRICT

Chestnut Hill Elementary and Middle Schools
Soule Road Elementary and Middle Schools

WESTHILL CENTRAL SCHOOL DISTRICT

Cherry Road Primary School
Walberta Park Primary School

Other suitable schools

While SMTC focused on connecting with these school communities in this study, many others in Onondaga County can be strong candidates for a Safe Routes to School initiative. Here are a few:

The **Liverpool High School** campus is surrounded by housing on all sides and is also the site of Morgan Road Elementary and Middle as well as Wetzel Road CTE Academy.

Despite being surrounded by drumlins, **Solvay High School** is located in the middle of a denser neighborhood.

Roxboro Road Elementary and Middle Schools in Mattydale are located near some higher density housing, underutilized bike infrastructure (Bear Trap Creek Trail), and the greatest concentration of bike crashes in the assessed time period.

Other schools in the North Syracuse Central School District that would make good candidates are **CNS High School** and **Cicero Elementary School** along Route 31 where development and growth are anticipated due to Micron. **Gillette Road Middle School** and **North Syracuse Junior High** are located along busy roads, with many nearby single-family homes. **Allen Road Elementary** is embedded within neighborhood roads and surrounded by similar residential development.

The East-Syracuse Minoa Central School District does not provide busing to all students, so at **Fremont Elementary School**, located within a neighborhood of single-family homes, students who live within a quarter mile are encouraged to walk or bike.

Its own district that serves K-8th grade, **Lyncourt School** is surrounded by denser residential development and is located on Court Street.

Within the West Genesee Central School District, both **Onondaga Road Elementary** and the **Stonehedge Elementary School/West Genesee Intermediate School** community are located within residential communities.



Walk audit with Chestnut Hill Middle School students and staff

CASE STUDY

After reaching out to many school communities identified as good candidates for a SRTS study, only one had the staff, availability, and interest to participate in this study: **Chestnut Hill Elementary and Middle Schools in Liverpool Central School District.** This chapter walks through each part of the public engagement with this school community, highlighting how each step fostered conversation about safe walking and biking which then informed infrastructure improvements outlined in this study. While this chapter serves as one example of a Safe Routes to School Study informing other schools in Onondaga County of what can be done, this process can and should look different for each school community depending on that community’s wants, needs, issues, and opportunities.

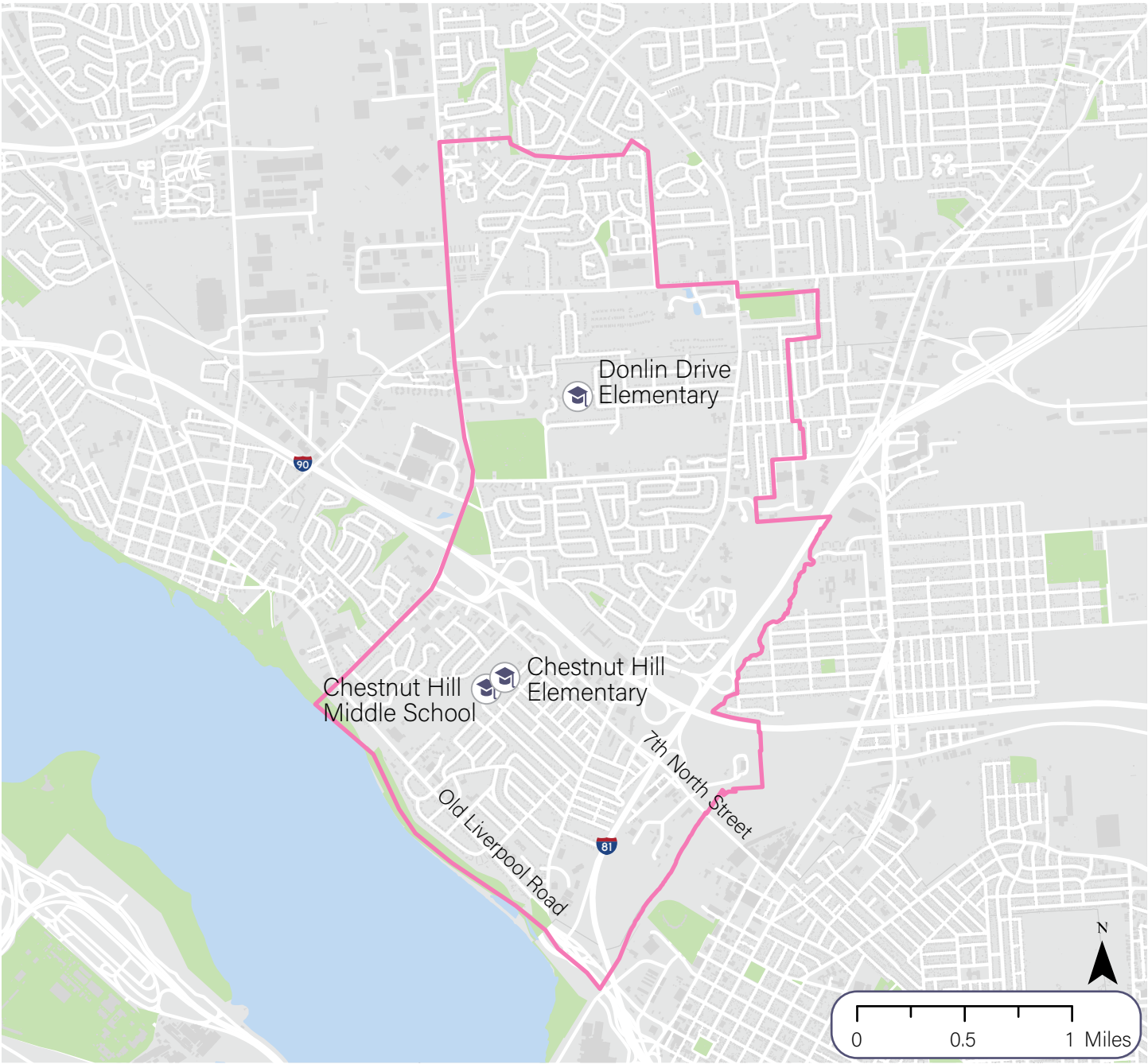


Figure 10: Southern Quadrant of Liverpool Central School District

INITIAL OUTREACH - FORMING A TEAM

Most Safe Routes to School programs should start by assembling a team of stakeholders and project champions. This team can include school administration, family liaisons, parent/teacher groups, student governments, local officials, neighborhood groups, or any group with an interest in the safety of this school's students. Unlike in the Syracuse City School District, most school districts in Onondaga County do not have an office of family engagement. Therefore, project initiation for this case study had to start directly with school principals.

Reaching out and meeting with principals

SMTC staff first met with the principals of Chestnut Hill Elementary and Middle Schools on November 19th, 2024. The goals of this first meeting were to introduce the purpose of this study, determine whether a SRTS study would be worthwhile for this school community, and whether the school would have the availability to support the study. Additionally, this meeting helped identify issues and opportunities as well as any initial data or demographic details that could inform the study.

Three key takeaways came from this meeting.

1. The principals described how despite providing busing to all students, the school buildings function as a pedestrian generator even outside school hours, drawing walkers for events like graduations or playgrounds when school is not in session.
2. They pointed out Lakeview Townhouses across Old Liverpool Road as a specific area of low vehicle ownership and therefore an origin of many pedestrian trips.
3. While the principals did not have data on how many students walk/bike, they helped SMTC staff gain context about how school trip patterns have changed over time, noting how the shift from a neighborhood school model to zones concentrating grade levels in specific buildings combined with the COVID pandemic drove many families to drop-off/pick-up their child and reduced the number of walkers and bikers. **See Appendix D for more info.**

Parent Teacher Organization Workshop

On January 7th, 2025, SMTC staff hosted a workshop with the Chestnut Hill Quadrant Parent Teacher Organization (PTO) during their monthly meeting. The goals of this exercise were to introduce the study to parents and teachers, ask if they felt their school community is a good fit for a Safe Routes to School study, and if so, establish a sense of buy-in through a collaborative workshop.

Overall, PTO members were supportive of the goals of the study. During the workshop, attendees shared more issues and opportunities and suggested some treatments to improve safety. Additionally, parents shared observations of students walking east toward Pleasantview Drive at dismissal as well as a support for distributing parent and student surveys to get better data.

The issues and opportunities shared by the PTO and the principals are summarized in Figure 11.

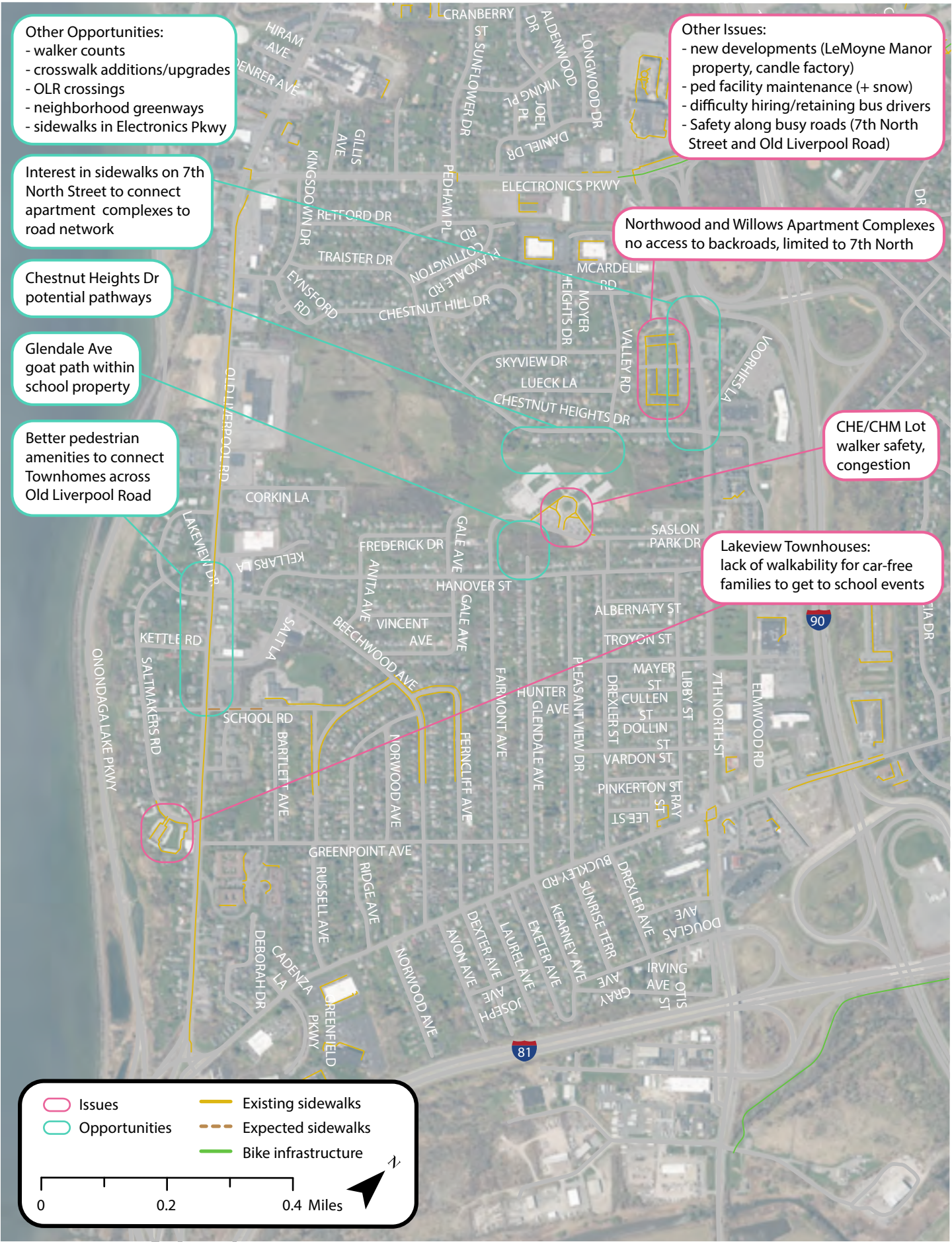
Identifying project champions in the school

Operating and managing schools can be demanding and resources can be spread extremely thin. This is why it is important for the success of a SRTS study to always be looking out for members of the school community, whether staff, administration, or parents, who will champion the initiative. This case study was only possible because of the buy-in from school principals, PTO leaders, and one deeply supportive staff member in the technology department.

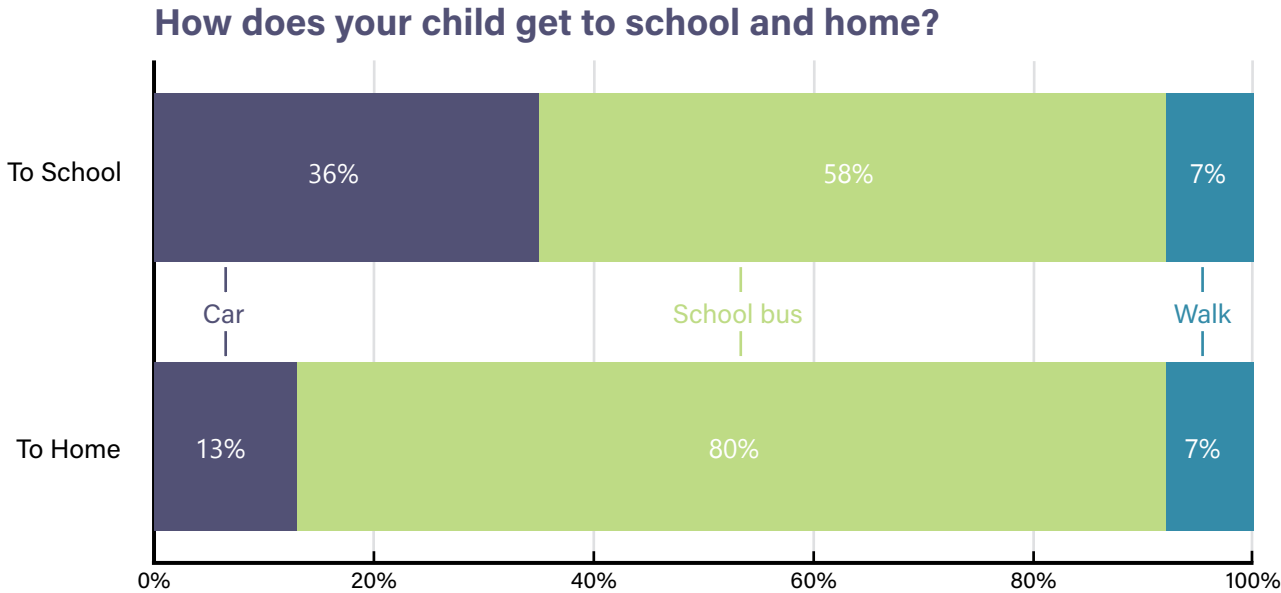
Image 4: PTO issues and opportunities



Figure 11: Issues and opportunities



PARENT SURVEY



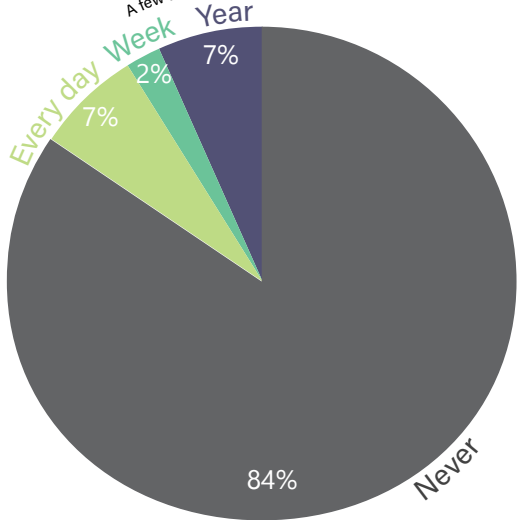
The goals of this survey were first to gain basic data on how many students walk/bike to/from Chestnut Middle School and second to gain an understanding of families’ decision making on why they do or do not let their children walk/bike. This survey was sent to middle school parents by the middle school principal via ParentSquare on Friday, March 28th, 2025.

Results

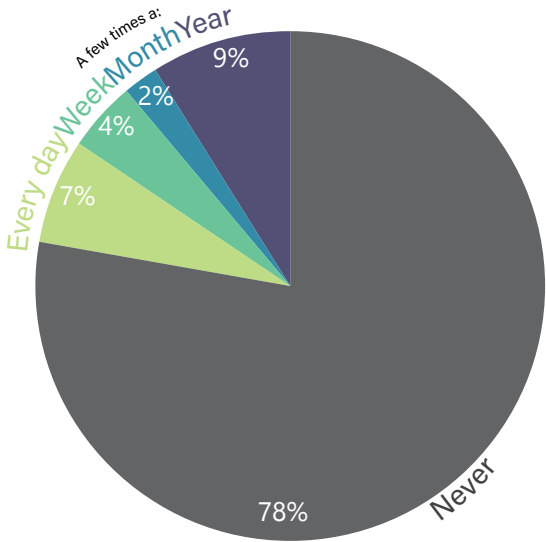
In total, this survey received 45 responses. Overall, most respondents used the school bus to get their kids to and from school, with much more choosing to skip the bus and drive their kids to school in the morning. No parents indicated their children bike.

Despite only 3 respondents (7%) indicating their children walk to school, many more respondents said their children have walked or biked in the past. Seven respondents (16%) said their child has walked or biked to school in the morning at least a few times in the past year and 10 respondents (22%) said their child walked or biked home at the end of the day. Although the vast majority of respondents either send their kids on the bus or drop them off personally, this shows nearly a quarter are capable of walking or biking to and from school.

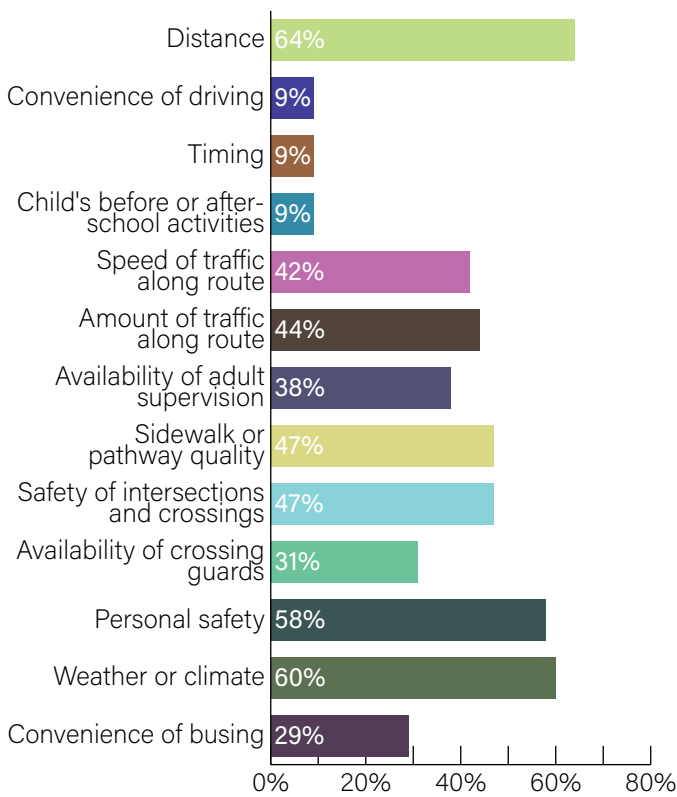
How frequently does your child walk or bike to school?



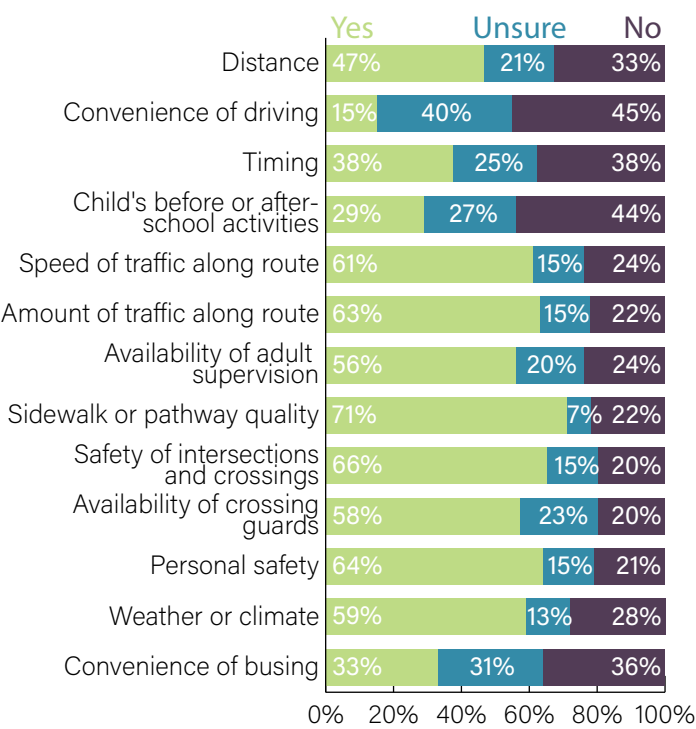
How frequently does your child walk or bike home from school?



Which of the following influences your decision whether your child walks or bikes to/from school?



For each of the following rows, would you let your child walk or bike to/from school more often if it were changed or improved?



According to the figure above, over half of respondents indicated distance, weather/climate, and personal safety influence their decision whether to let their children walk or bike to school. When asked what could influence their decision if the issue were changed or improved, 71% of respondents said improving sidewalk/pathway quality would influence their decision. Other influential factors included safety of intersections and crossings (66%) and personal safety (64%).

According to the respondents, changing the convenience of driving, timing of drop-off and pick-up, and after-school activities would have the smallest impact on parents’ decisions.

Parents were also given the opportunity to share other issues and ideas about getting to and from school. Themes included concerns for the personal safety of children, inadequacies in existing signage and infrastructure, and issues with their children's bus stop. A few representative responses are featured below.

"It is not practical to walk or bike to school from our home because there are many business parking entrances that also would need to be crossed, and even if there was a sidewalk, people in cars would still be zooming into the parking lot making it an unsafe environment."

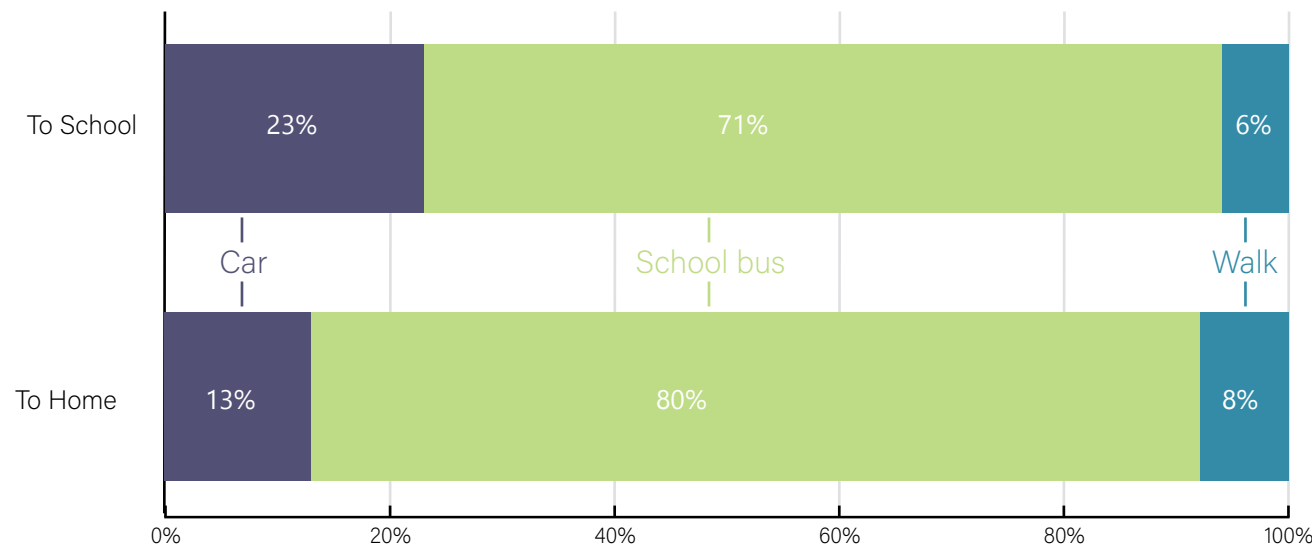
"I drive my child to school because he is safer that way."

"Transportation in a bus to the school, it is safety for my child"

"The school street (Saslon Park Drive) needs a slow down sign at the top of the hill."

STUDENT SURVEY

How do you get to school and home?



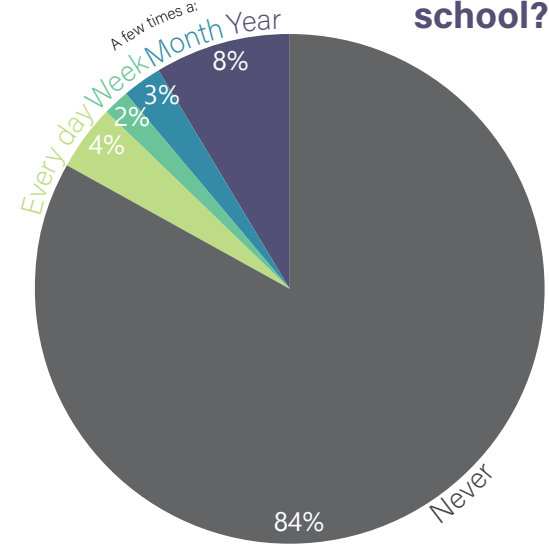
The goals of this survey were first, to directly involve students and hear their perspectives, ideas, and wants, as well as to gain insights on what walking and biking to Chestnut Middle School is like for students. This survey was sent to 7th graders on the morning of Friday, May 16th, 2025.

Results

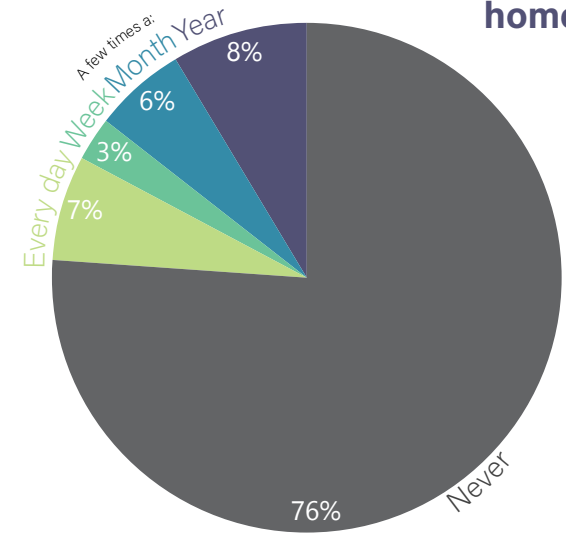
In total, 118 students responded to this survey. The bar chart above, which describes how students get to/from school, reflects the analogous chart from the parent survey. Most students indicating they take the bus to/from school. Similarly, more kids said they ride in a car in the mornings than after dismissal.

Nineteen respondents (16%) indicated they have walked/biked to school at least a few times a year. Additionally, 28 respondents (24%) reported walking/biking home at least a few times a year. Just like in the parent survey, this shows nearly a quarter of students are capable of walking or biking to and from school.

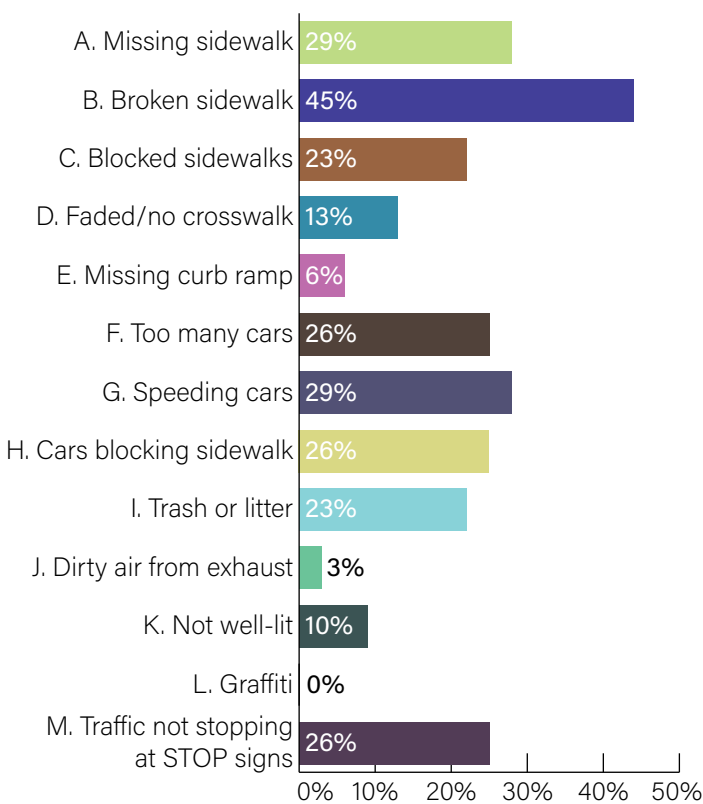
How often do you walk or bike to school?



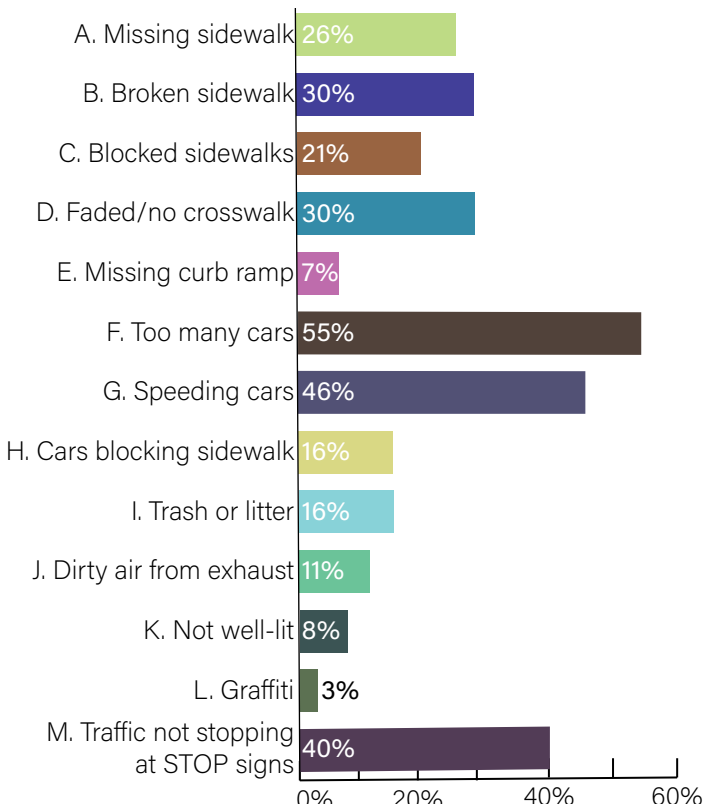
How often do you walk or bike to get home?



What kind of issues do you experience when walking/biking to/from school?



What kind of issues prevent you from walking/biking to/from school?



Students were asked about what they experience on their trips to/from school. The results were separated into those who have walked or biked to/from school, visualized above on the left, and those who have not, visualized above on the right.

Students who have walked or biked to/from school most reported broken and missing sidewalks as well as high car volumes and speeds. Students who had never walked or biked to/from school most reported bad driver behavior such as high car volumes, speeds, and cars not stopping at STOP signs.

Finally, students were asked to share any final issues or ideas about getting to/from school. While only 70 students responded to this prompt, and 23 responded with "None", there were noticeable trends in the responses. Students noted concerns with both traffic and personal safety. Some identified distance from school as a limit to walking. Others noted infrastructure concerns, saying there are not enough sidewalks or crosswalks. One student described the desire path connecting Glendale Avenue to Chestnut Hill Middle School.

"People not stopping at stop signs makes me nerves because i remember earlier this year my friends was getting off the buss and a guy did not stop a the stop sign and almost hit him."

"There is no sidewalks from my house to school. Also, no crosswalks."

"When I walk to school, I go through a short cut which is very much quicker but ... there is not a sidewalk no more so sometimes I have to go through mud [and] I have to jump through the rocks so I don't touch the water."

"Having a sidewalk on more of the main roads."

WALK AUDIT

The walk audit is a key component of a SRTS study. They offer the opportunity for students, families, staff, and planners to engage face-to-face with other community members in the field. This can be the only time a project can foster conversation between community members about safe walking and biking practice on site. Typically, a “focus route” is previously mapped to discuss previously identified issues/opportunities.

SMTC’s *City of Syracuse Safe Routes to School Planning Guide* offers specific prompts and resources for any school community planning their own walk audit.

Purpose

The goals of this specific walk audit were to foster conversation between community members in the field, validate noted issues, and discuss ideas for addressing those issues.

Procedure

The walk audit was conducted on a Thursday in May 2025 during a 30-minute academic support period in the school’s daily schedule. As shown in Figure 13, SMTC staff mapped a route to identify and discuss issues and opportunities noted in previous engagement. Staff showed up early to do a dry run of the route and decided to adjust the route to accommodate for wet conditions on that day and the tight 30-minute schedule.

Three SMTC staff, one school staff member, and six middle school students attended. One PTO member who planned on attending was not able to due to a last-minute rain date. Three of the six students walked to school most days. They

shared insights about their experience walking to and from school throughout the walk audit. While students were provided clipboards with check boxes of characteristics to look for, many wrote in additional observations that colored their experience.

Takeaways

While 30-minutes is certainly short for a full walk audit, valuable conversations were had between students, planners, and Chestnut Hill staff.

Regarding **existing conditions**, students observed dilapidated crosswalks at three intersections and some litter. They noted a lack of “School Zone” signs, which would aid in slowing drivers’ speeds near the school.

They noted **driver behavior**, discussing how car speed impacted their comfort level. Students discussed how the hill down Saslon Park Drive caused speeding, and how drivers who did not come to a complete stop elicited discomfort.

They discussed **safety**. While sharing an overall sense of safety and comfort walking along the route, they acknowledged conditions are not ideal. Students shared discomfort walking on peoples yards, wishing there was a better form of separation from traffic. The walkers expressed concerns during darker snowier months, hoping for safer conditions such as shoveled sidewalks and better lighting.

Attendees identified their **discomfort** using a wet, muddy slope at the Glendale Avenue desire path.

Students were also asked to measure their overall feeling about the four categories of characteristics based on a series of five emotes. The results are listed below in Figure 12.

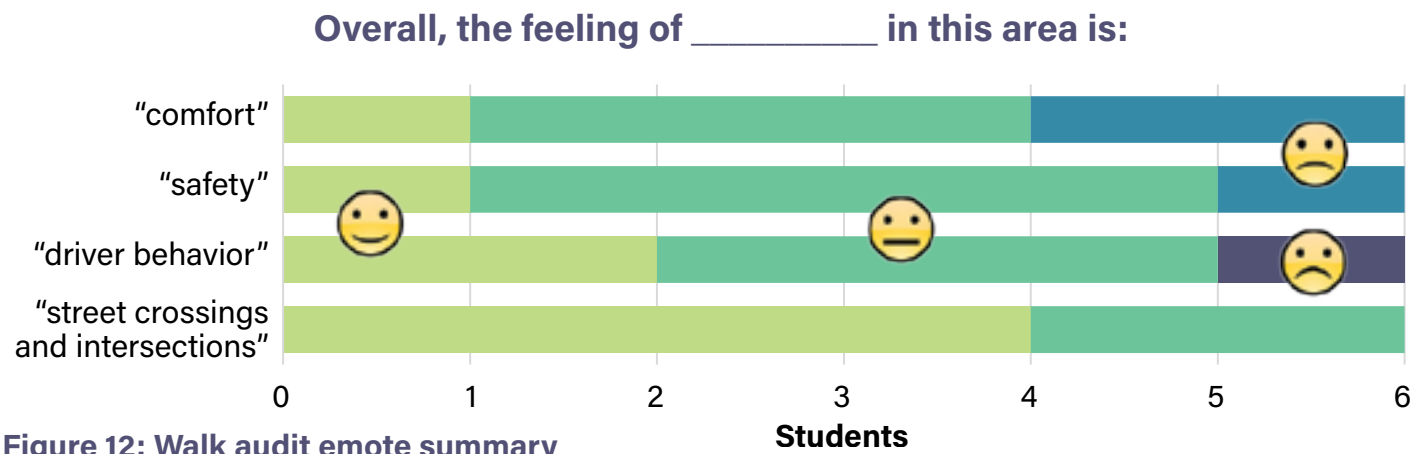


Figure 12: Walk audit emote summary

Figure 13: Walk audit route



Figure 14: Existing and expected infrastructure



FINAL CONCEPTS & FUNDING

The neighborhood surrounding Chestnut Hill Schools already has some notable bike and pedestrian amenities. On campus, there are sidewalks along parts of Saslon Park Drive, paved pathways to Chestnut Heights Drive, and a raised crosswalk to a parking lot. Off campus, there are newly built sidewalks on the northeast side of Old Liverpool Road, a HAWK signal to cross at School Road, and a small, long-existing sidewalk network connecting kids to the former neighborhood school. However, many of these amenities are unconnected and underutilized, resulting in unnecessary stress during drop-off and pick-up and therefore safety concerns. **This final chapter connects the lessons learned throughout engagement with the school community to highlight a menu of improvements.** Planning-level cost estimates and funding sources are also provided, including the Safe Routes to School program.

EXISTING AND NEW INFRASTRUCTURE

Figure 14 to the left highlights a few notable components of the pedestrian and bicycle network surrounding Chestnut Hill Elementary and Middle School.

- A Raised crosswalk on Saslon Park Drive on school property.** This raised crosswalk serves two purposes, first as a speed hump slowing any through traffic and also as a crosswalk to connect pedestrians to on-campus sidewalks.
- B Asphalt paths connecting schools to Chestnut Heights Drive.** These paths provide access to families living in the neighborhood behind the school.
- C Pedestrian infrastructure along Old Liverpool Road.** Onondaga County DOT recently constructed sidewalks along the northeast side of this corridor, implemented pedestrian signals, and included a HAWK signal so pedestrians can stop traffic when needing to cross.
- D Town of Salina is currently building a sidewalk along School Road** to connect the existing sidewalk network within the neighborhood to the new sidewalk along Old Liverpool Road.

- E The Bear Trap Creek Trail** is a separated cycle track that connects Mattydale Plaza to 7th North Street, entirely protected from traffic.
- F The Town of Salina Offices** are located on School Road in what used to be the neighborhood school. Since at least the 1950s, **a small sidewalk network has existed in the residential neighborhood** providing students in the neighborhood a safe walkway to the former school.
- G Newly built and planned development has been adding density to the neighborhood.** These sites include residential development at LeMoyne Manor and the former Candle Factory, hotels on 7th North Street across from Saslon Park Drive and on Buckley Road on the other side of I-90, and a new Starbucks drive-thru on 7th North Street.

Additionally, **the Town of Salina has nearly completed a new Comprehensive Plan**, which will ultimately include updates to their zoning and land use. These updates, as well as outlining plans for maintaining and improving the Town's transportation network, can have an impact on how students get to school.

Figure 15: Potential improvements



POTENTIAL IMPROVEMENTS

Potential improvements were separated into three general categories, short-, mid-, and long-term investments. Any site-specific improvements are identified in Figure 16 and planning-level cost estimates were created using NYSDOT's cost estimator tool.

Short-term:

- 1 **Restripe and redesign the faded crosswalks** connecting pedestrians to the school's entrance to meet MUTCD guidance for established school crossings such as even spacing of ladder and at least 6 feet in width.
- 2 **Utilize existing paths to Chestnut Heights Drive to distribute congestion during parent pick-up.** While this change could receive push-back from residents on that road, it's a cost free change that can reduce the conflicts between buses and personal vehicles along the much shorter Saslon Park Drive during dismissal.
- 3 **Install signage** at the top of Saslon Park Drive near 7th North Street, MUTCD W11-2/W16-1 or S1-1/W16-9P.

Mid-term:

- 4 Connect Glendale Avenue to Chestnut Hill Middle School by **finishing the shared-use path through school property** with an asphalt path, small culvert, and solar powered lighting. Extend the asphalt path to Saslon Park Drive and **build a raised crosswalk** to safely connect to the Middle School.
- 5 **Implement sidewalk along southwest side of 7th North Street connecting Northwood and Willow Apartments to Chestnut Heights Drive**, including ADA complaint curb ramps and crosswalks. Engineering for this improvement could be challenging with an open swale and grade issues. A similar outcome of pedestrian access could be achieved if a private fence separating the apartments from the end of McArdell Road were removed and a small path constructed.

Long-term:

Expand existing sidewalk network in the neighborhood to connect to school. The Town of Manlius has had success at Enders Road Elementary and Middle School to fund and construct a sidewalk along Enders Road through the creation of a special sidewalk district. For more information about the implementation of a special sidewalk district, see Appendix G.

Conduct a corridor study along 7th North Street to assess the potential of implementing a road diet and improving bicycle and pedestrian infrastructure along the entire corridor. With increasing development along the road and changing traffic patterns from the removal of I-81 in the Syracuse city center, a corridor study along 7th North Street could support the safety of drivers, cyclists, and pedestrians through assessing access management, shifting traffic patterns, and connecting to the greater bike and pedestrian infrastructure networks, including the Bear Trap Creek Trail with a trailhead just across I-81. In general, roads with an AADT (annual average daily traffic) under 20,000 are deemed appropriate for a road diet. According to NYSDOT's Traffic Data Viewer, the most recent traffic count (October 2021) on 7th North Street between Electronics Parkway and Buckley Road had an AADT of 10,506, making it a strong candidate for a road diet, though NYSDOT's most recent estimates have projected the AADT along this corridor to be 13,251 in 2023.

Cost Estimates

Planning-level cost estimates were provided for three improvements shown in Table 3. These estimates were created using NYSDOT's Quick Estimator Tool, last revised in December 2024. The estimates for the Glendale Avenue Pathway including the raised crosswalk, the sidewalk along 7th North Street, and the restriping and redesigning faded crosswalks are all outlined on the next page.

PATHS TO FINANCING

There are several federal, state, and local funding sources that may be available to help realize the proposed improvements identified in this study. **Transportation projects programmed with federal transportation funds, including but not limited to those on the next page, would be listed in the SMTC’s Transportation Improvement Program (TIP).** This capital program is updated generally every 4 years and is maintained on an annual basis. Relating to the federal sources, a few are available on a competitive basis (HSIP, NHPP, STBG [Flex, Urban]) via the SMTC’s TIP when an update occurs. The other federal sources may be available on a recurring basis through separate statewide (TAP, CMAQ) or federal (SS4A, RAISE) solicitations.

Glendale Avenue Pathway

Material	Unit	\$/Unit	Quantity	Total Cost
Multiuse asphalt path (10’ wide)	Linear feet	\$70	200	\$14,000
Raised Crosswalk	Each	\$4,220	1	\$9,040
Raised Crosswalk	Lanes	\$2,410	2	
Wooden Bollard	Each	\$1,650	2	\$3,300
Total planning-level cost estimate (excluding lighting & culvert):				\$26,340

7th North Street Sidewalk

Material	Unit	\$/Unit	Quantity	Total Cost
Concrete Sidewalk (4” thick, 5’ wide)	Linear feet	\$160	1045	\$167,200
ADA Curb Ramp	Each	\$8,500	4	\$34,000
LS Type (Ladder) Crosswalk	Each	\$2,100	1	\$2,100
Total planning-level cost estimate (excluding earthwork and ROW acquisition):				\$203,300

Restriping Faded Crosswalks

Material	Unit	\$/Unit	Quantity	Total Cost
LS Type (Ladder) Crosswalk	Each	\$2,100	3	\$6,300
Total planning-level cost estimate:				\$6,300

Table 3: Planning-level cost estimates of some improvements

Federal

All listed federal transportation programs are funded through the Bipartisan Infrastructure Law and are subject to renewal in 2026 to continue being funded.

- **HSIP** - Highway Safety Improvement Program funding is for projects designed to achieve significant reductions in traffic fatalities and serious injuries on all public roads.
- **NHPP** - National Highway Performance Program funding is for projects that support national performance goals for improving infrastructure condition, safety, mobility on National Highway System (NHS) roadways. Old Liverpool Road is the only road in the study area eligible for this funding.
- **STBG** - Surface Transportation Block Grant Program funding provides flexible funding (Flex and Urban) that may be used for projects to preserve and improve the conditions and performance on any Federal aid highway or bridge on any public road, pedestrian and bicycle infrastructure, operational improvements, and transit capital projects.
 - **TAP** - Transportation Alternatives Program funding is a set-aside of funds under the Surface Transportation Block Grant (STBG) program. These funds can be used for a variety of smaller-scale transportation projects such as bike/pedestrian facilities, and trails. **Safe Routes to School** funding, eligible under TAP, supports for a wide variety of programs and projects, from building safer street crossings to establishing programs that encourage children and their parents to walk and bicycle safely to school. The Bipartisan Infrastructure Law (BIL) expanded SRTS funding eligibility from kindergarten through 8th grade to kindergarten through 12th grade.
- **BUILD** - The Better Utilizing Investments to Leverage Development program provides competitive federal grants for infrastructure projects that improve safety, environmental sustainability, and equity, especially in relation to public transit and pedestrian infrastructure.

- **CMAQ** - The Congestion Mitigation and Air Quality Improvement program funds transportation projects that reduce traffic congestion and improve air quality. Projects include expanding bike infrastructure/facilities and traffic management improvements that reduce idling.
- **RTP** - The federal Recreational Trails Program provides funding to develop and maintain recreational trails for motorized and non-motorized users, promoting outdoor recreation and conservation. Projects include building multi-use trails, restoring damaged trail sections, and installing trailhead amenities like signage and rest areas.

State

- **CFA/REDC** - The Consolidated Funding Application is an efficient, streamlined tool to apply for State economic development funds. The application examines funding for transportation infrastructure from multiple State sources including NYSDOT.
- **State Dedicated Funds** - programmed at the discretion of NYSDOT

Local

- **Onondaga County Community Block Grants** The primary objective of this County program is to assist the lower income people of the County. Projects must either: 1) be located in a low income area and serve lower income people, OR 2) they must benefit either elderly or handicapped residents, in which case any location in Onondaga County is eligible. Many different activities are eligible under this program, including street improvements and recreational facilities.
- **Neighborhood sidewalk program** - The Town of Manlius has found success in implementing Neighborhood sidewalk program to connect students to Enders Road Middle and Elementary School. A portion of property owners’ taxes will be directed to building sidewalks in sections of the town. This model of a special district can be used to fund other infrastructure investments. More about this program is included in Appendix G.

APPENDICES

Appendix A **School district summary cards**

Appendix B **Study Advisory Committee (SAC) meeting minutes**

Appendix C **Public Involvement Plan (PIP)**

Appendix D **Minutes from meetings with principals and PTO**

Appendix E **Surveys and responses**

Appendix F **Walk audit form and results**


Appendix G **Manlius Neighborhood Sidewalk Program**


Appendix H **Student density radial analysis results**


APPENDIX A - DISTRICT ID BADGES


As a quick reference for all school districts in Onondaga County, 'student ID badges' were created to highlight a few critical district-wide attributes. While there are numerous site-specific issues that influence the suitability of a SRTS study for individual school buildings, these ID badges highlight specific attributes at the district level. These attributes are student enrollment, school type, school quantity, student density, busing policy, and topography in the district.


BALDWINSVILLE CENTRAL SCHOOL DISTRICT

 Total Enrollment: 5,426 students
5 Elementaries, 2 Junior Highs,
1 Senior High


 68 students per square mile


 Elementary: busing for all
Middle School: busing outside +1 mile radius
Junior/Senior High: busing outside +1.25 mile radius


 Nearly flat topography





FAYETTEVILLE-MANLIUS CENTRAL SCHOOL DISTRICT

 Total Enrollment: 4,235 students
3 Elementaries, 2 Middle Schools,
1 Senior High


 99 students per square mile


 Universal Busing


 While both village centers are relatively flat,
many roads outside the village climb steep
elevation grades.





EAST SYRACUSE-MINOA CENTRAL SCHOOL DISTRICT

 Total Enrollment: 3,392 students
1 Pre-K, 4 Elementaries,
1 Middle School, 1 Senior High


 70 students per square mile


 Pre-K: busing for all
K-5: busing outside +0.25 mile radius
6-12: busing outside +0.5 mile radius


 Nearly flat topography





JAMESVILLE-DEWITT CENTRAL SCHOOL DISTRICT

 Total Enrollment: 2,491 students
3 Elementaries, 1 Middle School
1 Senior High


 98 students per square mile


 Universal Busing


 Hilly area; the two suburban areas are divided
through various highways and major roads that may
deter walking and biking to and from school.





FABIUS-POMPEY CENTRAL SCHOOL DISTRICT

 Total Enrollment: 644 students
1 Elementary, 1 Junior-Senior High


 7 students per square mile


 Universal Busing


 The Village of Fabius is flat, while the Town of Pompey
is extremely hilly with varying elevations. The schools
are all located in the Village of Fabius.





JORDAN ELBRIDGE CENTRAL SCHOOL DISTRICT

 Total Enrollment: 1,145 students
1 Elementary, 1 Middle School,
1 Senior High

 19 students per square mile

 Universal Busing

 Extremely varying topography



LAFAYETTE CENTRAL SCHOOL DISTRICT



Total Enrollment: 774 students
1 Elementary, 1 Junior-Senior High,
1 Nation School, 1 Personalized School



17 students per square mile



Universal Busing



Very hilly

MARCELLUS CENTRAL SCHOOL DISTRICT



Total Enrollment: 1,397 students
1 Elementary, 1 Middle School,
1 Senior High



22 students per square mile



Universal Busing



Very hilly

LIVERPOOL CENTRAL SCHOOL DISTRICT



Total Enrollment: 6,851 students
8 Elementaries, 4 Junior Highs,
1 Senior High



277 students per square mile



Universal Busing



Nearly flat topography

NORTH SYRACUSE CENTRAL SCHOOL DISTRICT



Total Enrollment: 7,977 students
1 Pre-K School, 6 Elementaries,
2 Middle, 1 Junior High, 1 Senior High



127 students per square mile



Universal Busing



Nearly flat topography

LYNCOURT UNION FREE SCHOOL DISTRICT



Total Enrollment: 434 students
1 Pre-K-8 School



333 students per square mile



Universal Busing



Small hills

ONONDAGA CENTRAL SCHOOL DISTRICT



Total Enrollment: 767 students
2 Elementaries, 1 Junior-Senior High



22 students per square mile



Universal Busing



Hilly

SKANEATELES CENTRAL SCHOOL DISTRICT



Total Enrollment: 1,228 students
2 Elementaries
1 Middle School, 1 Senior High



16 students per square mile



Universal Busing



Hilly



TULLY CENTRAL SCHOOL DISTRICT



Total Enrollment: 739 students
1 Elementary, 1 Junior-Senior High



9 students per square mile



Universal Busing



The Village of Tully is flat, while the Town of Tully is extremely hilly with varying elevations. The schools are all located in the Village of Tully.



SOLVAY UNION FREE SCHOOL DISTRICT



Total Enrollment: 1,338 students
1 Elementary, 1 Middle, 1 Senior High



139 students per square mile



Universal Busing



Varying elevations, hilly



WEST GENESEE CENTRAL SCHOOL DISTRICT



Total Enrollment: 4,578 students
4 Elementaries, 2 Middle Schools,
1 Senior High



115 students per square mile



Universal Busing



Relatively flat



SYRACUSE CITY SCHOOL DISTRICT



Total Enrollment: 18,567 students
13 Elementaries, 12 Middle/K-8 Schools,
6 High Schools, 5 Alternate Schools



724 students per square mile



K-8: busing outside +1 mile radius
9-12: busing outside +1.5 mile radius



Varying elevations, hilly



WESTHILL CENTRAL SCHOOL DISTRICT



Total Enrollment: 1,779 students
2 Elementaries, 1 Middle, 1 Senior High



258 students per square mile



Universal Busing



Varying elevations, relatively flat



APPENDIX B - STUDY ADVISORY COMMITTEE (SAC) MEETING MINUTES

Syracuse Metropolitan Transportation Council Onondaga County Safe Routes to School Study Study Advisory Committee Meeting #1 August 9, 2024 – 10:00 a.m.

Attendees:

Adriana Savage – Onondaga County Department of Health

Megan Costa – Onondaga County Department of Planning

James Fensken – Onondaga County Department of Transportation

Meghan Vitale – SMTC

Joey DiStefano – SMTC

I. Introductions

Mr. DiStefano provided an overview of the meeting agenda. Everyone introduced themselves with their name, position, and the school district that they reside in.

2. Scope review

The scope has been approved by the Planning Committee. Mr. DiStefano asked for any additional feedback on the scope. Project was initiated by County Planning, to transfer the work that we recently completed in the city to the county, which includes numerous school districts. SMTC has already started on some of the existing conditions data compilation. We are looking to do a couple of case studies as part of this scope, like what we completed for Grant Middle School in the City, and to focus more on pathways to funding.

3. Public Involvement Plan

The Draft PIP was distributed by email before the meeting. Four SAC meetings are included in the PIP, but we might be able to compress that to three. Most of the PIP is about engaging with stakeholders at individual schools once we select case study locations. Final report will be presented to stakeholder groups and posted on our website for anyone to access. Will encourage stakeholders to pursue funding and next steps. Only 8 Census tracts in the County outside of the city meet the FHWA “safe harbor” threshold for LEP populations.

Mr. Fensken asked how we would engage the public in this project. Mr. DiStefano replied that we hope to engage directly with parent groups like a PTO, presentation to school boards at the end of the project. Earlier in the project, we would like to engage directly with students and/or families through things like a survey.

Mr. Fensken said that OCDOT sometimes gets requests for installation of crosswalks in neighborhoods or near schools, but they cannot install those without being part of a connected network and often the requestor has no plan for the network. Example: request from a neighbor near Wetzel Rd school, but school district wasn't wholly on-board with it. Mr. DiStefano talked a bit about the previous SMTC project Financing Local Mobility, and how those techniques might be incorporated into this study. Ms. Vitale noted that public engagement will focus on the case study buildings, rather than County-wide engagement.

4. Existing data

Primarily used 2020 Census and NYSED 2023 data. Mr. DiStefano reviewed the demographic data that SMTC staff have compiled for County school districts.

5. Background research

SMTC has begun researching data relevant to potential case study locations. Mr. Fensken noted that the municipality needs to be on-board with SRTS projects, too – some are more proactive and agreeable than others.

Initial feasibility analysis looked at density of school age children around a school building and whether a district provides universal busing. Ms. Vitale clarified that these are not age-specific to the buildings (elementary vs. middle vs. high). Ms. Costa noted that many of the districts combine multiple school buildings on a campus. Ms. Costa noted that Main Street School is a site for early-intervention programs. Mr. DiStefano said that we will remove that from the lists. There was a discussion about how campuses were handled in the analysis. We don't want to double-count students, but also, if we look at a location with multiple schools we could get more “bang for our buck” with a future project. We should keep this in mind, but it would be difficult to quantify precisely. Mr. DiStefano then noted that, based on our research, Baldwinsville and ESM are the only districts in the County (outside of City) that do not provide universal busing, and the criteria vary by grade level. Mr. DiStefano asked if we should include high schools in the analysis and everyone agreed that we should. Mr. Fensken noted that the County will be building sidewalks on 7th North Street.

6. Case Study Selection Process

Mr. DiStefano reviewed SMTC's current “short list” of schools for case studies. This includes schools in Baldwinsville, ESM, Liverpool, and Westhill districts. Mr. DiStefano gave examples of how suburban road networks with low connectivity inhibit walking to school. Mr. Fensken noted that some areas around Liverpool High School have been designated “forever wild” – but maybe a pathway would still be feasible. There may be some safety concerns with pathways, depending on design – visibility, lighting.

Mr. DiStefano asked if there is anything that SMTC missed in this initial analysis. Ms. Costa asked which municipality each school is in. Mr. Fensken asked about maintenance of sidewalks. Ms. Vitale noted that some towns already have some ordinance that addresses sidewalk maintenance, so may be more agreeable than others.

7. Questions / Schedule / Next Steps

Mr. DiStefano talked about challenges with timing reaching out to school districts within the next couple of months as schools start up. Ms. Costa suggested an initial reach-out soon, then asked when a good time to follow-up would be. Ms. Savage said that County Health has a relationship already with Baldwinsville schools, she is meeting with principals in Baldwinsville on August 19, hoping to be able to follow-up with individual schools. The Baldwinsville district overall is very engaged in wellness (they have a district-wide wellness committee), they also have a district-wide PTA. Ms. Costa noted that the Town of Salina is working on a new Comp Plan and Mr. Fensken noted that the Town of Salina was pushing for installation of sidewalks on Long Branch Road. Do we want to work with a district that has never done this before, or with a district that has and already knows the process? Ms. Costa suggested considering the short list of schools in context of where new development is expected, and questioned whether a need really exists around the schools in Baldwinsville. Also, consider CDBG for funding. Mr. Fensken asked if SRTS money (or other federal funds) could be used on school campuses, or only on public roadways. SMTC staff will investigate this.

Roxboro Road school – Bear Trap Creek Trail – may be good candidate

Mr. Fensken noted that Village of Liverpool has designated school routes – they have put up signs – 6th St at Rt 57 – they wanted enhanced crossing signs. So, suggest reaching out to the municipalities as well as the school districts.

From: [Joseph DiStefano](#)
To: [Megan Costa](#); [James Fensken](#); [Adriana Sereno](#)
Cc: [Meghan Vitale](#); [Jade Nguyen](#); "KathrynRyan@ongov.net"; [Jade Nguyen](#)
Subject: Onondaga County Safe Routes to School Study - Project Update
Date: Monday, March 3, 2025 10:33:00 AM

Hello, Onondaga County Safe Routes to School SAC members,

It's been a while since you've heard from me, but I'd like to update you on the progress of this project, with one small ask.

Updates:

- Since our last meeting, we began reaching out to principals of school districts we identified as most suitable for a Safe Routes to School study. While many schools at the top of our priority list did not get back, we were able to get connected to Chestnut Hill Elementary and Middle School in the Town of Salina/Liverpool School District.
- So far, we have met with the principals of the schools to gauge interest in a SRTS study, as well as to discuss issues and opportunities around biking and walking to/from school.
- This led to a workshop with their PTO to further discuss issues/opportunities, gauge interest in potential design concepts, and plan further outreach for this project.
- Our biggest takeaways from these meetings were:
 1. Even though the Liverpool School District provides universal busing, the school campus generates many bike/ped trips especially outside typical school hours, and especially from lower-income community members.
 2. Two residential developments in the school community stand out due to intersecting lower-income households surrounded by limited bike/ped accessibility: Willow/Northwood Apartments on 7th N Street and Lakeview Townhouses on Old Liverpool Road.
 3. Small new infrastructure elements on/near campus could have the potential to make walking/biking much easier.
- From this, we have developed two short surveys, one to be sent digitally to parents, one for middle school students in class.

The small ask:

- We are going to distribute this survey in mid-March. **If you would like to review the surveys, I'm linking them below. Please reply with any notes/comments/questions by the end of the week, 3/7.**
- Here is the parent survey: <https://forms.office.com/r/yyEA2FAJCx>
- Here is the student survey: <https://forms.office.com/r/xJr8NF3abR>

Thank you, and please reach out with any questions,

--Joey

Joey DiStefano

Transportation Planner II

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Onondaga County Safe Routes to School Study: Study Advisory Committee

Meeting #2

June 12th, 2025 – 1:00 p.m.

SMTC 1st Floor Conference Room

Attendees:

Kara Verbanic – Onondaga County Department of Health

Megan Costa – Onondaga County Department of Planning

Kathryn Ryan – Onondaga County Department of Planning

James Fensken – Onondaga County Department of Transportation

Joey DiStefano – SMTC

Danielle Krol – SMTC

Jade Nguyen – SMTC

Agenda:

- Introductions
- Scope check-in
- Overview of case study school
- All public engagement efforts
- Draft concepts
- Cost estimates and pathways to funding
- Project wrap-up timeline

Minutes:

I. Introduction

At 1:05 p.m. Mr. DiStefano opened the meeting with an overview of the agenda. Everyone introduced themselves with their name, position, and the school district that they reside in.

2. Scope Check-In

Next, Mr. DiStefano opened a discussion regarding the inclusion of a school shortlist in the report.

Kara and Megan supported the inclusion of the list, but emphasized to clarify that any school can follow the guide for a SRTS project, not just the short list.



3. Overview of Case Study School

Mr. DiStefano overviewed the early interactions with the Chestnut Hill Elementary and Middle School administrators for the project. He explained the challenges of finding schools that had the capacity and staff to take on this project.

4. All Public Engagement Efforts

Mr. DiStefano went over the spatial background of the Liverpool School District and how the case study schools exist in its south quadrant. He highlighted how the high-density neighborhoods made these schools great candidates for the study. Then, he recapped the timeline of public engagement events of the case study including: the meetings with the principals and PTO, followed by a parent survey, walk audit, and student survey. From the principals and PTO meetings, Mr. DiStefano explained the prominent issues and opportunities that stood out. A brief discussion occurred regarding new developments coming along 7th North. *On the topic of HAWK pedestrian crosswalks, Megan mentioned that there will be sidewalks built along School Road.* For the parent survey results, Mr. DiStefano overviewed the key takeaways. He then went over the walk audit, highlighting the expectation versus reality of the audit. Then, he went over the student survey results, emphasizing that they validated much of the parent survey results.

5. Draft Concepts

After that, Mr. DiStefano highlighted the key recommendations as draft concepts. These concepts included the desired path along Glendale Avenue, sidewalks along 7th North Street, crosswalks in general, and utilization of paths on Chestnut Heights Drive. He then circled back to the HAWK crossing at Old Liverpool Road and School Road. *James added that there is an existing signal at Beechwood being upgraded soon.*

6. Cost Estimates and pathways to funding

Planning-level cost estimates were shared for sidewalk development and maintenance, as well as restriping crosswalks. Mr. DiStefano also included potential funding sources for these recommendations. **Add community development block grant to potential funding sources.**


According to the most recent estimates, the Enders Road sidewalk project would cost single-family residential lots \$18.52 the first year and \$36.27 or \$53.45 each year for the next 30 or 15 years, respectively. (<https://townofmanlius.org/311/Enders-Road-Sidewalk-Project>)

7. Project Wrap-Up Timeline

To wrap up, Mr. DiStefano asked for input on anything the SMTC team may have missed. The next steps are to finish the drafts and send the report to the affiliated agencies. He mentioned how this project may be connected to the upcoming Bear Trap Creek Trail project. Moving forward, Mr. DiStefano will ask the SAC to review the draft report around the end of June in preparation for the next planning meeting in September. The meeting concluded at 2:10.

From: [Joseph DiStefano](#)
To: [KaraVerbanic@ongov.net](#); "[MeganCosta@ongov.net](#)"; [James Fensken](#); "[KathrynRyan@ongov.net](#)"
Cc: [Jade Nguyen](#); [Danielle Krol](#); [Meghan Vitale](#); [Adriana Sereno](#)
Subject: RE: County Safe Routes to School Study, final SAC meeting
Date: Wednesday, July 23, 2025 11:56:00 AM
Attachments: [image001.png](#)

Hello County SRTS SAC,

I'm happy to say we have a completed draft of the Onondaga County Safe Routes to School report.  [Onondaga County Safe Routes to School](#). If possible, **please provide any questions, comments, and edits by August 1st** so SMTC can make the appropriate adjustments. If you would like more time, that is okay. Just let me know. This report will go to the Planning and Policy meetings in September, so edits to the report can be made.

One quick question, possibly for Megan Costa. Are there any updates on the School Road sidewalk being implemented by the Town of Salina? During the SAC meeting, Megan, you mentioned the town received some funding to connect the new Old Liverpool Road sidewalks to the existing sidewalk network.

Thank you, and I hope everyone has been enjoying their summer,
--Joey

From: Joseph DiStefano
Sent: Wednesday, July 2, 2025 1:24 PM
To: 'KaraVerbanic@ongov.net' <KaraVerbanic@ongov.net>; 'MeganCosta@ongov.net' <megancosta@ongov.net>; 'James Fensken' <jamesfensken@ongov.net>; 'KathrynRyan@ongov.net' <kathrynryan@ongov.net>
Cc: Jade Nguyen <jnguyen@smtcmpo.org>; Danielle Krol <dkrol@smtcmpo.org>; Meghan Vitale <mvitale@smtcmpo.org>; 'Adriana Sereno' <adrianasereno@ongov.net>
Subject: RE: County Safe Routes to School Study, final SAC meeting

Hi County SRTS SAC members,

I want to follow up as it is past when I promised you a completed draft of this report. SMTC staff is still working hard to get a completed report to you, but unfortunately it is taking longer than expected. We appreciate your patience and if you have any questions or concerns in the meantime, please feel free to reach out.

Thank you,
--Joey


From: Joseph DiStefano
Sent: Wednesday, June 18, 2025 11:00 AM
To: [KaraVerbanic@ongov.net](#); 'MeganCosta@ongov.net' <[megancosta@ongov.net](#)>; James Fensken

<jamesfensken@ongov.net>

Cc: Jade Nguyen <jnguyen@smtcmpo.org>; Danielle Krol <dkrol@smtcmpo.org>; Meghan Vitale <mvitale@smtcmpo.org>; Adriana Sereno <adrianasereno@ongov.net>

Subject: RE: County Safe Routes to School Study, final SAC meeting

Hi Onondaga County SRTS SAC members,

Thank you for your attendance and participation in our final SAC meeting for this project. Here is the link to the project files including the meeting minutes and PowerPoint:  [Onondaga County Safe Routes to School](#)

Jade and I are hard at work on finalizing a draft of the report. You can expect a completed draft by the end of the month to review.

If you have any questions or comments, please reach out.

Thanks again,

--Joey, SMTC

From: Joseph DiStefano

Sent: Friday, June 6, 2025 3:42 PM


To: KaraVerbanic@ongov.net; 'MeganCosta@ongov.net' <megancosta@ongov.net>; James Fensken <jamesfensken@ongov.net>

Cc: Jade Nguyen <jnguyen@smtcmpo.org>; Danielle Krol <dkrol@smtcmpo.org>; Meghan Vitale <mvitale@smtcmpo.org>; Adriana Sereno <adrianasereno@ongov.net>

Subject: RE: County Safe Routes to School Study, final SAC meeting

Hi Safe Routes to School SAC,

I'm looking forward to seeing you on **Thursday the 12th at 1pm at SMTC's office** for what will be our final SAC meeting for the Onondaga County – Safe Routes to School Study.

Here is a link to **an incomplete draft** of the report for this project:  [Onondaga County Safe Routes to School](#)

There are still quite a few gaps to fill and design elements to finesse, but I wanted to share it with you all in advance of our meeting. If you have the time, please look through it and see what we have so far. The draft includes:

- A summary of school districts in the Onondaga County
- The process SMTC took to identify a case study school
- A description of the public engagement with the Case Study school
- A brief description of potential improvements, funding sources, and next steps.

The goals of this meeting are to first catch SAC members up on the public engagement and the draft report for this project, but more importantly I'd like to discuss these questions with you:

- What should/can be added to this report at this point?
- Does the layout and order of the report make sense?
- Earlier in the project, we identified a short list of schools that would be the most suitable candidates for a SRTS Study. Do we want to publish this list and potentially add other schools to it?
- (Specifically for OCDOT) Besides the sidewalk, are there more planned improvements for Old Liverpool Road such as improved pedestrian crossings?
- What feedback do you have on the draft concepts?

If you have any questions, comments, concerns, or difficulty opening the document prior to the meeting, please feel free to reach out.

Thank you,

--Joey DiStefano

From: Joseph DiStefano

Sent: Wednesday, May 21, 2025 8:54 AM

To: KaraVerbanic@ongov.net; 'MeganCosta@ongov.net' <megancosta@ongov.net>; James Fensken <jamesfensken@ongov.net>

Cc: Jade Nguyen <jnguyen@smtcmpo.org>; Danielle Krol <dkrol@smtcmpo.org>; Meghan Vitale <mvitale@smtcmpo.org>; Adriana Sereno <adrianasereno@ongov.net>

Subject: RE: County Safe Routes to School Study, final SAC meeting

Thank you everyone for responding so quickly!

Our meeting will be **Thursday 6/12 from 1-2:30 in SMTC's first floor conference room**, not the lower level where planning/policy meetings are held. I'll send an invite for the meeting in a moment.

Thanks again, and please feel free to reach out with any questions beforehand.

--Joey

From: Joseph DiStefano

Sent: Tuesday, May 20, 2025 2:24 PM

To: KaraVerbanic@ongov.net; 'MeganCosta@ongov.net' <megancosta@ongov.net>; James Fensken <jamesfensken@ongov.net>

Cc: Jade Nguyen <jnguyen@smtcmpo.org>; Danielle Krol <dkrol@smtcmpo.org>; Meghan Vitale <mvitale@smtcmpo.org>; Adriana Sereno <adrianasereno@ongov.net>

Subject: County Safe Routes to School Study, final SAC meeting

Hello County SRTS SAC members,

I'm reaching out to schedule our final SAC meeting for this study. At this meeting, our agenda will include:

- A brief overview of our case study school community
- A summary of all new public engagement efforts
- The analysis and draft concepts as outlined in the report
- Cost estimates and pathways to financing the draft concepts in this project

Please fill out this form to indicate your availability for our final SAC meeting:

<https://forms.office.com/r/LinN7A8RCA>

Thank you, and please let me know if you have any questions,

--Joey

Joey DiStefano

Transportation Planner II

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Onondaga County Safe Routes to School Study Public Involvement Plan

DRAFT

August 2024

Financial assistance for the preparation of this document was provided, in part, by the U.S. Department of Transportation's Federal Highway and Federal Transit Administrations and the New York State Department of Transportation. The Syracuse Metropolitan Transportation Council (SMTC) is solely responsible for its content.

For further information, contact:

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Introduction

Metropolitan planning organizations (MPOs) like the Syracuse Metropolitan Transportation Council (SMTC) were established by federal law with the express purpose of ensuring that transportation planning is continuing, cooperative and comprehensive. In practical terms this means that planning studies that will support future infrastructure decision-making must seek input from the people and organizations that would be affected by those decisions.

The SMTC is committed to ensuring that affected public agencies, businesses, local governments, and other interested parties have a reasonable opportunity to comment on transportation plans and programs.

The SMTC will work with community groups, specifically school boards, PTOs, and student organizations, to determine whether in person or virtual public engagement efforts will be utilized. A combination of approaches will likely be used as the study progresses.

This Public Involvement Plan (PIP) is intended to supplement the Scope of Work for this project.

Goals

The intent of the Public Involvement Plan (PIP) for the Onondaga County Safe Routes to School Study is to:

- Establish outreach to improve safety for students walking to schools in Onondaga County school districts.
- Support a process by which students, parents, and/or school administrators can help identify sidewalks and crossings on school routes that may warrant improvements.
- Provide individual schools an approach to educate students and parents about safe routes to school.
- Educate administrators, school board members, and/or municipal leaders on funding sources to plan and implement Safe Routes to School elements to ensure students have a safe and reliable means of getting to and from school and school related activities.

Study Advisory Committee

A Study Advisory Committee (SAC) will be established to provide technical and procedural guidance throughout the study. At a minimum, the following agencies will be invited to serve on the SAC:

- Onondaga County Department of Planning
- Onondaga County Department of Transportation
- Onondaga County Health Department

The SAC will meet regularly with the SMTC to assist in managing the project. SAC meetings may take place in-person or by way of a virtual meeting platform (such as Zoom or Teams). The SAC's role will be to advise the SMTC on the technical content of deliverables and to provide needed input and guidance throughout the project.

The SMTC anticipates holding four SAC meetings over the course of this study, as shown below:

SAC Meeting	Anticipated Purpose of Meeting
1	Introductions, confirm goals, tasks, and scope. Discuss draft PIP and case study outline. Introduce process of selecting case study school(s).
2	Discuss data collection and background research summary, confirm school selection shortlist.
3	Check-in on case study school(s) process, discuss drafts of initial report chapters.
4	To be held once case study/ies is/are complete. Summary of case study/ies, draft final report, final public outreach tasks.

Setting up SAC meetings, conducting meetings, and preparing the minutes from each meeting will be the responsibility of the SMTC.

Community Input

Stakeholder groups

During Task 4 (Case Study/ies), SMTC staff will work with SAC members and the Case Study school(s) to follow the community input process described in the Syracuse Safe Routes to School Manual. SMTC will seek input from school administrators and staff, other district staff, and families at the selected school on the route identification, assessment, and development of recommendations. SMTC will seek to partner with the existing family-teacher organization or similar groups at the selected school, if possible, or with other community partners that may work with the selected school. This outreach may include establishing a “working group” of school-based stakeholders (including family members, community representatives, and staff). This group may meet in-person or virtually, and SMTC will work with the school community to identify the best format and/or platform for this activity. If the working group can meet in-person, SMTC staff will work with the school to identify the most convenient time and location for the community. As always, SMTC will make every effort to ensure that any in-person meetings are held in a location that complies with the Americans with Disabilities Act.

Public Survey(s) and Audits

As described in the Syracuse Safe Routes to School Manual, “surveys are a good way to efficiently collect data from a lot of students/families.” Depending on the grades served by the case study school(s), SMTC may create a digital survey targeted at either students or students’ families to gather initial data on the conditions for walking/biking to that school as well as to help focus the rest of the planning effort. Additionally, both windshield and walk audits may be conducted to see first-hand what student walkers experience along their route. These audits can be conducted with or without students.

Final Report

The final County Safe Routes to School report will be made available on SMTC's website and hard copies will be provided to SAC members, working group members, and other community stakeholders as requested. Additionally, a final presentation summarizing the study process and next steps may be held with respective stakeholder groups.

Limited English Proficiency

Individuals that report speaking English "less than very well" are considered to have limited English proficiency (LEP). The SMTC's LEP Plan is based largely on the NYSDOT's Office of Civil Rights Draft LEP Toolkit. This toolkit sets a population threshold for the provision of LEP services by stating that, "generally, if an activity will have an impact where an eligible LEP language group constitutes 5% or 1,000 people, whichever is less, reasonable efforts should be put forth to provide meaningful access, or what is considered a 'safe harbor.' SMTC determines if language services are needed based on if a Census Tract is identified as having a concentrated LEP population and is "safe harbor" – that is, that there is more than the Onondaga County average of LEP speakers (4.27%) in the tract, and that at least 5% people speak another language and English less than "very well."

The SMTC has examined American Community Survey data (2018-2022) for LEP population for Census tracts throughout the planning area. Eight Census tracts within the SMTC's planning area were identified as meeting the "safe harbor" LEP population threshold of at least 5 percent, and 7 of these tracts are located within the City of Syracuse. The one outside the City is Census Tract 130 in Solvay with a concentration of "Russian, Polish, and other Slavic Languages".

Excluding Syracuse City School District, 2.6% of the student population in Onondaga County school districts is considered "English Language Learners" (2023 NYSED enrollment data), with the greatest concentrations in Lyncourt at 11.1%, Solvay at 7.2%, and both Jamesville-DeWitt and East Syracuse-Minoa at 4.0%. SMTC expects language assistance may be necessary as part of the community input, but the details will likely depend on the school(s) that is/are selected as a case study. SMTC will work with staff at that school to identify the language assistance that will be necessary to fully engage the community. This may also include American Sign Language interpretation if requested.

Media Inquiries

All media inquiries should be directed to the SMTC staff director or project manager. However, this is not always possible. If interviewed by the media, SMTC committee members, SAC members, and/or interested stakeholders associated with the study should limit comments to their respective agency's opinion or involvement in the study. Speaking to the media on specific issues and questions regarding the **Onondaga County Safe Routes to School Study**, including its progress and development, is the exclusive responsibility of the SMTC.

SMTC Publications

The SMTC publishes a newsletter, DIRECTIONS, that offers news about its activities and studies. This newsletter is distributed to over 4,000 physical addresses and 1,000 email addresses, including to the media, agency representatives, municipal officials, elected leaders, and community agencies.

It is anticipated that articles on the Onondaga County Safe Routes to School Study (e.g. study development issues or the announcement or coverage of a public meeting) will be published in future issues of DIRECTIONS. Should the need arise to produce a separate newsletter/flier/report to convey a timely study development, the SMTC staff is prepared to perform this additional task. It is also important to note that the mailing list of the SMTC newsletter, DIRECTIONS, will be updated to include all members of the SAC, stakeholders, and others interested or involved in the Onondaga County Safe Routes to School Study.

The SMTC web site (www.smtcmpo.org) will also serve as a resource for general information about the SMTC, the Onondaga County Safe Routes to School Study, and any final approved reports.

Conclusion

It is important for the SMTC to engage stakeholders and the community during the development of the Onondaga County Safe Routes to School Study. This study aims to identify opportunities to enhance the safety for students that live in the county that walk to school, and to encourage more students to walk to school. Community input will be crucial to the case study(ies) that will be included in this overall effort, and the development of a report will be guided by both community input and the Study Advisory Committee.

APPENDIX D - MINUTES AND ENGAGEMENT WITH PRINCIPALS AND PTO



Syracuse Metropolitan Transportation Council

126 N. Salina Street, Suite 100

Syracuse, New York 13202

Phone: (315) 422-5716

Fax: (315) 422-7753

www.smtcmpo.org

Safe Routes to School: Onondaga County Suburban School District Support Meeting with Chestnut Hill Elementary School and Middle School Principals

November 19th, 2024

1:30-2:15 p.m.

Attendees

Joseph DiStefano, SMTC – Project Manager

DJ Hunter – Middle School Principal

Meghan Vitale, SMTC – Project Oversight

Todd Bourcy – Elementary Principal

Jade Nguyen, SMTC

Meeting Agenda Points

- All students get busing in Liverpool, do they still walk/bike to school? Do you have numbers?
- What about parent pick-ups/drop-offs? Are these significant? Could these be walking/biking trips?
- What issues and opportunities do you see for students walking/biking to school? (policy vs. infrastructure)
- Is the school a destination for walking/biking outside of school hours?
- Would you envision a SRTS project like this working in a school like yours?
- Do you have staff that we can connect to for outreach efforts? (Student surveys, walk audit, mental maps in an art class)
- Other thoughts and feelings?

Meeting Minutes

Joey started the meeting by overviewing the SMTC as an organization and SRTS as an initiative. Principal Todd followed up by asking for the deliverables. Joey outlined that the product is a study. Meghan added that we'll provide a set of recommendations at the planning and financing level. Joey agreed that pathways to funding could be suggested. Then, Meghan discussed the SCSD SRTS study for context.

Principal Hunter asserted that the benefit of this study would be

- Increasing walkability
 - Which would alleviate the issues surrounding difficulty hiring bus drivers
- Increasing safety
 - Especially beneficial to families walking to events at the schools



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Meghan discusses schools as a hub, or third place. The principals mention the significance of the 151 subsidized income homes to particularly focus on. These homes have multiple families that walk to school. Some considerations to incorporate would be the darkness of winter as well as how snowbanks reduce walkability, accessibility, and safety. The 151 also is an ENL hub.

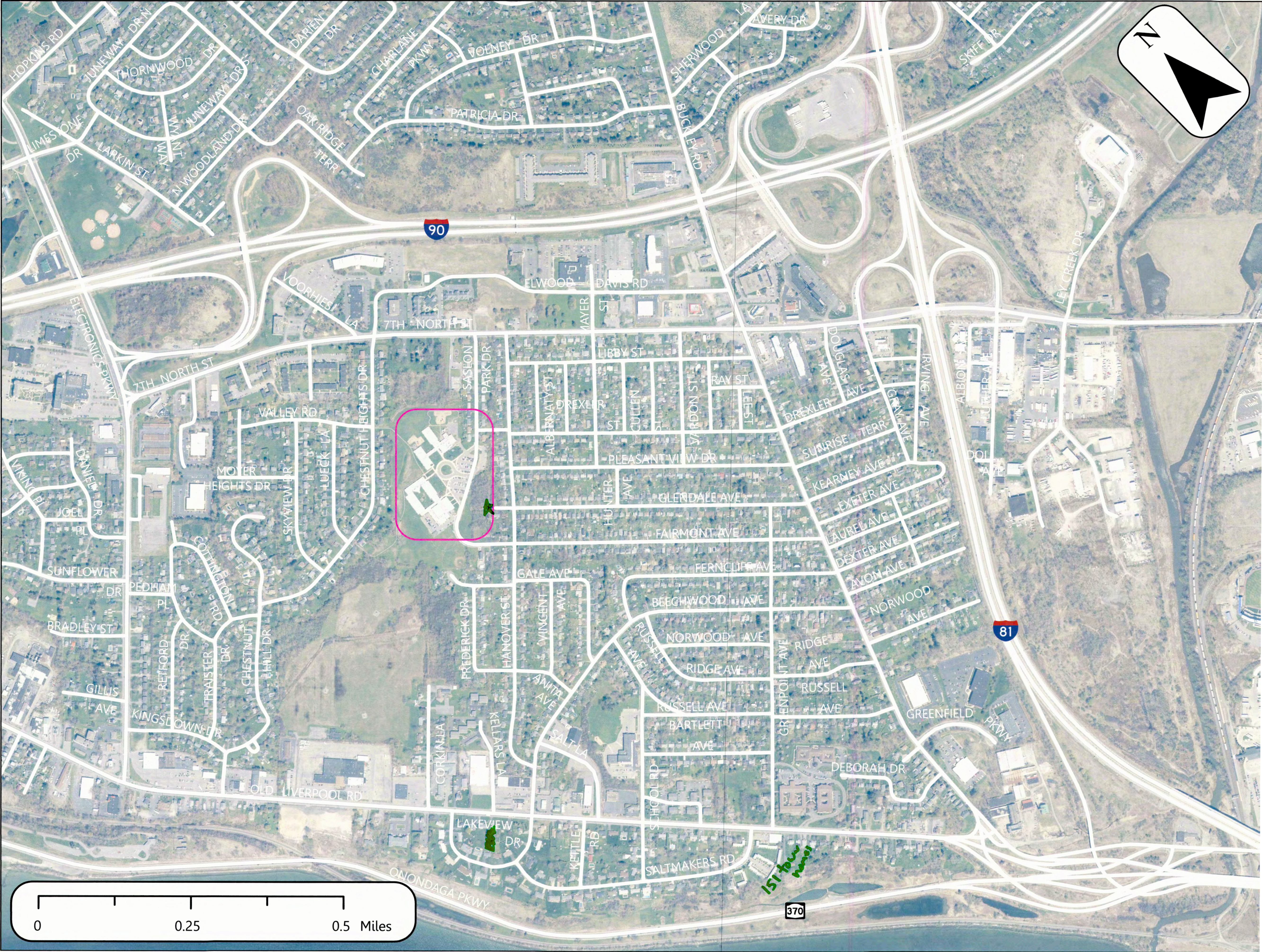
Principal Bourcy mentioned events have shifted to Liverpool High School, leaving a lot of families without a way to get there, as it is not walkable. He moved on to discuss the severe congestion for drop-off and especially pick-up. Meghan asked Principal Bourcy if better walking facilities would allow parents to let their children walk to school or if would take some convincing, to which he replied it would likely take convincing.

Joey brought up how the project would include a walk audit and asked if they would be interested or have the capacity for that. Principal Bourcy replied that the SMTC should present to the PTO and he will reach out to the art teacher. **He informed the SMTC of the next PTO meeting on Tuesday, December 3rd at 6:00 p.m. at Chestnut Hill Elementary School.** These occur the first Tuesday of every month and rotate locations of Donlin Drive Elementary, Chestnut Hill Elementary, and Chestnut Hill Middle School. Meghan indicated that a conversation would be preferred over a presentation. The principals mentioned that the PTO tends to be 7-12 people at most.

The conversation transitioned to examining the map and making comments. One of the principals mentioned that cars park down the slope down Saslon Park Drive. He said it would be good to have better pedestrian infrastructure there, but mentioned two nearby crosswalks. Another detail pointed out was that there are paths in the woods behind the school connecting to a dead end through this trampled path. **It was noted that the SMTC can figure out if the woods is ROW or private property and if so – whose?** Principal Hunter articulated that there are more walkers in the afternoon, maybe around 25-45. He also told the SMTC that there is a safety committee made up of a few school staff. Another comment he made was that the parking lot design is not the safest for walkers.

Finally, the team outlined the next steps as connecting with the PTO to see if there is interest in participating in the study. If interest is acquired, one element would be making a survey for students and for families, which would need to be approved by Jason Armstrong, Executive Director of K-8 Education and next in chain of command after the principals. A final comment was made that there are 20 languages spoken at home among the student family population, to which they use google translation products, as well as Parent Square to provide families with information appropriately.

MAP FROM MEETING WITH PRINCIPALS



Chestnut Hill PTO Meeting Minutes

Chestnut Hill Middle School Cafeteria

January 7th, 2025 6:00 p.m.

6:00 p.m. – Meeting Starts

- Joey opens the meeting with introductions.
- He presents (3) key points before discussion begins
 - (1) SMTC role – federal funding distribution & planning projects
 - (2) what we're doing today – SRTS project!
 - (3) issues and opportunities of getting to school discussion

6:05 p.m. Clarifying Questions

- A PTO parent asked if we're including Donlin Elementary in this study, to which Joey clarified it was not in our scope or focus area.
- The middle school principal (DJ Hunter) recapped his interests in focusing on ENL families, lack of sidewalks, and congestion on Saslon Drive during parent pick-up.
- Another parent asked what range did you have to be a walker (e.g. 1 mile radius?), to which DJ clarified there is universal bussing for all, and no requirement for any student to be a walker.
 - Going off this, a parent added that they would notice about 10 walkers in the past, who would walk toward Pleasantview Drive through the woods.

6:12-6:30 p.m. Map Discussion

- Orange highlight on the map denotes high vehicle traffic.
- Parents express needs for:
 - Sidewalks
 - Crosswalks
 - Safety/crossing guards
 - In order for it to be safer for student walkers navigating through vehicular congestion by the school
- Desire path
 - Creating a sidewalk along the desired path connecting to Glendale Avenue would prevent danger for walkers along Fairmount Avenue.
- A parent commented that Donlin Elementary has a lot of bikers.
- The elementary principal (Todd Bourcy) said when the school was K-6th grade, there were a lot of walkers. When covid hit, the school became 3-5th grade, which resulted in the students' commute to school primarily being parent vehicle drop-off/pick-up. The large student walker population never returned. Another contributing factor is that the school serves a larger radius since the school shrunk to serving 3-5th grade.

- There is desire for sidewalks on 7th North, especially towards the apartment complexes.
 - The parents emphasize the importance of a Starbucks development coming to 7th North, which will increase traffic.
 - It is mentioned that there has been 3 bus accidents in the past 5 years along 7th North due to bright lighting on top of the incline.
- Joey asks parents where they think would be most optimal to have a pedestrian crossing along Old Liverpool Road.
 - Parents believe Greenpoint Avenue or School Road would be ideal because they are already the popular roads for students and families to cross OLR on account of trying to avoid/get off the busier main roads.
- There is a desire for crosswalks at the intersection of 90 and Electronics Parkway (by the Byrne Dairy), especially for softball games that happen after school hours.
- A parent asked if there were sidewalks on Buckley, to which the question was answered no.
- The following ideas were shared for moving forward
 - Install a slow sign coming down the hill toward the school
 - DJ emphasizes interest in a survey (in various languages as needed), as well as a walk audit.
 - Interest in both a parent and student survey, but keep it short
 - With map visuals
 - Translatable via parent square
 - But the platform is for messages, not a survey platform

ISSUES

- through the woods - walkers to Pleasantview
- younger students - no siblings to walk home with
- walking in road
- crossing Old Liverpool Rd.
- connection to Softball field Byrne Dairy

*New Starbucks

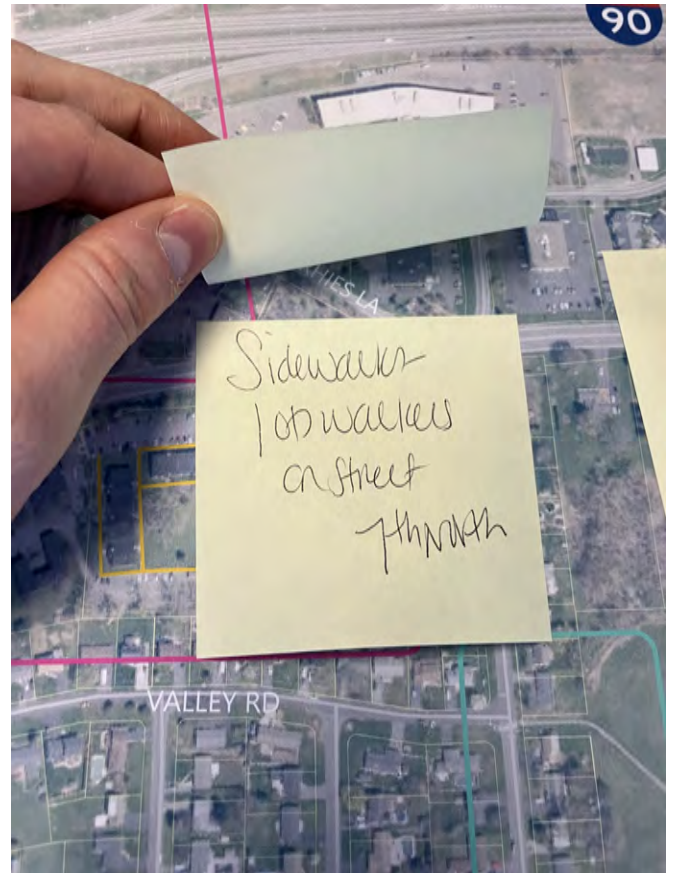
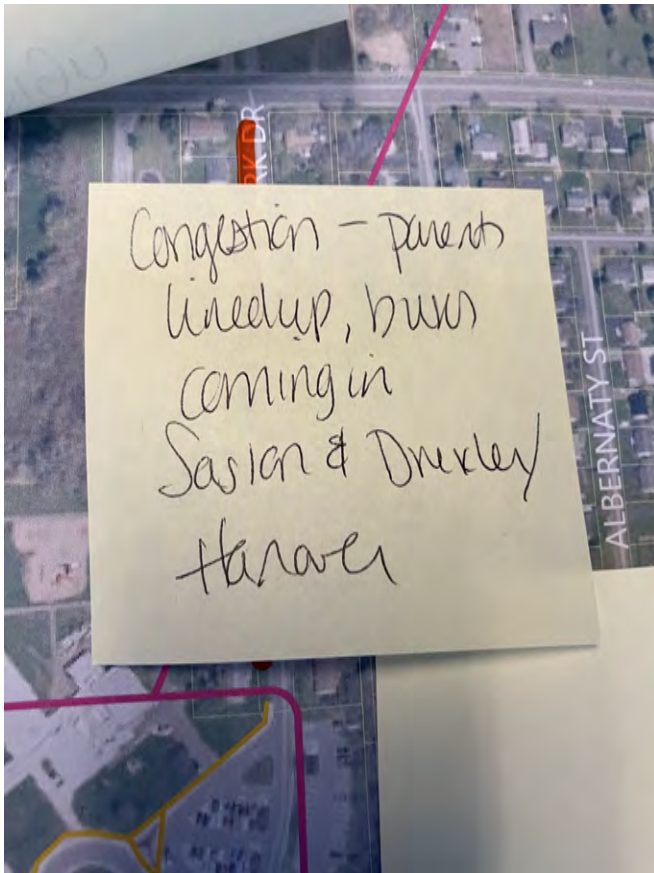
Opportunities

- crossing guards
- bike lanes
- Sidewalks on 7th North
- @ School Rd?
- signage approaching slow school
- survey - use visuals!

MAP FROM PTO MEETING



OVERLAID NOTES FROM PTO MAP



APPENDIX E - PARENT AND STUDENT SURVEYS AND RESPONSES

Safe Routes to School - Chestnut Hill Parent Survey

The Syracuse Metropolitan Transportation Council (www.smtcmtpo.org) is working on a "Safe Routes to School" study for Onondaga County schools. "Safe Routes to School" is a national program that promotes safe walking and biking to and from school. This study will help schools and community partners identify ways to improve the walk or bike ride to school for Onondaga County students, using Chestnut Hill Schools as an example.

We are looking for feedback on how to improve physical elements (like sidewalks, crosswalks and traffic signals) on your child's trip to and from school. Please share your thoughts with us through this survey no matter how you make these trips. After taking the survey, if you have any questions or want to learn more about the project, please contact Joseph DiStefano at

...

1. On most days, how does your child **get to school**?

- ☐ Walk
- ☐ Bike
- ☐ School bus
- ☐ Car
- ☐ Other

2. On most days, how does your child **get home**?

- ☐ Walk
- ☐ Bike
- ☐ School bus
- ☐ Car
- ☐ Other

3. How frequently does your child walk or bike **to school**?

- ☐ Every day
- ☐ A few times a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Never

4. How frequently does your child walk or bike **home from school**?

- ☐ Every day
- ☐ A few times a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Never

5. Which of the following influences your decision whether your child walks or bikes to/from school? (Check all that apply.)

- ☐ Distance
- ☐ Convenience of driving
- ☐ Timing
- ☐ Child's before or after-school activities
- ☐ Speed of traffic along route
- ☐ Amount of traffic along route
- ☐ Availability of adult supervision
- ☐ Sidewalk or pathway quality
- ☐ Safety of intersections and crossings
- ☐ Availability of crossing guards
- ☐ Personal safety
- ☐ Weather or climate
- ☐ Convenience of busing

6. For each of the following rows, would you let your child walk or bike to/from school more often if it were changed or improved?

	Yes	No	Unsure
Distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience of driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child's before or after-school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speed of traffic along route	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of traffic along route	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of adult supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sidewalk or pathway quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety of intersections and crossings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of crossing guards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather or climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience of busing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What other issues or ideas about getting to/from school would you like to share with us?

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PARENT SURVEY OPEN RESPONSES

ID What other issues or ideas about getting to/from school would you like to share with us?

- 2 None. We literally live next to school so none of these matter at the moment
- 6 It is not practical to walk or bike to school from our home because there are many business parking entrances that also would need to be crossed, and even if there was a sidewalk, people in cars would still be zooming into the parking lot making it an unsafe environment. Drivers regularly speed on Buckley Rd as well, easily going at least 10mph over the speed limit. I would love to have the kids be able to walk to school if the infrastructure were there.
- 8 I drive my child to school because he is safer that way. At the end of the day on his way home is dinner. The bus literally passes the house and drops only him off at the next busy intersection. It is VERY scary as a parent. He should not watch his hos go by in the window just to be dropped off blocks later having to walk through traffic because it is "convenient" for the bus route. Thank you for understanding
- 10 The school street (Saslon Park Drive) needs a slow down sign at the top of the hill. There needs to be less congestion at the drop off line causing cars to line up past the stop sign at the intersection of Drexler and Saslon blocking students who walk from getting to school safely. The sidewalks need to be extended to allow students to safely walk allowing them a safer distance between them and the cars that block the road
- 12 Our transportation department has declined recently with what may be changes in staff, leadership, or all of the above. Leadership is so rigid and lacks empathy and customer service soft skills. After several requests for bus route changes where we can ensure many topics above are ensured, requests are denied or not even answered and has not legitimate support for decision made. Having a system map bus routes, and incorrectly when resorting back to basic framework is ridiculous. I don't care, and neither do other parents frankly about a "policy" that busses have to be at certain spots for pickup only. Prior years bus stop was safe and meeting all safety topics above. Only after a vehicle almost struck a young child and a call to a higher superior did the appropriate support get put into place (February) for the safety of our children, clearly not his! Our high tax dollars contribute to their salary. Its ridiculous and embarrassing that this has to be shared via a third party survey for better district accountability of those who has a smidgen of power because of a job title. Do Better! A lot better!
- 13 Making the bus stop closer to my house.
- 15 The distance is far especially when it's dark in the morning, there are no sidewalks in the neighborhoods around the school, the lighting is poor, he would have to cross several roads and I have witnessed a driver go around kids crossing the street to their school bus at an intersection.
- 16 My child has asked about walking/biking to or from school, however I don't feel comfortable with the large number of drug addicts hanging out at Conifer Park early in the morning. I also don't feel comfortable with how busy of a street Old Liverpool is.
- 26 Transportation in a bus to the school, it is safety for my child
- 27 The school drop off is a nightmare. Parents are friggen retarded
- 32 N/A
- 42 Sidewalks are one of the most necessary components of children walking to school with so much distracted driving. Just on my neighborhood street I watch cars almost hit mailboxes because they are looking down at their phones. That's not safe for people, let alone young kids, to be walking.
- 46 We live 2.8 miles from school. West Taft, Henry Clay, Electronics Pkwy and 7th North Street are all heavy traffic areas with many road crossings. There is not a continuous sidewalk or safe pathway to the school.

Safe Routes to School - Chestnut Hill Student Survey

The Syracuse Metropolitan Transportation Council (www.smtcmtpo.org) is working on a "Safe Routes to School" study for Onondaga County schools. "Safe Routes to School" is a national program that promotes safe walking and biking to and from school. This study will help schools and community partners identify ways to improve the walk or bike ride to school for Onondaga County students, using Chestnut Hill Schools as an example.

We are looking for feedback on how to improve physical elements (like sidewalks, crosswalks and traffic signals) on your trip to and from school. Please share your thoughts with us through this survey no matter how you make these trips. After taking the survey, if you have any questions or want to learn more about the project, please contact Joseph DiStefano at

1. On most days, how do you **get to school**?

- ☐ Walk
- ☐ Bike
- ☐ School bus
- ☐ Car
- ☐ Other

2. On most days, how do you **get home**?

- ☐ Walk
- ☐ Bike
- ☐ School bus
- ☐ Car
- ☐ Other

3. How often do you walk or bike **to school**?

- ☐ Every school day
- ☐ A few times a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Never

4. How often do you walk or bike **to get home**?

- ☐ Every school day
- ☐ A few times a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Never

5. If you have walked/biked to school, what kind of issues do you experience when walking/biking to and from school?

If you have NOT walked/bike to/from school, what kind of issues prevent you from walking/biking?

Look at the images below and select the choices that correspond to the letters of each image.
(Check all that apply)



☐ A. Missing sidewalk



☐ B. Broken sidewalk



☐ C. Blocked sidewalks



☐ D. Faded/no crosswalk



☐ E. Missing curb ramp



☐ F. Too many cars



☐ G. Speeding cars



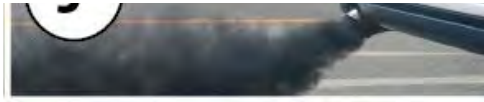
☐ H. Cars blocking sidewalk



☐ J. Fast moving cars



☐ I. Trash or litter



☐ J. Dirty air from exhaust



☐ K. Not well-lit



☐ L. Graffiti



☐ M. Traffic not stopping at STOP signs

6. What other issues or ideas about getting to/from school would you like to share with us?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

STUDENT SURVEY OPEN RESPONSES

ID What other issues or ideas about getting to/from school would you like to share with us?

- | | | | |
|----|--|-----|--|
| 3 | No other issues. | 69 | none |
| 5 | None | 70 | I don't have any problems, my parents don't want me walking home alone. |
| 9 | None | 71 | Busses block the road when going to school making it harder for my moms car to get through also people staying in there spots at the car drop off with no kids in there car |
| 10 | Suspicious people stopping in their cars near my neighborhood, my mom worries I will get kidnapped. | 73 | There is none. |
| 12 | I only have one other issue really and that is just kind of tight to walk through. | 76 | I don't have anything to share. |
| 13 | none | 77 | None |
| 14 | helloooooo | 78 | When I walk to school, I go through a short cut which is very much quicker but the only problem is that there is a walking place at first but then they didn't finish it so there is not a sidewalk no more so sometimes I have to go through mud. Also while I'm going through mud there is a little spot that is filled with water and rocks so I have to jump through the rocks so I don't touch the water. |
| 15 | None | 81 | none |
| 16 | None | 82 | no |
| 19 | I don't have anything to share. | 83 | Sometimes, on the bus people scream and it feels like their are 14 fights going on at once and that i'm about to be involved in the fight for no reason. |
| 20 | None | 84 | None! |
| 23 | Predators around certain areas | 87 | Having a sidewalk on more of the main roads. |
| 25 | I don't really have any problems walking to school. | 88 | not enough sidewalks |
| 26 | None. | 89 | People not stopping at stop signs makes me nerves because i remember earlier this year my friends was getting off the buss and a guy did not stop a the stop sign and almost hit him. |
| 27 | None | 90 | None |
| 29 | I live near a very busy road and if there was a button to press to help me cross that would be very helpful. | 95 | One time I was walking home with my friends and we swore at a bus and a dude said "nice mouth". |
| 36 | None | 96 | None! |
| 37 | I have no other issues? | 97 | I have no issues nor ideas about getting to/from schools. |
| 38 | Nothing | 99 | None |
| 39 | they should fix the roads I guess | 100 | None |
| 41 | Nothing | 101 | None. |
| 44 | My parents don't want to and I don't want to | 102 | none |
| 46 | none | 103 | none |
| 47 | None | 105 | Nothing |
| 49 | no other issue | 106 | It happens when I get on the bus. |
| 50 | Nothing all of them were listed. | 107 | I'm scared of being kidnapped |
| 53 | My bus drops me off at a stop sign and I have to walk home after that. | 108 | none |
| 55 | There is no sidewalks from my house to school. Also, no crosswalks. | 109 | None |
| 56 | none | 110 | nothing. |
| 57 | I think it is too far away from my house. | 112 | none because my mom drives and picks me up... |
| 58 | my house it to far and I don't want to get kidnapped walking by my self | 115 | If I smell pot/weed/marijuana it makes me not want to walk to school |
| 59 | None | 116 | :P |
| 60 | None | | |
| 64 | A busy road separates my house from the school | | |
| 66 | Nothing really. | | |
| 67 | None I just don't feel like walking to school and back home. | | |
| 68 | I usually just prefer the bus more. | | |

SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☐ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☐ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☐ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: _____

Overall, the feeling around drivers in this area is:



Safety

- ☐ Car speeds are too fast
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☐ There are hazards / accessibility issues

☐ Other problems: _____

Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☐ There are few / NO sidewalks
- ☐ There is litter / trash around

☐ Other problems: _____

Overall, the feeling of comfort in this area is:





Chestnut Hill Walk Audit

Walking Route

School Sites

Chestnut Hill Middle School

Chestnut Hill Elementary

START

FINISH

SASLON PARK DR

HANOVER ST

7TH NORTH ST

VALLEY RD

CHESTNUT HEIGHTS DR

GALE AVE

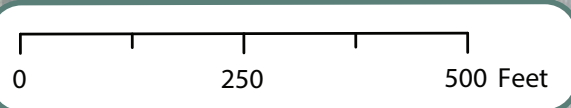
FAIRMONT AVE

GLENDALE AVE

PLEASANT MEW DR

DREXLER ST

LIBE



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☒ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☒ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☒ Drivers appear to be speeding
- ☒ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: _____

Overall, the feeling around drivers in this area is:



Safety

- ☒ Car speeds are too fast
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☒ There are hazards / accessibility issues

☐ Other problems: _____

Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☒ There are few / NO sidewalks
- ☒ There is litter / trash around

☐ Other problems: _____

Overall, the feeling of comfort in this area is:





Chestnut Hill Walk Audit

Walking Route

School Sites

FINISH

START

Chestnut Hill Elementary

Chestnut Hill Middle School

SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.



Street Crossings and Intersections

- ☒ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☒ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☐ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☒ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: None visible

Overall, the feeling around drivers in this area is:



Safety

- ☐ Car speeds are too fast
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☒ There are hazards / accessibility issues

☐ Other problems: _____

Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☒ The streets need benches and places to rest
- ☒ There are few / NO sidewalks
- ☒ There is litter / trash around

☐ Other problems: _____

Overall, the feeling of comfort in this area is:



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☒ Crossing needs a pedestrian-activated button
- ☒ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☒ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☒ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☒ Other problems: speed up on hills

Overall, the feeling around drivers in this area is:



Safety

- ☒ Car speeds are too fast
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☒ There are hazards / accessibility issues

☐ Other problems: _____

Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☒ The streets need benches and places to rest
- ☒ There are few / NO sidewalks
- ☒ There is litter / trash around

☐ Other problems: _____

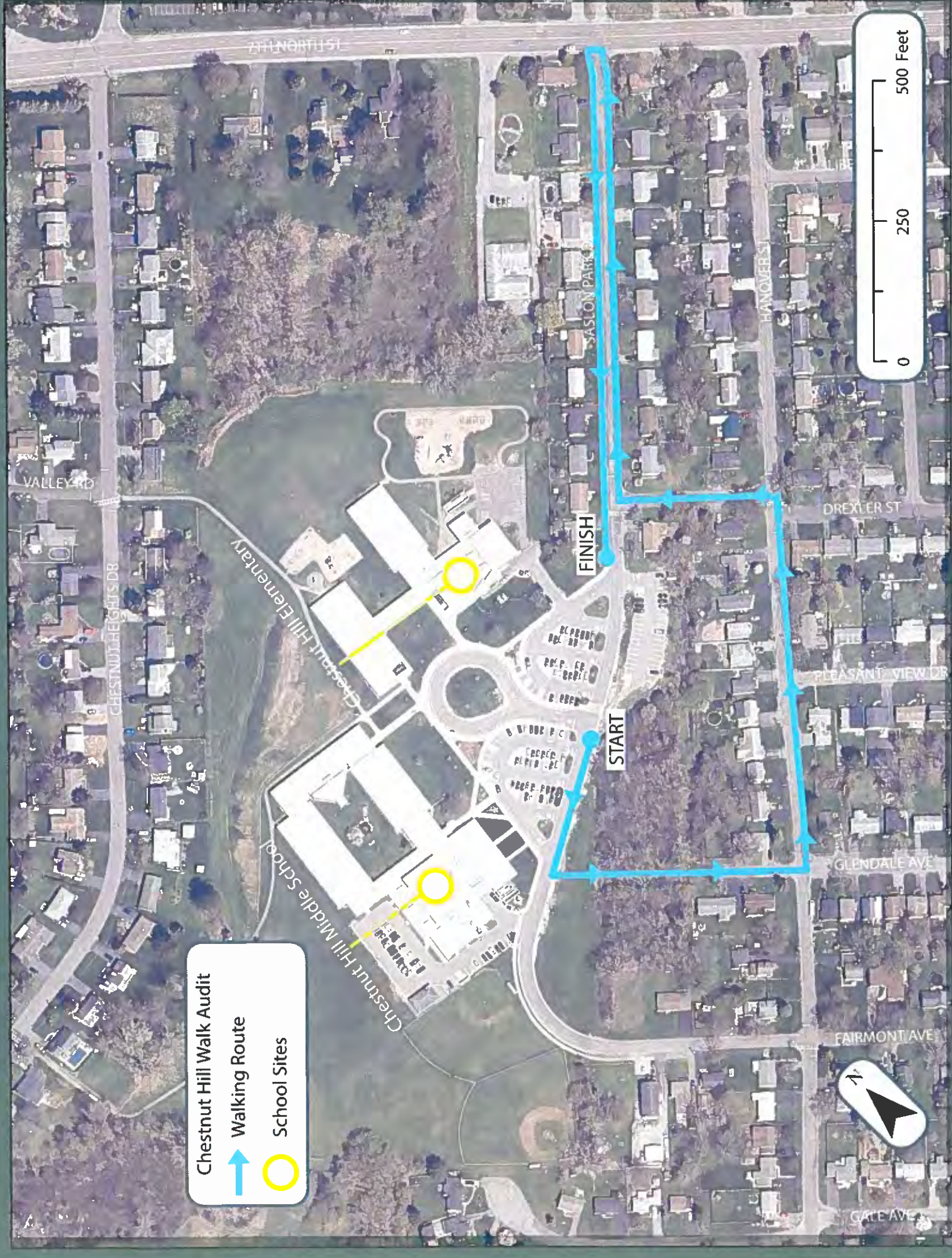
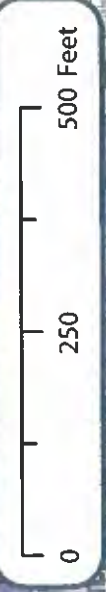
Overall, the feeling of comfort in this area is:



Chestnut Hill Walk Audit

Walking Route

School Sites



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☒ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: School zone signs

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☐ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☒ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☒ Drivers are distracted (by phone / passengers)
- ☒ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: Add sidewalks

Overall, the feeling around drivers in this area is:



Safety

- ☒ Car speeds are too fast
- ☒ There is too much traffic
- ☒ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☒ Cars are too close
- ☒ There are hazards / accessibility issues

☐ Other problems: _____

Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☒ There are few / NO sidewalks
- ☒ There is litter / trash around

☐ Other problems: _____

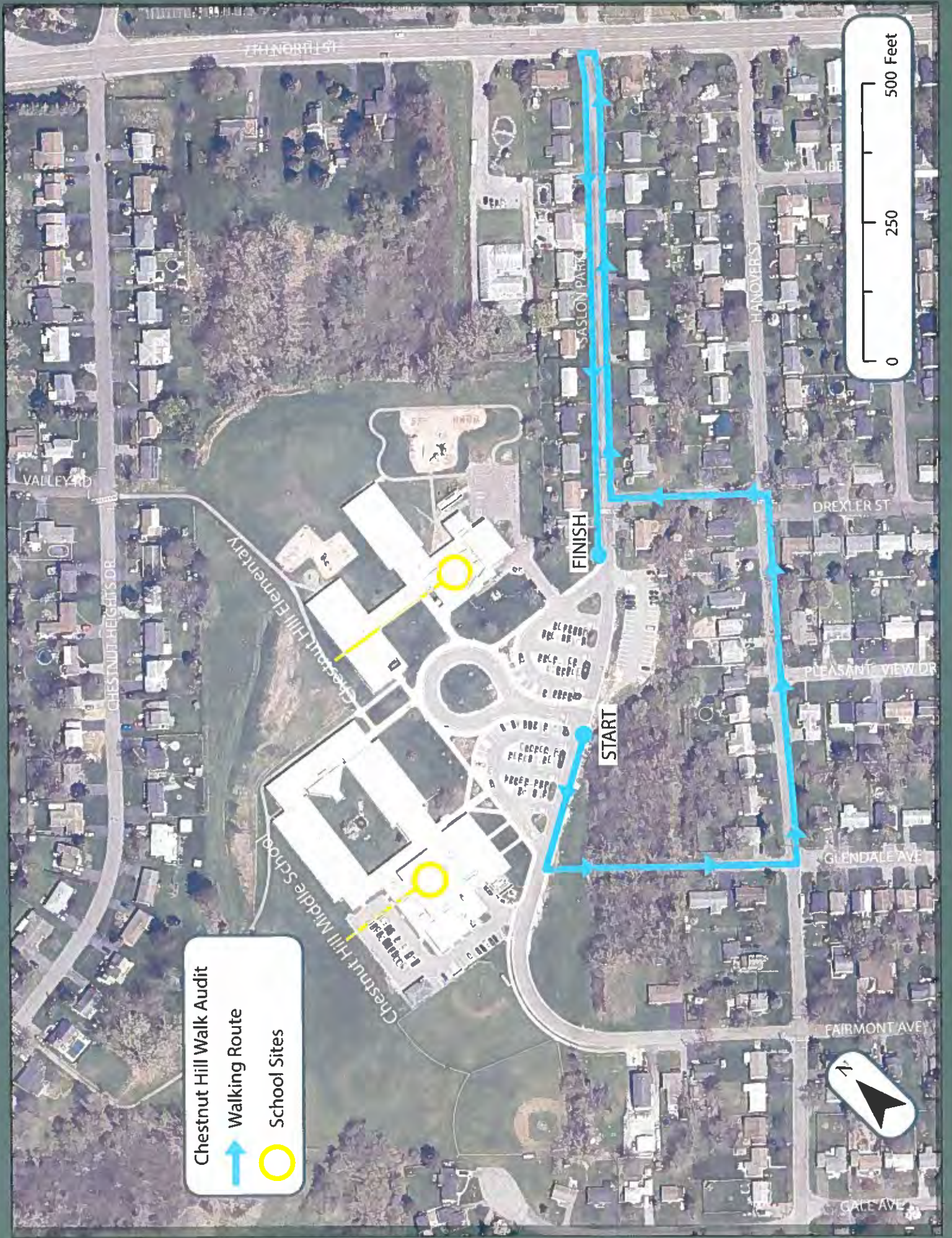
Overall, the feeling of comfort in this area is:



Chestnut Hill Walk Audit

Walking Route

School Sites



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☒ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☒ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☐ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: _____

Overall, the feeling around drivers in this area is:



Safety

- ☐ Car speeds are too fast
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☐ There are hazards / accessibility issues

☐ Other problems: There is 16 School Zone

Sign
Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☒ There are few / NO sidewalks
- ☒ There is litter / trash around

☐ Other problems: _____

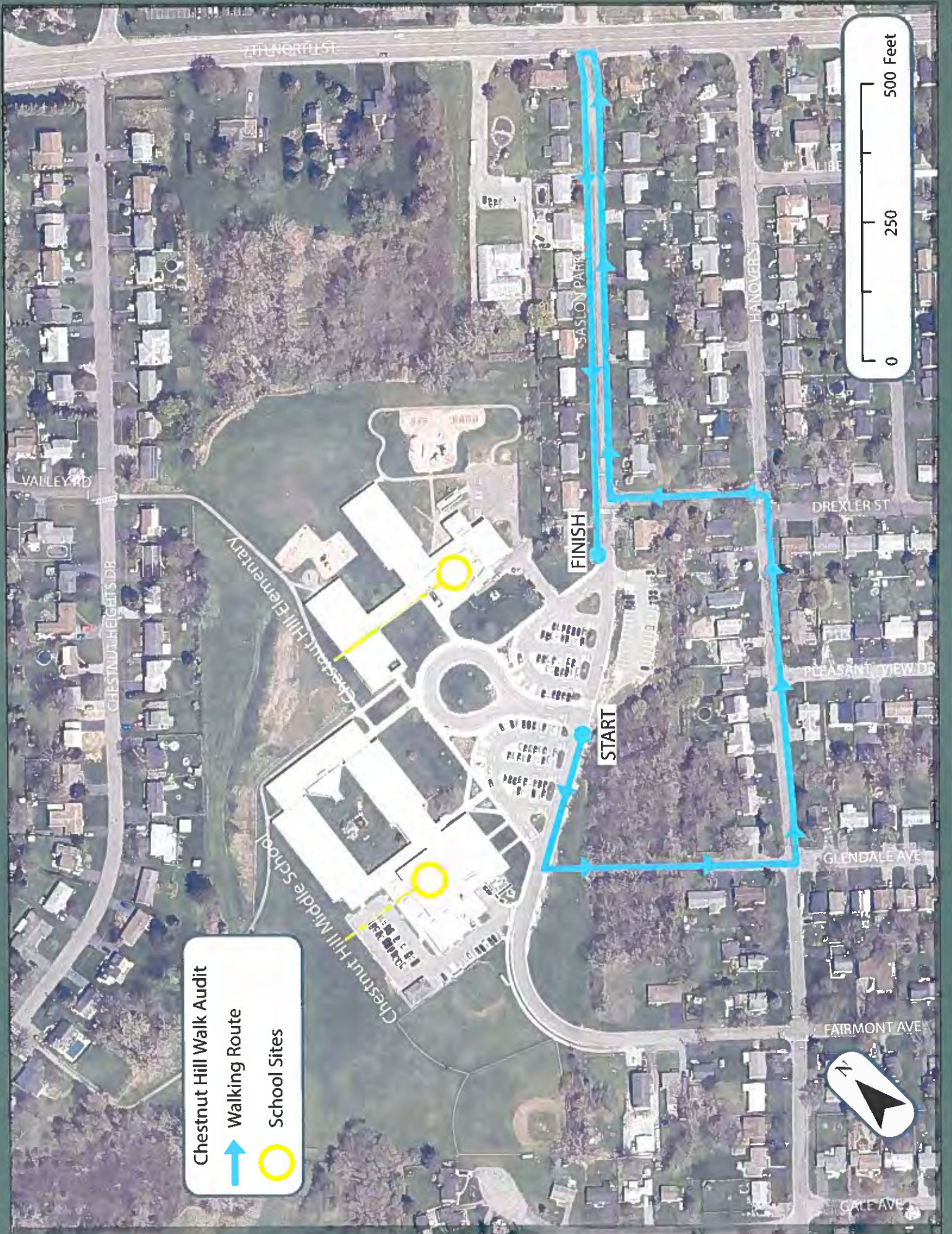
Overall, the feeling of comfort in this area is:



Chestnut Hill Walk Audit

Walking Route

School Sites



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☒ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems:

School Zone Signs

Overall, the feeling around crossings in this area is:



add Sidewalks

☐ Other problems:

Overall, the feeling around drivers in this area is:



Driver Behavior

- ☒ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☐ Drivers appear to be speeding
- ☒ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☒ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems:

Overall, the feeling of safety in this area is:



Safety

- ☐ Car speeds are too fast
- ☐ There is too much traffic
- ☒ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☒ There are hazards / accessibility issues

Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☒ There are few / NO sidewalks
- ☒ There is litter / trash around

☐ Other problems:

Overall, the feeling of comfort in this area is:



Chestnut Hill Walk Audit

Walking Route

School Sites



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☐ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☐ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☐ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: _____

Overall, the feeling around drivers in this area is:



Safety

- ☒ Car speeds are too fast *down road*
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
- ☒ There are hazards / accessibility issues *desire path*

☐ Other problems: *uneven pavement*

Overall, the feeling of safety in this area is:



muddy, so they desired path

Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☐ There are few / NO sidewalks
- ☐ There is litter / trash around

☐ Other problems: _____

Overall, the feeling of comfort in this area is:



SAFE ROUTES TO SCHOOL WALK AUDIT CHECKLIST

Directions: Please fill out the following checklist to note problems in the walking environment.

Street Crossings and Intersections

- ☐ Road is too wide to cross easily
- ☐ Traffic signals do NOT give enough time to cross
- ☐ Crossing needs a pedestrian-activated button
- ☐ There is NO crosswalk or it is poorly marked
- ☐ Crosswalks are far from where I want to cross
- ☐ Intersections do NOT have a curb ramp for carts, wheelchairs, strollers, walkers, etc.

☐ Other problems: _____

Overall, the feeling around crossings in this area is:



Driver Behavior

- ☐ Drivers do NOT stop at stop signs
- ☐ Drivers do NOT stop behind crosswalk
- ☐ Drivers appear to be speeding
- ☐ Drivers do NOT yield to people walking
- ☐ Drivers are distracted (by phone / passengers)
- ☐ Drivers are NOT looking out for people walking, make unexpected turns, or seem hostile

☐ Other problems: _____

Overall, the feeling around drivers in this area is:



Safety

- ☐ Car speeds are too fast
- ☐ There is too much traffic
- ☐ Street lights are few or NOT present
- ☐ There are people around who seem threatening
- ☐ Unleashed dogs / animals are present
- ☐ Cars are too close
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☐ Other problems: _____

Overall, the feeling of safety in this area is:



Comfort

- ☐ There is NOT enough shade
- ☐ There are few or NO trees / landscaping
- ☐ There are vacant lots or rundown buildings
- ☐ The streets need benches and places to rest
- ☐ There are few / NO sidewalks
- ☐ There is litter / trash around

☐ Other problems: _____

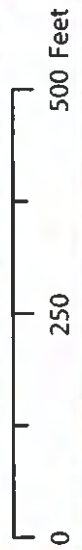
Overall, the feeling of comfort in this area is:



Chestnut Hill Walk Audit

Walking Route

School Sites



APPENDIX G - MANLIUS NEIGHBORHOOD SIDEWALK PROGRAM

Source: <https://www.townofmanlius.org/300/Neighborhood-Sidewalk-Program>

Neighborhood Sidewalk Program (NSP)

The Town of Manlius Supervisor and Town Councilors identified a need for a program that allows neighborhoods to organize and build sidewalks to help our children safely walk to school, connect our villages and to increase overall walkability in the Town of Manlius. Therefore, the Town of Manlius has created a Neighborhood Sidewalk Program (NSP) to guide residents through the process of creating a sidewalk district to fund, build and maintain sidewalks and multi-use trails, based on the availability of funding and meeting specific project criteria. This program will use [Town Law Article 12-A](#) to form a sidewalk district if all criteria is met.

The Town of Manlius Neighborhood Sidewalk Program (NSP) serves as a way for the town to partner with neighborhoods to fund, build and maintain sidewalks and multi-use trails.

The goals of the Neighborhood Sidewalk Program are to provide Town of Manlius residents with:

- Improved safety
- Improved pedestrian mobility
- Improved connectivity to schools
- Improved connectivity to parks and recreation facilities
- Improved connectivity between multiple land uses
- Improved connectivity to transit options

Neighborhood Sidewalk Program Process

1. Meet with the Town Supervisor or a Town Councilor to present your proposed project and to review the process of creating a sidewalk district in your neighborhood.
2. A neighborhood group, Homeowners' Association or an individual gathers petition signatures from property owners in the desired neighborhood showing support for the project. The Town Board requires at least 65% of property owners in the proposed neighborhood to show support by the petition signatures.
3. Once the application and petition are verified by the Town Clerk, the proposed project will be presented at a Town Board meeting.
4. If accepted by the Town Board, the town engineer will draft a map, plan and report. This report would include who will be included in the sidewalk district, estimation of costs and grant opportunities.
5. Once the map, plan and report is completed, an informational neighborhood meeting will be held to discuss options and cost with residents.
6. A required public hearing will be scheduled to hear from residents and present the final proposed sidewalk plan.

7. After a public hearing is held, the town board can vote on creating a new sidewalk district which will be subject to a [permissive referendum](#).
8. If no petition for referendum is filled within 30 days and the state comptroller approves, the town board resolution becomes effective and the new sidewalk district is formed.
9. Once the sidewalk district has been formed, the Town & residents will apply for grants, set up funding for the project and go out to bid for the project.

Project Neighborhood Support Demonstrated Through Petitions

The Town of Manlius requires that there be wide support from the community for implementing this program in its neighborhoods. The neighborhood petition to demonstrate support for a Project must be received with at least sixty-five percent (65%) of property owners in the proposed sidewalk district. The Petition should include the name, and address for each petitioner.

The petition must identify a primary contact who will take responsibility for submitting information and assist the Town throughout the project. The petition should be presented in writing to the following:

Town of Manlius
c/o Neighborhood Sidewalk Program
301 Brooklea Drive
Fayetteville, NY 3066

All homeowners must sign individually, including owners of undeveloped lots. The percentages will be calculated, based on individual lots where the owners sign affirmatively, divided by the total number of lots in the neighborhood. Each lot counts as only one lot regardless of the number of owners signing.

The completed petition must be returned to the Town Clerk where it will be verified against tax records and land lot maps to ensure that it meets all requirements. Once verified, the proposed project will be presented to the Town Supervisor and Town Board to be evaluated.

Neighborhood Cost Share

It is recommended that all installation costs for the Neighborhood Sidewalk Program project be shared between the Town and the neighborhood. The Neighborhood Cost Share will be dependent on what grants are available for projects to reduce the overall cost for the sidewalk district. Installation costs include but are not limited to: establishment of a level shoulder, reconstruction of driveways, construction of the Project, sign and pavement marking modifications, mail box relocation and landscaping.

Neighborhood Sidewalk Program Project Request Criteria

Project requests will be evaluated on the following criteria. These criteria will be used to determine a priority for implementation of the neighborhood requests:

Safety Factor: Any potential or demonstrated pedestrian safety hazard, such as crash history, topography, roadway alignment, street lighting, speeds, or completing a missing segment of an existing path will increase the justification for a project.

Trip Generator Factors: Walking becomes an alternative form of transportation when located near a private or public school, Parks and Recreation facility, Transit and Civic facilities. Therefore, this will increase the justification for a project.

Land Use (Zoning) Factors: Requests for projects that promote pedestrian connectivity between land uses, such as links between residential, commercial, and office use will increase the justification for a project, as will higher density zonings, versus lower density zonings.

Neighborhood Cost Share Amount: Projects that qualify for grants will increase the justification for the project.

Construction feasibility, including available funding, geographic constraints, and right-of-way: Available funding, geographic constraints, and right-of-way. Adequate right-of-way and/or easements must exist or be donated to the town. Existing shoulder and curb and gutter conditions will have an impact on the project cost and feasibility. Good condition curb and gutter and flat, unobstructed shoulder conditions will increase the justification for a project. For Projects that require changes that fall outside of easements or Town Right-Of-Way, the neighborhood will assist the Town in obtaining the necessary easements or Right-Of-Ways that are required for the Project to be constructed.

Public Support: The Town Board requires 65% of property owners within the proposed sidewalk district to be in support of the project. This will be demonstrated by the petition requirement with the application of the NSP. The Town Board will be specifically looking for high support among property owners at the project location.

RESOLUTION

A RESOLUTION OF THE TOWN OF MANLIUS, NEW YORK ADOPTING A NEIGHBORHOOD SIDEWALK PROGRAM

WHEREAS, the Town of Manlius Supervisor and Councilors recognizes the need to adopt neighborhood sidewalk policies and procedures to address residents recreation and safety concerns; and

WHEREAS, the Town of Manlius is committed to being a supporting partner in helping residents and neighborhoods devise creative and workable ways to enhance neighborhood safety and livability by working closely with neighborhoods to implement effective and cost efficient solutions; and,

WHEREAS, Sustainable Manlius has prepared the attached Neighborhood Sidewalk Program for the Town of Manlius, New York and recommends its adoption.

Now, THEREFORE BE IT RESOLVED, by the Town Supervisor and Town Board of the Town of Manlius, New York, that the attached Neighborhood Sidewalk Project; and,

BE IT FURTHER RESOLVED, that Town Staff are authorized to perform such actions as are necessary and appropriate for the implementation of the Neighborhood Sidewalk Program; and,

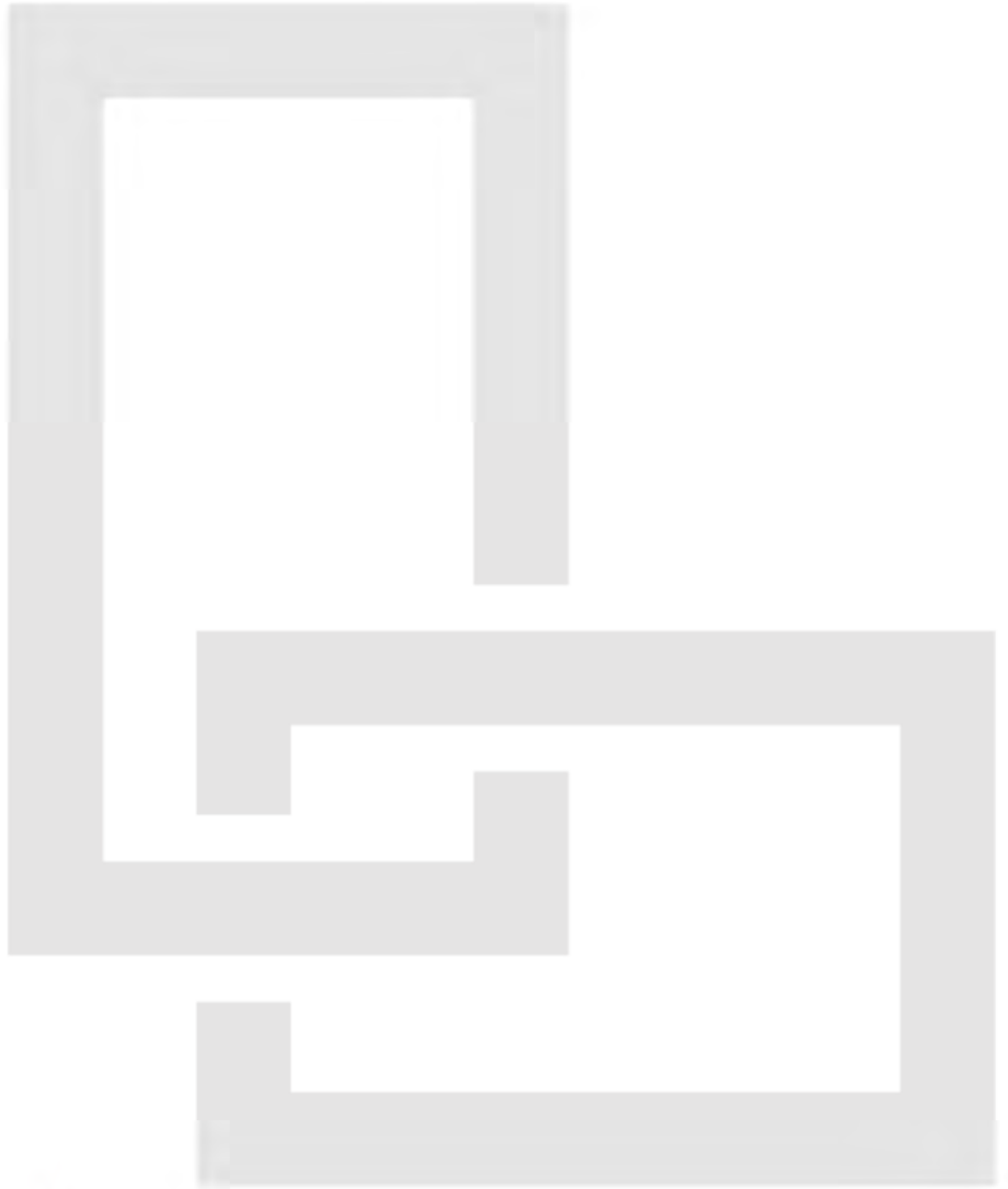
BE IT FURTHER RESOLVED, this resolution shall take effect from and immediately after its passage.

Prepared For:

Town of Manlius
Onondaga County, New York

Submitted by:

LaBella Associates
300 State Street
Suite 201
Rochester, NY 14614
(585) 454-6110



**TOWN OF MANLIUS CONSOLIDATED SIDEWALK DISTRICT
MAP, PLAN AND REPORT
FOR THE ENDERS ROAD SIDEWALK**

**LABELLA PROJECT NO. 2242177.01
DECEMBER 2024**

TABLE OF CONTENTS

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OPINION OF PROBABLE PROJECT COSTS	3
FINANCING	4
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ATTACHMENTS

ATTACHMENT A: CONCEPTUAL OPINION OF PROBABLE CONSTRUCTION COST
ATTACHMENT B: FIGURE 01 – PROPOSED SIDEWALK DISTRICT MAP
ATTACHMENT C: FIGURE 02 – PROPOSED SIDEWALK PLAN
ATTACHMENT D: FIGURE 03 – ENVIRONMENTAL RESOURCE MAPPER
ATTACHMENT E: FIGURE 04 – FEMA FLOOD ZONES
ATTACHMENT F: FIGURE 05 – CRIS MAP

BACKGROUND AND EXISTING CONDITIONS

Enders Road, located in the Town of Manlius, New York, runs north to south from Pompey Center Road to East Seneca Turnpike. The road connects three of the six Fayetteville-Manlius School District schools, with two of them—Eagle Hill Middle School and Enders Road Elementary School—situated directly on Enders Road. The road is frequently used by students walking to and from school as well as by pedestrians on casual walks. However, Enders Road currently lacks adequate sidewalks, offering only minimal pathways and narrow shoulders, creating a hazardous environment for pedestrians.

Residents have raised significant concerns about pedestrian safety, particularly for children and students, due to the lack of sidewalks and the presence of careless driving through the school zone. It has been reported that drivers may have difficulty noticing pedestrians along the road, and there are concerns about situations where vehicles might not stop or avoid pedestrians. The increasing volume of foot traffic on Enders Road has heightened safety concerns and increased the potential for accidents.

The absence of a continuous sidewalk path is partially due to existing utilities and site features along Enders Road, such as catch basins, culverts, and mailboxes. These features may need to be relocated to ensure the safe installation of a new sidewalk with adequate separation from the roadway.

PROJECT NEEDS AND PROPOSED IMPROVEMENTS

Based on conversations with the Town, the sidewalk is proposed to begin on Cazenovia Road (NY-92), continue north on Enders Road, and end at the intersection of East Seneca Turnpike (NY-173). This sidewalk will be offset from the road to provide a safe distance from oncoming traffic and will meet ADA requirements. Most of the sidewalk is proposed on the west side of Enders Road for access to the schools and eventually crosses to the east side of the road to keep the sidewalk within the Town and avoid numerous driveway crossings.

In addition to the sidewalk, the project may include relocating catch basins along the proposed sidewalk route to maintain the site's drainage, installing a guide rail along a portion of Eagle Hill Middle school parking lot to prevent cars from pulling onto the sidewalk, installing crosswalks and pedestrian crosswalk signs with flashing beacons as needed to alert drivers of those walking nearby, and providing a concrete flat slab cover with railings over the top of the existing culvert and wing walls near Eagle Hill Middle School. The proposed sidewalk and additional safety precautions are intended to provide a safe, direct route for those who wish to use it, and encourage those who are weary of using the existing path to take advantage of the proposed project's features.

ENVIRONMENTAL IMPACTS

Regulated Wetlands and Waterways

According to the NYSDEC's Environmental Resource Mapper, there are no mapped New York State freshwater wetlands or buffer areas in the vicinity of the proposed improvements. However, the north end of the proposed improvements is located near a NYSDEC classified stream.

Wetland delineations will be completed during the design process to determine the wetland boundaries. We expect any proposed work that occurs within federally regulated wetlands to be minimal and will coordinate with NYSDEC and U.S. Army Corps of Engineers as needed.

Federal Emergency Management Administration (FEMA) Flood Zones

None of the proposed work is expected to be in, or near, a 100-year flood zone.

Archeologically Sensitive Sites

According to the New York State Cultural Resource Information System, there are no archeological sensitive areas within the proposed project location.

Rare Plants and Animals or Significant Natural Communities

According to the NYSDEC's Environmental Resource Mapper (ERM) and the U.S. Fish and Wildlife Service (USFWS) Information for Planning and Consultation (IPaC), the proposed project location is in the vicinity of bats listed as endangered. To avoid disturbing bats in their natural habitat, the project plans to minimize tree removal.

According to the ERM and USFWS IPaC, the proposed project location is in the vicinity of Eastern Massasauga rattlesnakes listed as threatened. However, the Eastern Massasauga rattlesnake has not been recorded in the Town of Manlius, New York. Its current populations in New York are limited to protected wetlands in two primary locations: the Bergen Swamp in Genesee County and the Cicero Swamp Wildlife Management Area in Onondaga County. Therefore, the project does not anticipate impacting their habitat.

SEQRA Status

The project will require environmental impact review to comply with the State Environmental Quality Review Act (SEQRA). Based upon an initial review of the proposed action, it appears that the project will not qualify under the Type I or Type II classification under SEQRA. Rather, we assume that the project would be classified under SEQRA as an "Unlisted Action" and the short Environmental Assessment Form (EAF) would be prepared. It is assumed that the Town of Manlius would act as the "Lead Agency" overseeing the SEQRA review.

PERMITTING

NYSDOT

Portions of the proposed sidewalk installation are anticipated to take place along NYS RTE 92 and NYS RTE 173 and within the New York State Department of Transportation (NYSDOT) Right of Way. Therefore, any work to install the sidewalk within the NYDOT Right of Way will require their review and approval.

SWPPP

The proposed construction activities involve soil disturbances anticipated to be slightly less than one (1) acre. Therefore, the need for a stormwater pollution prevention plan (SWPPP) is not anticipated. However, if disturbance does exceed one acre and is less than 5 acres, then a SWPPP in the form of an erosion and sediment control plan will be required.

OPINION OF PROBABLE PROJECT COSTS

The opinion of probable project costs for the sidewalk project is \$1,421,800.00. A detailed breakdown of costs is provided in Attachment A. These costs are based on the project being completed by an outside contractor retained under the requirements of General Municipal Law for construction in the 2027 season and include allowance for escalation, contingencies, legal, administration, and engineering.

FINANCING

Annual Operating Budget

The Town intends to issue a Bond Anticipate Note (BAN) for at least the first year and secure long-term financing the following year. The Town would assess, levy, and collect funds to retire the BAN and bond over the Town's Sidewalk District on a benefit basis as part of the district's operation, and maintenance fee structure.

The Town will use a benefit formula to collect funds from property owners within the sidewalk district's boundaries for debt retirement services. The district boundary was determined using the border between the Village and Town and considering which properties will benefit most from the sidewalk. There are multiple land use classifications for properties within the proposed sidewalk district, and each has been assigned a certain number of equivalent dwelling units (EDUs) shown on the table below. An EDU is a standard unit of benefit payment equal to one single family residence. Residences have been assigned EDUs based on their land use (single family residence, multifamily residence, etc.)

Land Use	EDUs
Vacant	0.5
Residential (single family)	1
Residential (multifamily)	2
Commercial	3
Daycare Center	3
Apartment Building	5
Schools	10

Initially, residents were informed of a \$50 per year project charge. Therefore, the Town requested that grant funding and financing options be considered to keep the annual cost below this threshold. One potential funding opportunity is the Transportation Alternatives Program (TAP) grant. The TAP grant would cover 80% of the project costs, with the remaining costs to be covered by the property owners within the sidewalk district. Additionally, the Town requested that two financing options be considered to keep the annual cost below this threshold:

- **Option A:** 30-year bond
- **Option B:** 15-year bond

Both options are presented on the following page and assume that the Town is awarded the TAP grant. Please note that most grant applications, including the TAP grant, require a Preliminary Engineers Report, completion of SEQR, and a district formation prior to award.

Operation and Maintenance Cost

Annual operation and maintenance (O&M) costs are anticipated to be approximately \$4,000 per year, with \$2,500 allocated to snow plowing and \$1,500 towards a maintenance reserve. The maintenance reserve is intended to pay for basic sidewalk repairs, such as replacing individual sidewalk sections, caused by cracking over time. With approximately 533 EDUs anticipated, this equates to a \$7.50 O&M charge per EDU per year.

Option A

	First Year	Second Year
Bond Principle	\$1,421,800.00	\$1,421,800.00
Grant Requirements	\$1,140,000.00	\$1,140,000.00
Total Project Cost with Grant Award	\$281,800.00	\$281,800.00
BAN/Bond Rate %	3.50%	3.50%
Term, years	1	30
Proposed BAN Payment (interest only)	\$9,863.00	
Proposed Bond Payment (principal & interest)		\$15,321.84
2024 Benefit Units in Sidewalk District (EDU)		532.5
Total Proposed Annual Debt per Benefit Unit	\$18.52	\$28.77
Annual O&M Charge Per Benefit User	\$0.00	\$7.50
Proposed Annual Debt and O&M Charge per Benefit Unit	\$18.52	\$36.27

Option B

	First Year	Second Year
Bond Principle	\$1,421,800.00	\$1,421,800.00
Grant Requirements	\$1,140,000.00	\$1,140,000.00
Total Project Cost w/ Grant Award	\$281,800.00	\$281,800.00
BAN/Bond Rate %	3.50%	3.50%
Term, years	1	15
Proposed BAN Payment (interest only)	\$9,863.00	
Proposed Bond Payment (principal & interest)		\$24,467.30
2024 Benefit Units in Sidewalk District (EDU)		532.5
Total Proposed Annual Debt per Benefit Unit	\$18.52	\$45.95
Annual O&M Charge Per Benefit User	\$0.00	\$7.50
Proposed Annual Debt and O&M Charge per Benefit Unit	\$18.52	\$53.45

SIDEWALK DISTRICT DESCRIPTION

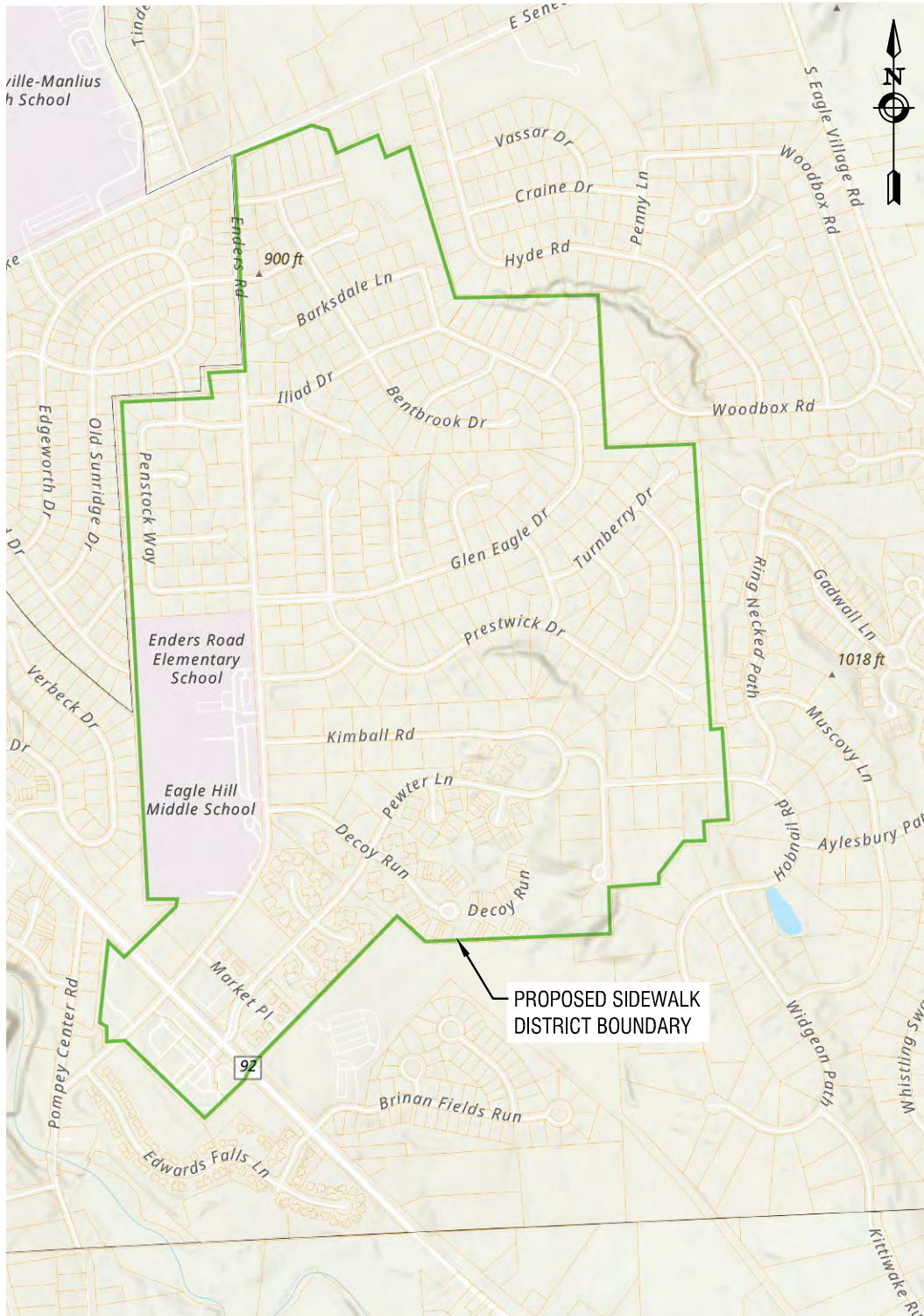
The proposed sidewalk district boundary is shown graphically in Figure 01.

ATTACHMENT A

LABELLA ASSOCIATES, D.P.C.
ENDERS ROAD SIDEWALK
PROJECT COST ESTIMATE

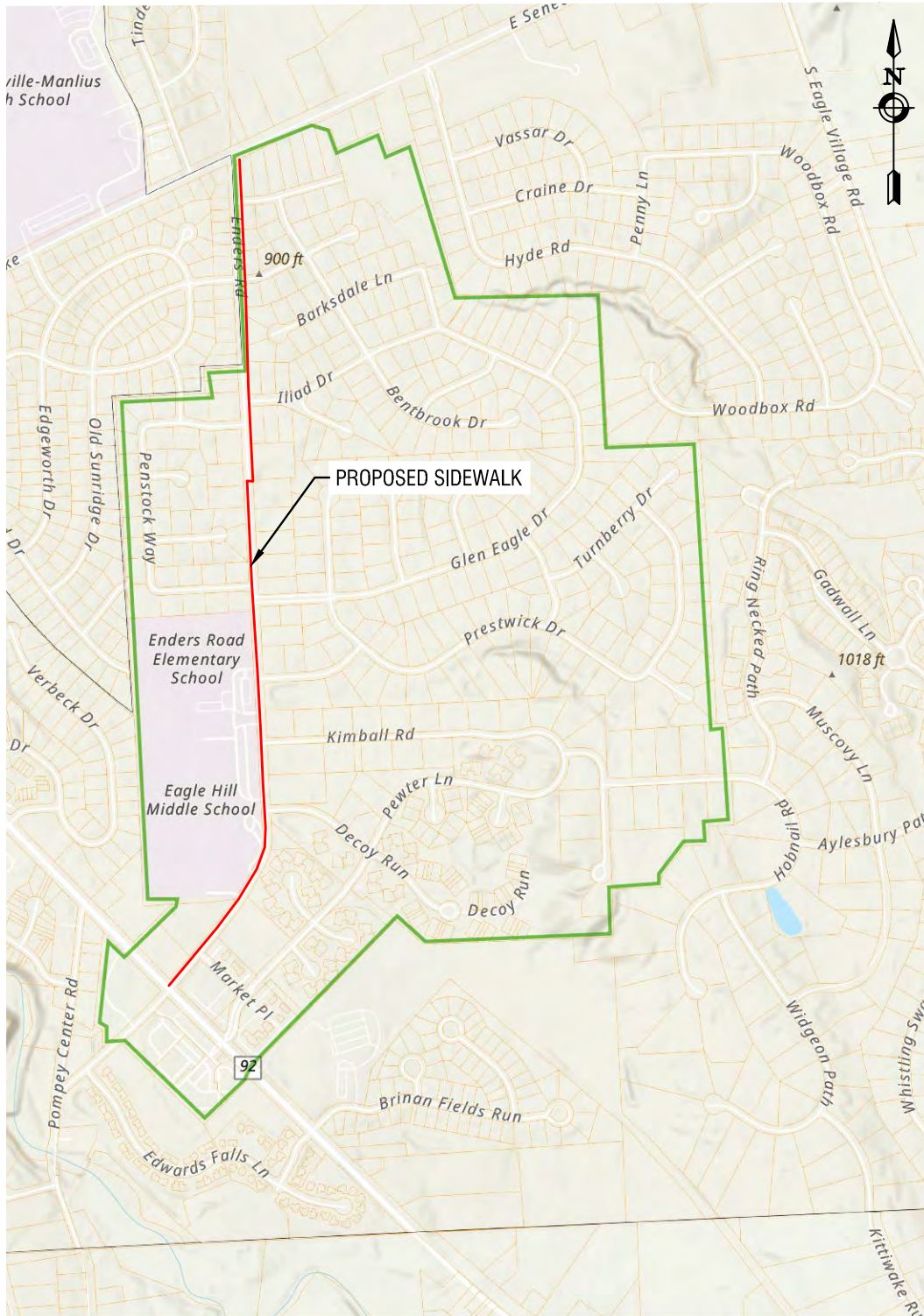
ITEM NO.	DESCRIPTION	EST. BID QUANTITY	UNIT	ENG. EST. UNIT PRICE	ENG. EST. TOTAL
PRE CONSTRUCTION & CONSTRUCTION START UP					
1	MOBILIZATION	1	LS	\$40,000.00	\$40,000.00
2	MPOT/UTILITY VERIFICATION	1	LS	\$40,000.00	\$40,000.00
3	TEMPORARY FENCE & SIGNAGE	1	LS	\$10,000.00	\$10,000.00
4	SURVEY & LAYOUT	1	EA	\$10,000.00	\$10,000.00
5	EASEMENT AQUITION	1	LS	\$50,000.00	\$50,000.00
DEMOLITION AND RELOCATION					
1	CATCH BASIN RELOCATION	9	EA	\$8,000.00	\$72,000.00
2	MAILBOX RELOCATION	20	EA	\$300.00	\$6,000.00
3	SIGN RELOCATION	26	EA	\$300.00	\$7,800.00
4	GRANITE CURB REMOVAL	80	LF	\$15.00	\$1,200.00
5	ASPHALT REMOVAL	76	SY	\$20.00	\$1,520.00
6	GUIDE RAIL REMOVAL AND DISPOSAL	50	LF	\$30.00	\$1,500.00
7	VEGETATION CLEARING	1	LS	\$6,000.00	\$6,000.00
8	RELOCATE LARGE ROCKS	11	EA	\$50.00	\$550.00
9	SITE FILL	120	CY	\$40.00	\$4,800.00
SITE WORK					
1	4" CONCRETE SIDEWALK	27,000	SF	\$20.00	\$540,000.00
2	GRANITE CURB REPLACEMENT	40	LF	\$54.00	\$2,160.00
3	DETECTABLE TACTILE SURFACE	26	EA	\$360.00	\$9,360.00
4	ASPHALT DRIVEWAY ARPON REPAIRS	600	SF	\$25.00	\$15,000.00
5	4' HIGH RETAINING WALL	100	LF	\$410.00	\$41,000.00
6	CULVERT TOP WITH RAILINGS	1	EA	\$15,000.00	\$15,000.00
7	GUIDE RAIL ALONG PARKING LOT	300	LF	\$40.00	\$12,000.00
8	CROSSWALK STRIPING	1	LS	\$2,500.00	\$2,500.00
9	PEDESTRIAN CROSSING SIGNS WITH FLASHING BECONS	1	SET	\$21,000.00	\$21,000.00
10	GRASS RESTORATION	1,170	SY	\$3.00	\$3,510.00
11	EROSION AND SEDIMENT CONTROL	1	LS	\$10,000.00	\$10,000.00
		CONSTRUCTION SUBTOTAL			\$922,900.00
		25%	ENGINEERING & ADMIN		\$231,200.00
		20%	DESIGN & CONSTRUCTION CONTINGENCY		\$184,600.00
		9%	ESCALATION (ASSUMING CONSTRUCTION IN 2027		\$83,100.00
		PROJECT TOTAL			\$1,421,800.00

ATTACHMENT B



TOWN OF MANLIUS

ATTACHMENT C



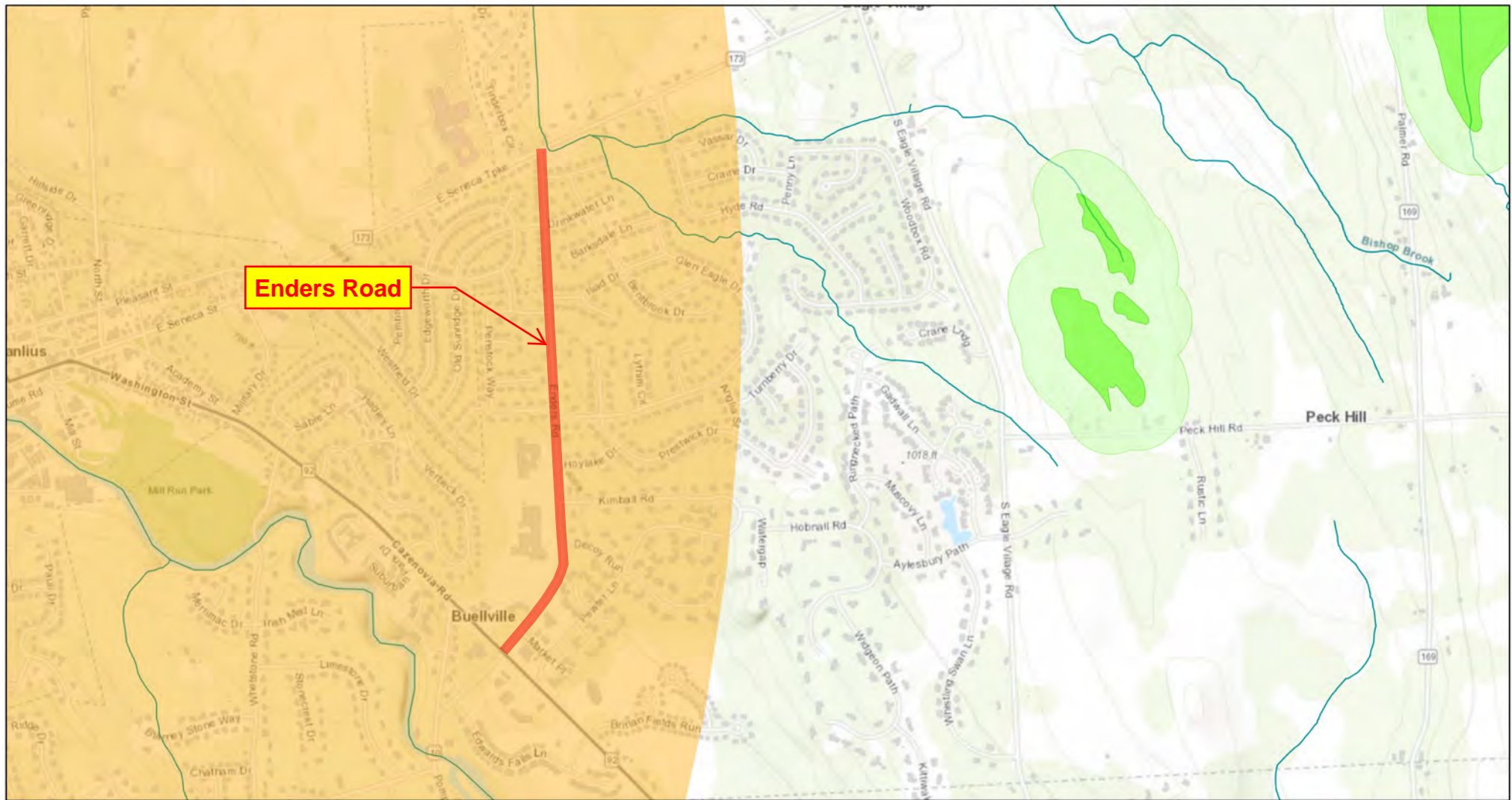
ENDERS ROAD SIDEWALK

ATTACHMENT C
FIGURE 02 - PLAN

TOWN OF MANLIUS

ATTACHMENT D

Environmental Resource Mapper



November 27, 2024

☒ Waterbody Inventory/Priority Waterbodies List

- ☒ Lakes and Reservoirs
- ☒ Estuaries
- ☒ Rivers and Streams
- ☒ Shorelines

☒ State Regulated Freshwater Wetlands
(Outside of the Adirondack Park)

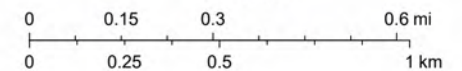
☒ State Regulated Wetland Checkzone

☒ Rare Plants or Animals

☒ Significant Natural Communities

☒ Natural Communities Near This Location

1:18,056



Province of Ontario, Esri Canada, Esri, HERE, Garmin, INCREMENT P, USGS, MET/NASA, EPA, USDA

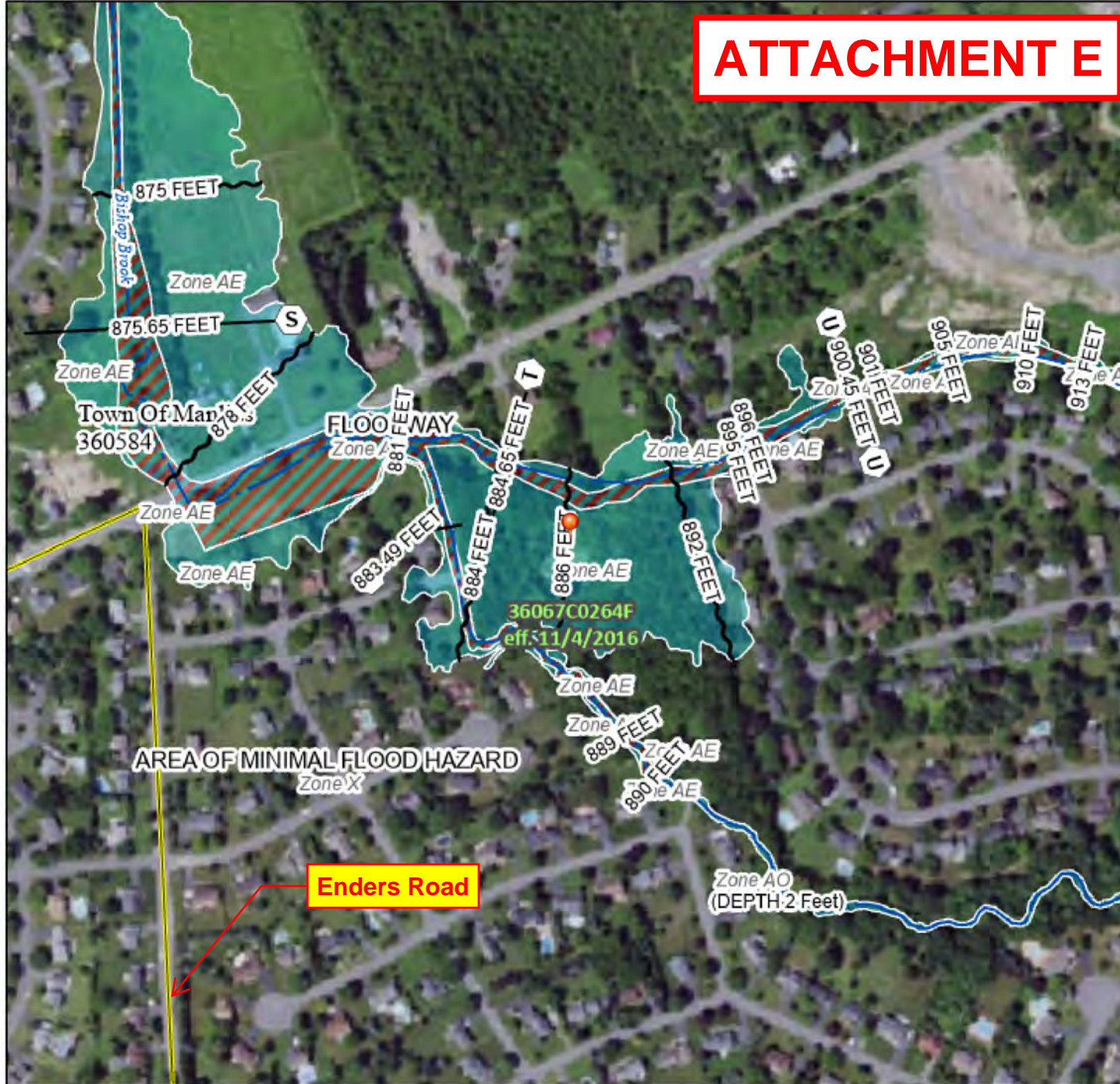
NYS Department of Environmental Conservation
Not a legal document

National Flood Hazard Layer FIRMMette



75°57'27"W 43°0'43"N

ATTACHMENT E



Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

SPECIAL FLOOD HAZARD AREAS		Without Base Flood Elevation (BFE) Zone A, V, A99
		With BFE or Depth Zone AE, AO, AH, VE, AR
		Regulatory Floodway
OTHER AREAS OF FLOOD HAZARD		0.2% Annual Chance Flood Hazard, Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile Zone X
		Future Conditions 1% Annual Chance Flood Hazard Zone X
		Area with Reduced Flood Risk due to Levee. See Notes. Zone X
		Area with Flood Risk due to Levee Zone D
OTHER AREAS		NO SCREEN Area of Minimal Flood Hazard Zone X
		Effective LOMRs
GENERAL STRUCTURES		Area of Undetermined Flood Hazard Zone D
		Channel, Culvert, or Storm Sewer
OTHER FEATURES		Levee, Dike, or Floodwall
		Cross Sections with 1% Annual Chance Water Surface Elevation
MAP PANELS		Coastal Transect
		Base Flood Elevation Line (BFE)
		Limit of Study
		Jurisdiction Boundary
		Coastal Transect Baseline
		Profile Baseline
		Hydrographic Feature
		Digital Data Available
		No Digital Data Available
		Unmapped



The pin displayed on the map is an approximate point selected by the user and does not represent an authoritative property location.

This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards

The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on **11/27/2024 at 2:01 PM** and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

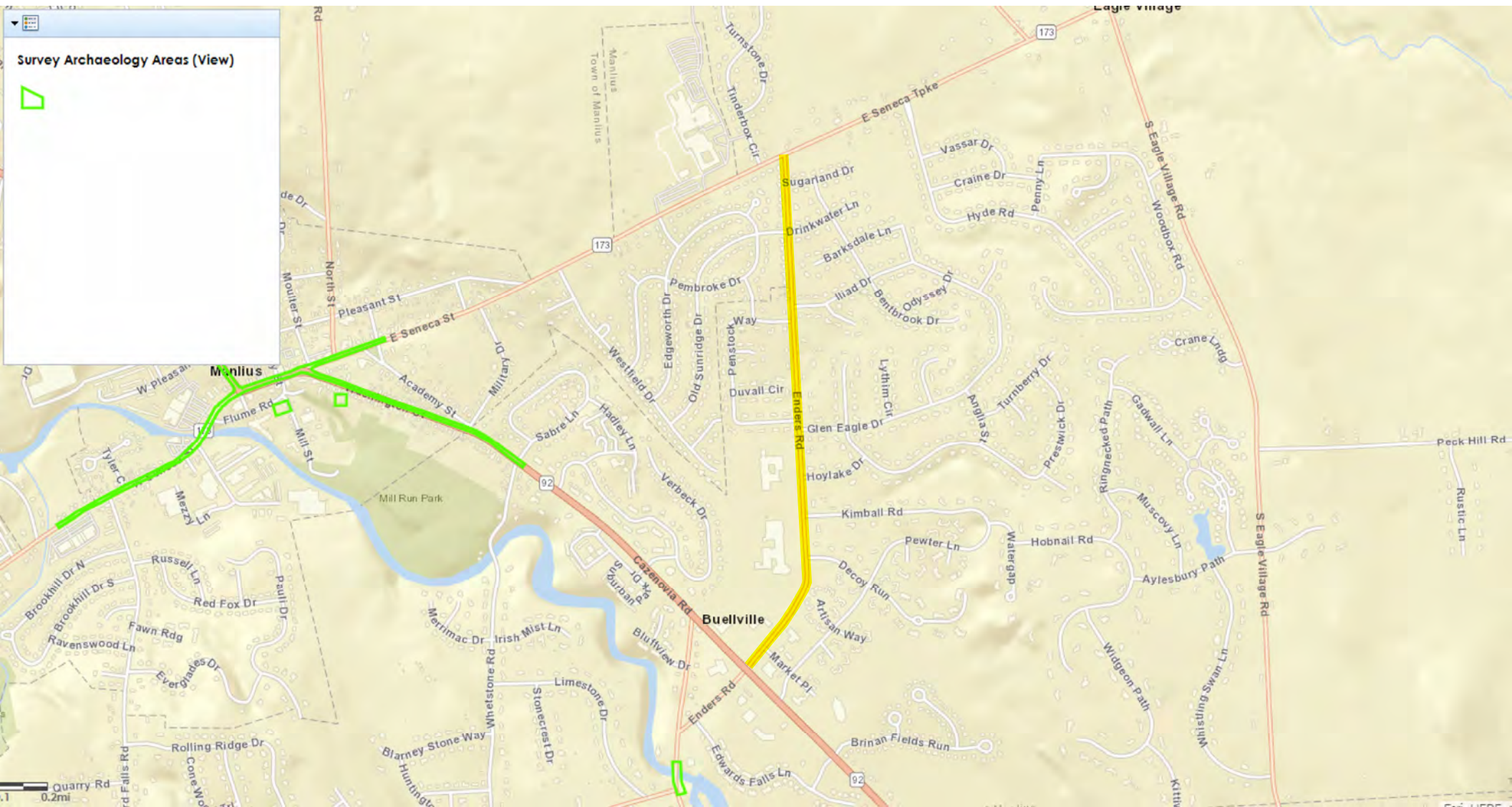
0 250 500 1,000 1,500 2,000 Feet

1:6,000

75°56'50"W 43°0'17"N

Basemap Imagery Source: USGS National Map 2023

ATTACHMENT F



APPENDIX H - YOUTH RADIAL ANALYSIS RESULTS, 2020 CENSUS AGES 5-17

School	Youth in ¼ mi
SOLVAY HIGH SCHOOL	244
EAST SYRACUSE ELEMENTARY SCHOOL	217
LYNCOURT SCHOOL	207
PARK HILL SCHOOL	169
MINOA ELEMENTARY SCHOOL	160
CHERRY ROAD ELEMENTARY SCHOOL	148
WILLOW FIELD ELEMENTARY SCHOOL	148
WALBERTA PARK PRIMARY SCHOOL	139
WEST GENESEE MIDDLE SCHOOL	126
ROXBORO ROAD MIDDLE SCHOOL	120
KARL W SAILE BEAR ROAD ELEM SCHOOL	120
SOLVAY ELEMENTARY SCHOOL	118
STONEHEDGE ELEMENTARY SCHOOL	115
JAMESVILLE-DEWITT HIGH SCHOOL	113
LIVERPOOL HIGH SCHOOL	111
ROXBORO ROAD ELEMENTARY SCHOOL	107
MAE E REYNOLDS SCHOOL	102
ENDERS ROAD ELEMENTARY SCHOOL	101
TECUMSEH ELEMENTARY SCHOOL	100
CHARLES W BAKER HIGH SCHOOL	95
HARRY E ELDEN ELEMENTARY SCHOOL	95
THEODORE R DURGEE JUNIOR HIGH SCH	95
BREWERTON ELEMENTARY SCHOOL	95
C S DRIVER MIDDLE SCHOOL	94
SKANEATELES SENIOR HIGH SCHOOL	93
ROCKWELL ELEMENTARY SCHOOL	92
CHESTNUT HILL MIDDLE SCHOOL	91
EAST HILL ELEMENTARY SCHOOL	89
ONONDAGA ROAD ELEMENTARY SCHOOL	86
ALLEN ROAD ELEMENTARY SCHOOL	85
MAIN STREET ELEMENTARY SCHOOL	81
SOULE ROAD MIDDLE SCHOOL	80
MOSES DEWITT ELEMENTARY SCHOOL	77
ELMCREST ELEMENTARY SCHOOL	77
SOULE ROAD ELEMENTARY SCHOOL	75
NATE PERRY ELEMENTARY SCHOOL	68
CHESTNUT HILL ELEMENTARY SCHOOL	67
STATE STREET INTERMEDIATE SCHOOL	66
EAGLE HILL MIDDLE SCHOOL	65
FREMONT ELEMENTARY SCHOOL	64
WELLWOOD MIDDLE SCHOOL	60
SMITH ROAD ELEMENTARY SCHOOL	54
NORTH SYRACUSE JUNIOR HIGH SCHOOL	49

School	Youth in ¼ mi
LONG BRANCH ELEMENTARY SCHOOL	49
TULLY ELEMENTARY SCHOOL	49
TULLY JUNIOR-SENIOR HIGH SCHOOL	49
VAN BUREN ELEMENTARY SCHOOL	48
LIVERPOOL ELEMENTARY SCHOOL	48
DONLIN DRIVE ELEMENTARY SCHOOL	46
FAYETTEVILLE-MANLIUS SENIOR HIGH	44
MORGAN ROAD ELEMENTARY SCHOOL	41
GILLETTE ROAD MIDDLE SCHOOL	41
ELBRIDGE ELEMENTARY SCHOOL	38
SOLVAY MIDDLE SCHOOL	37
JAMESVILLE-DEWITT MIDDLE SCHOOL	37
WESTHILL HIGH SCHOOL	37
MOTT ROAD ELEMENTARY SCHOOL	35
FAYETTEVILLE ELEMENTARY SCHOOL	34
JORDAN-ELBRIDGE MIDDLE SCHOOL	31
SKANEATELES MIDDLE SCHOOL	29
FABIUS-POMPEY ELEMENTARY SCHOOL	29
LIVERPOOL MIDDLE SCHOOL	25
ONONDAGA NATION SCHOOL	24
CICERO-NORTH SYRACUSE HIGH SCH	15
CATHERINE M MCNAMARA ELEM SCH	15
DONALD S RAY SCHOOL	13
ONONDAGA HILL MIDDLE SCHOOL	12
PINE GROVE MIDDLE SCHOOL	9
WATERMAN ELEMENTARY SCHOOL	8
LA FAYETTE JUNIOR-SENIOR HIGH SCH	6
EAST SYRACUSE MINOA CENTRAL HIGH	5
WOODLAND ELEMENTARY SCHOOL	4
SPLIT ROCK ELEMENTARY SCHOOL	1
WEST GENESEE SENIOR HIGH SCHOOL	0
K C HEFFERNAN ELEMENTARY SCHOOL	0
MARCELLUS HIGH SCHOOL	0
LAKESHORE ROAD ELEMENTARY SCHOOL	0
CICERO ELEMENTARY SCHOOL	0
JAMESVILLE ELEMENTARY SCHOOL	0
ONONDAGA SENIOR HIGH SCHOOL	0
WHEELER ELEMENTARY SCHOOL	0
FABIUS-POMPEY MIDDLE SCH HIGH SCH	0
JORDAN-ELBRIDGE HIGH SCHOOL	0
CAMILLUS MIDDLE SCHOOL	0
L PEARL PALMER ELEMENTARY SCHOOL	0
C GRANT GRIMSHAW SCHOOL	0

School	Youth in ½ mi
SOLVAY HIGH SCHOOL	632
EAST SYRACUSE ELEMENTARY SCHOOL	581
SOLVAY ELEMENTARY SCHOOL	515
SOULE ROAD MIDDLE SCHOOL	480
LIVERPOOL HIGH SCHOOL	475
SOULE ROAD ELEMENTARY SCHOOL	474
ROXBORO ROAD ELEMENTARY SCHOOL	468
WALBERTA PARK PRIMARY SCHOOL	463
MAIN STREET ELEMENTARY SCHOOL	436
CHERRY ROAD ELEMENTARY SCHOOL	429
ROXBORO ROAD MIDDLE SCHOOL	428
PARK HILL SCHOOL	412
CHESTNUT HILL MIDDLE SCHOOL	401
ALLEN ROAD ELEMENTARY SCHOOL	393
CHESTNUT HILL ELEMENTARY SCHOOL	374
ENDERS ROAD ELEMENTARY SCHOOL	354
CHARLES W BAKER HIGH SCHOOL	351
HARRY E ELDEN ELEMENTARY SCHOOL	351
THEODORE R DURGEE JUNIOR HIGH SCH	351
MORGAN ROAD ELEMENTARY SCHOOL	348
LYNCOURT SCHOOL	341
MAE E REYNOLDS SCHOOL	338
KARL W SAILE BEAR ROAD ELEM SCHOOL	332
FAYETTEVILLE ELEMENTARY SCHOOL	331
MINOA ELEMENTARY SCHOOL	319
NORTH SYRACUSE JUNIOR HIGH SCHOOL	307
NATE PERRY ELEMENTARY SCHOOL	297
ONONDAGA ROAD ELEMENTARY SCHOOL	283
MOSES DEWITT ELEMENTARY SCHOOL	280
EAST HILL ELEMENTARY SCHOOL	277
STONEHEDGE ELEMENTARY SCHOOL	274
BREWERTON ELEMENTARY SCHOOL	273
JAMESVILLE-DEWITT HIGH SCHOOL	268
WILLOW FIELD ELEMENTARY SCHOOL	263
ROCKWELL ELEMENTARY SCHOOL	259
EAGLE HILL MIDDLE SCHOOL	258
WELLWOOD MIDDLE SCHOOL	252
WEST GENESEE MIDDLE SCHOOL	243
ELMCREST ELEMENTARY SCHOOL	228
C S DRIVER MIDDLE SCHOOL	222
TECUMSEH ELEMENTARY SCHOOL	221
SKANEATELES MIDDLE SCHOOL	214
SMITH ROAD ELEMENTARY SCHOOL	212

School	Youth in ½ mi
VAN BUREN ELEMENTARY SCHOOL	212
SKANEATELES SENIOR HIGH SCHOOL	210
LONG BRANCH ELEMENTARY SCHOOL	209
LIVERPOOL MIDDLE SCHOOL	205
WEST GENESEE SENIOR HIGH SCHOOL	201
K C HEFFERNAN ELEMENTARY SCHOOL	198
STATE STREET INTERMEDIATE SCHOOL	195
MARCELLUS HIGH SCHOOL	192
SOLVAY MIDDLE SCHOOL	190
LIVERPOOL ELEMENTARY SCHOOL	187
GILLETTE ROAD MIDDLE SCHOOL	187
DONLIN DRIVE ELEMENTARY SCHOOL	186
CICERO-NORTH SYRACUSE HIGH SCH	186
ONONDAGA HILL MIDDLE SCHOOL	177
FAYETTEVILLE-MANLIUS SENIOR HIGH	175
FREMONT ELEMENTARY SCHOOL	169
JAMESVILLE-DEWITT MIDDLE SCHOOL	168
DONALD S RAY SCHOOL	163
CATHERINE M MCNAMARA ELEM SCH	162
TULLY ELEMENTARY SCHOOL	156
TULLY JUNIOR-SENIOR HIGH SCHOOL	156
JORDAN-ELBRIDGE MIDDLE SCHOOL	155
WESTHILL HIGH SCHOOL	154
WATERMAN ELEMENTARY SCHOOL	149
WOODLAND ELEMENTARY SCHOOL	133
LAKESHORE ROAD ELEMENTARY SCHOOL	127
MOTT ROAD ELEMENTARY SCHOOL	126
CICERO ELEMENTARY SCHOOL	117
SPLIT ROCK ELEMENTARY SCHOOL	84
JAMESVILLE ELEMENTARY SCHOOL	83
ELBRIDGE ELEMENTARY SCHOOL	76
LA FAYETTE JUNIOR-SENIOR HIGH SCH	55
ONONDAGA SENIOR HIGH SCHOOL	41
FABIUS-POMPEY ELEMENTARY SCHOOL	39
WHEELER ELEMENTARY SCHOOL	39
FABIUS-POMPEY MIDDLE SCH HIGH SCH	27
ONONDAGA NATION SCHOOL	24
PINE GROVE MIDDLE SCHOOL	18
EAST SYRACUSE MINOA CENTRAL HIGH	18
JORDAN-ELBRIDGE HIGH SCHOOL	13
CAMILLUS MIDDLE SCHOOL	6
L PEARL PALMER ELEMENTARY SCHOOL	4
C GRANT GRIMSHAW SCHOOL	1

School	Youth in ¾ mi
LIVERPOOL HIGH SCHOOL	959
SOLVAY HIGH SCHOOL	950
CHERRY ROAD ELEMENTARY SCHOOL	923
MAIN STREET ELEMENTARY SCHOOL	898
EAST SYRACUSE ELEMENTARY SCHOOL	896
SOULE ROAD ELEMENTARY SCHOOL	896
SOLVAY ELEMENTARY SCHOOL	890
ROXBORO ROAD ELEMENTARY SCHOOL	889
SOULE ROAD MIDDLE SCHOOL	864
WALBERTA PARK PRIMARY SCHOOL	857
ROXBORO ROAD MIDDLE SCHOOL	855
ONONDAGA ROAD ELEMENTARY SCHOOL	854
ALLEN ROAD ELEMENTARY SCHOOL	787
NORTH SYRACUSE JUNIOR HIGH SCHOOL	744
CHESTNUT HILL ELEMENTARY SCHOOL	720
WELLWOOD MIDDLE SCHOOL	717
MORGAN ROAD ELEMENTARY SCHOOL	711
PARK HILL SCHOOL	704
CHESTNUT HILL MIDDLE SCHOOL	682
ENDERS ROAD ELEMENTARY SCHOOL	681
FAYETTEVILLE ELEMENTARY SCHOOL	670
EAGLE HILL MIDDLE SCHOOL	663
KARL W SAILE BEAR ROAD ELEM SCHOOL	644
DONLIN DRIVE ELEMENTARY SCHOOL	636
NATE PERRY ELEMENTARY SCHOOL	617
VAN BUREN ELEMENTARY SCHOOL	607
CHARLES W BAKER HIGH SCHOOL	589
HARRY E ELDEN ELEMENTARY SCHOOL	589
THEODORE R DURGEE JUNIOR HIGH SCH	589
WEST GENESEE SENIOR HIGH SCHOOL	584
EAST HILL ELEMENTARY SCHOOL	548
WEST GENESEE MIDDLE SCHOOL	540
SMITH ROAD ELEMENTARY SCHOOL	531
ELMCREST ELEMENTARY SCHOOL	525
LONG BRANCH ELEMENTARY SCHOOL	522
LIVERPOOL MIDDLE SCHOOL	519
WILLOW FIELD ELEMENTARY SCHOOL	509
LYNCOURT SCHOOL	505
MINOA ELEMENTARY SCHOOL	501
MAE E REYNOLDS SCHOOL	500
GILLETTE ROAD MIDDLE SCHOOL	500
BREWERTON ELEMENTARY SCHOOL	489
STONEHEDGE ELEMENTARY SCHOOL	484

School	Youth in ¾ mi
MOSES DEWITT ELEMENTARY SCHOOL	480
LIVERPOOL ELEMENTARY SCHOOL	478
WESTHILL HIGH SCHOOL	462
JAMESVILLE-DEWITT MIDDLE SCHOOL	461
FAYETTEVILLE-MANLIUS SENIOR HIGH	451
STATE STREET INTERMEDIATE SCHOOL	424
CICERO ELEMENTARY SCHOOL	423
SOLVAY MIDDLE SCHOOL	415
CATHERINE M MCNAMARA ELEMENTARY	406
CICERO-NORTH SYRACUSE HIGH SCH	405
MOTT ROAD ELEMENTARY SCHOOL	392
TECUMSEH ELEMENTARY SCHOOL	358
SKANEATELES SENIOR HIGH SCHOOL	357
C S DRIVER MIDDLE SCHOOL	349
ROCKWELL ELEMENTARY SCHOOL	341
SKANEATELES MIDDLE SCHOOL	337
WATERMAN ELEMENTARY SCHOOL	337
K C HEFFERNAN ELEMENTARY SCHOOL	334
JAMESVILLE-DEWITT HIGH SCHOOL	322
DONALD S RAY SCHOOL	313
MARCELLUS HIGH SCHOOL	293
ONONDAGA HILL MIDDLE SCHOOL	270
FREMONT ELEMENTARY SCHOOL	265
WOODLAND ELEMENTARY SCHOOL	261
SPLIT ROCK ELEMENTARY SCHOOL	211
PINE GROVE MIDDLE SCHOOL	197
JORDAN-ELBRIDGE MIDDLE SCHOOL	181
LAKE SHORE ROAD ELEMENTARY SCHOOL	170
TULLY ELEMENTARY SCHOOL	159
TULLY JUNIOR-SENIOR HIGH SCHOOL	159
CAMILLUS MIDDLE SCHOOL	132
EAST SYRACUSE MINOA CENTRAL HIGH	126
ELBRIDGE ELEMENTARY SCHOOL	111
JAMESVILLE ELEMENTARY SCHOOL	108
LA FAYETTE JUNIOR-SENIOR HIGH SCH	80
L PEARL PALMER ELEMENTARY SCHOOL	79
ONONDAGA SENIOR HIGH SCHOOL	51
WHEELER ELEMENTARY SCHOOL	50
FABIUS-POMPEY ELEMENTARY SCHOOL	41
FABIUS-POMPEY MIDDLE SCH HIGH SCH	41
JORDAN-ELBRIDGE HIGH SCHOOL	32
ONONDAGA NATION SCHOOL	31
C GRANT GRIMSHAW SCHOOL	6

School	Youth in 1 mi
SOULE ROAD ELEMENTARY SCHOOL	1529
SOULE ROAD MIDDLE SCHOOL	1529
LIVERPOOL HIGH SCHOOL	1488
ONONDAGA ROAD ELEMENTARY SCHOOL	1432
WALBERTA PARK PRIMARY SCHOOL	1422
CHERRY ROAD ELEMENTARY SCHOOL	1414
ROXBORO ROAD MIDDLE SCHOOL	1348
SOLVAY HIGH SCHOOL	1340
ROXBORO ROAD ELEMENTARY SCHOOL	1338
MORGAN ROAD ELEMENTARY SCHOOL	1262
ALLEN ROAD ELEMENTARY SCHOOL	1216
SOLVAY ELEMENTARY SCHOOL	1209
MAIN STREET ELEMENTARY SCHOOL	1201
NORTH SYRACUSE JUNIOR HIGH SCHOOL	1199
CHESTNUT HILL ELEMENTARY SCHOOL	1194
CHESTNUT HILL MIDDLE SCHOOL	1166
DONLIN DRIVE ELEMENTARY SCHOOL	1134
NATE PERRY ELEMENTARY SCHOOL	1125
ENDERS ROAD ELEMENTARY SCHOOL	1112
FAYETTEVILLE ELEMENTARY SCHOOL	1100
EAGLE HILL MIDDLE SCHOOL	1096
WEST GENESEE MIDDLE SCHOOL	1093
WELLWOOD MIDDLE SCHOOL	1063
STONEHEDGE ELEMENTARY SCHOOL	1048
EAST SYRACUSE ELEMENTARY SCHOOL	1032
PARK HILL SCHOOL	1028
LONG BRANCH ELEMENTARY SCHOOL	1022
KARL W SAILE BEAR ROAD ELEM SCHOOL	983
WEST GENESEE SENIOR HIGH SCHOOL	952
CHARLES W BAKER HIGH SCHOOL	934
HARRY E ELDEN ELEMENTARY SCHOOL	934
THEODORE R DURGEE JUNIOR HIGH SCH	934
WILLOW FIELD ELEMENTARY SCHOOL	866
LYNCOURT SCHOOL	857
CICERO ELEMENTARY SCHOOL	845
VAN BUREN ELEMENTARY SCHOOL	826
CICERO-NORTH SYRACUSE HIGH SCH	821
MOSES DEWITT ELEMENTARY SCHOOL	818
WESTHILL HIGH SCHOOL	818
WOODLAND ELEMENTARY SCHOOL	809
DONALD S RAY SCHOOL	785
FAYETTEVILLE-MANLIUS SENIOR HIGH	778
EAST HILL ELEMENTARY SCHOOL	774

School	Youth in 1 mi
JAMESVILLE-DEWITT MIDDLE SCHOOL	774
LIVERPOOL MIDDLE SCHOOL	766
LIVERPOOL ELEMENTARY SCHOOL	755
GILLETTE ROAD MIDDLE SCHOOL	752
ELMCREST ELEMENTARY SCHOOL	716
MOTT ROAD ELEMENTARY SCHOOL	714
SMITH ROAD ELEMENTARY SCHOOL	710
MAE E REYNOLDS SCHOOL	652
CATHERINE M MCNAMARA ELEMENTARY	641
MINOA ELEMENTARY SCHOOL	569
TECUMSEH ELEMENTARY SCHOOL	557
FREMONT ELEMENTARY SCHOOL	549
BREWERTON ELEMENTARY SCHOOL	543
SOLVAY MIDDLE SCHOOL	495
SPLIT ROCK ELEMENTARY SCHOOL	494
STATE STREET INTERMEDIATE SCHOOL	485
SKANEATELES SENIOR HIGH SCHOOL	482
SKANEATELES MIDDLE SCHOOL	465
C S DRIVER MIDDLE SCHOOL	460
WATERMAN ELEMENTARY SCHOOL	459
JAMESVILLE-DEWITT HIGH SCHOOL	453
K C HEFFERNAN ELEMENTARY SCHOOL	418
ONONDAGA HILL MIDDLE SCHOOL	416
PINE GROVE MIDDLE SCHOOL	386
MARCELLUS HIGH SCHOOL	385
ROCKWELL ELEMENTARY SCHOOL	364
EAST SYRACUSE MINOA CENTRAL HIGH	290
L PEARL PALMER ELEMENTARY SCHOOL	257
LAKESHORE ROAD ELEMENTARY SCHOOL	214
CAMILLUS MIDDLE SCHOOL	207
JAMESVILLE ELEMENTARY SCHOOL	200
JORDAN-ELBRIDGE MIDDLE SCHOOL	189
TULLY ELEMENTARY SCHOOL	169
TULLY JUNIOR-SENIOR HIGH SCHOOL	169
ELBRIDGE ELEMENTARY SCHOOL	132
LA FAYETTE JUNIOR-SENIOR HIGH SCH	106
WHEELER ELEMENTARY SCHOOL	72
ONONDAGA SENIOR HIGH SCHOOL	69
FABIUS-POMPEY ELEMENTARY SCHOOL	67
JORDAN-ELBRIDGE HIGH SCHOOL	57
C GRANT GRIMSHAW SCHOOL	52
ONONDAGA NATION SCHOOL	48
FABIUS-POMPEY MIDDLE SCH HIGH SCH	47

School	Youth in 1 ¼ mi
CHERRY ROAD ELEMENTARY SCHOOL	2364
WALBERTA PARK PRIMARY SCHOOL	2190
LIVERPOOL HIGH SCHOOL	2062
ONONDAGA ROAD ELEMENTARY SCHOOL	1997
ALLEN ROAD ELEMENTARY SCHOOL	1973
SOULE ROAD ELEMENTARY SCHOOL	1896
SOULE ROAD MIDDLE SCHOOL	1890
MORGAN ROAD ELEMENTARY SCHOOL	1858
ROXBORO ROAD MIDDLE SCHOOL	1797
NORTH SYRACUSE JUNIOR HIGH SCHOOL	1774
LONG BRANCH ELEMENTARY SCHOOL	1761
ROXBORO ROAD ELEMENTARY SCHOOL	1754
WEST GENESEE SENIOR HIGH SCHOOL	1727
NATE PERRY ELEMENTARY SCHOOL	1720
SOLVAY HIGH SCHOOL	1696
KARL W SAILE BEAR ROAD ELEM SCHOOL	1685
SOLVAY ELEMENTARY SCHOOL	1653
WEST GENESEE MIDDLE SCHOOL	1632
DONLIN DRIVE ELEMENTARY SCHOOL	1619
MAIN STREET ELEMENTARY SCHOOL	1592
STONEHEDGE ELEMENTARY SCHOOL	1518
CHESTNUT HILL ELEMENTARY SCHOOL	1467
FAYETTEVILLE ELEMENTARY SCHOOL	1447
CHESTNUT HILL MIDDLE SCHOOL	1432
WELLWOOD MIDDLE SCHOOL	1432
EAGLE HILL MIDDLE SCHOOL	1376
ENDERS ROAD ELEMENTARY SCHOOL	1333
VAN BUREN ELEMENTARY SCHOOL	1322
WILLOW FIELD ELEMENTARY SCHOOL	1315
CICERO-NORTH SYRACUSE HIGH SCH	1296
WESTHILL HIGH SCHOOL	1286
ELMCREST ELEMENTARY SCHOOL	1285
EAST SYRACUSE ELEMENTARY SCHOOL	1275
DONALD S RAY SCHOOL	1234
CICERO ELEMENTARY SCHOOL	1222
CHARLES W BAKER HIGH SCHOOL	1214
HARRY E ELDEN ELEMENTARY SCHOOL	1214
THEODORE R DURGEE JUNIOR HIGH SCH	1214
LYNCOURT SCHOOL	1207
JAMESVILLE-DEWITT MIDDLE SCHOOL	1199
PARK HILL SCHOOL	1172
MOSES DEWITT ELEMENTARY SCHOOL	1149
GILLETTE ROAD MIDDLE SCHOOL	1133

School	Youth in 1 ¼ mi
EAST HILL ELEMENTARY SCHOOL	1102
LIVERPOOL MIDDLE SCHOOL	1089
MOTT ROAD ELEMENTARY SCHOOL	1043
LIVERPOOL ELEMENTARY SCHOOL	1028
FAYETTEVILLE-MANLIUS SENIOR HIGH	1026
WOODLAND ELEMENTARY SCHOOL	1015
SPLIT ROCK ELEMENTARY SCHOOL	1000
SMITH ROAD ELEMENTARY SCHOOL	943
MAE E REYNOLDS SCHOOL	924
PINE GROVE MIDDLE SCHOOL	905
FREMONT ELEMENTARY SCHOOL	818
MINOA ELEMENTARY SCHOOL	784
ONONDAGA HILL MIDDLE SCHOOL	778
BREWERTON ELEMENTARY SCHOOL	772
JAMESVILLE-DEWITT HIGH SCHOOL	760
CATHERINE M MCNAMARA ELEMENTARY	739
TECUMSEH ELEMENTARY SCHOOL	735
EAST SYRACUSE MINOA CENTRAL HIGH	692
WATERMAN ELEMENTARY SCHOOL	553
SKANEATELES MIDDLE SCHOOL	544
STATE STREET INTERMEDIATE SCHOOL	540
SOLVAY MIDDLE SCHOOL	532
SKANEATELES SENIOR HIGH SCHOOL	528
C S DRIVER MIDDLE SCHOOL	522
K C HEFFERNAN ELEMENTARY SCHOOL	521
MARCELLUS HIGH SCHOOL	521
L PEARL PALMER ELEMENTARY SCHOOL	515
ROCKWELL ELEMENTARY SCHOOL	377
JAMESVILLE ELEMENTARY SCHOOL	296
LAKE SHORE ROAD ELEMENTARY SCHOOL	272
CAMILLUS MIDDLE SCHOOL	223
JORDAN-ELBRIDGE MIDDLE SCHOOL	209
ELBRIDGE ELEMENTARY SCHOOL	201
TULLY ELEMENTARY SCHOOL	183
TULLY JUNIOR-SENIOR HIGH SCHOOL	183
JORDAN-ELBRIDGE HIGH SCHOOL	170
LA FAYETTE JUNIOR-SENIOR HIGH SCH	156
C GRANT GRIMSHAW SCHOOL	108
WHEELER ELEMENTARY SCHOOL	85
FABIUS-POMPEY ELEMENTARY SCHOOL	80
FABIUS-POMPEY MIDDLE SCH HIGH SCH	77
ONONDAGA SENIOR HIGH SCHOOL	74
ONONDAGA NATION SCHOOL	62