2013

Safe Routes to School Travel Plan

Bradford Elementary School

Prepared By:

RBA

In Association with:

arterial
Bringing life to our streets

ezride

February 2013

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INTRODUCTION

The purpose of the Bradford Elementary School Safe Routes to School (SRTS) Travel Plan is to identify measures including both infrastructure projects and programmatic activities aimed at improving and/or encouraging walking and biking to school. These measures will serve as part of an implementable action plan which, when carried out by the school community and its partners, will encourage more Bradford students and parents to walk, bike or otherwise engage in active ways to getting to school. This travel plan will focus on the area within a one mile radius of Bradford Elementary School (Grades K – 5).

Bradford Elementary School is one of 10 schools in the Township of Montclair's Safe Routes to School (SRTS) Program. In 2008, the Township of Montclair, through its SRTS Task Force, applied for and received funding through NJDOT for the development of three (3) E's of its district-wide Safe Routes to School program (Engineering, Encouragement and Enforcement). The Montclair SRTS Task Force's goal was to augment their non-infrastructure application by expanding the program into all of the Township's elementary and middle schools. As part of this effort, the Township selected a consultant team lead by The RBA Group and assisted by Arterial and Meadowlink TMA (project team) to conduct SRTS workshops and develop travel plans. The travel plans stemming from the workshops compliment the work already undertaken by the Montclair SRTS Task Force, and reflect the Township's desire to create safer, healthier, active and sustainable school environments town-wide.

Montclair Elementary Schools	Montclair Middle Schools
1. Bullock 2. Bradford 3. Edgemont 4. Hillside 5. Nishuane 6. Northeast 7. Watchung	1. Glenfield 2. Mount Hebron 3. Renaissance at Rand

In developing the Bradford Travel Plan, the project team confirmed preliminary walking and bicycling routes and analyzed the basic elements required for safe walking and bicycling routes. Information was gathered from local stakeholders – staff, parents, as well as community members such as the Township Engineer, local police, health and bicycle advocates, board of education transportation representatives, and local crossing guards through interviews, travel surveys and the community workshops. In these workshops, stakeholders worked with the project team to identify existing barriers that limit walking and biking and opportunities that could prompt an increase in walking and biking to the school. The results of this collaboration is a list of potential projects and/or activities (action items)

intended to make walking and biking to Bradford a safer and more appealing option than taking the car.

The Bradford Elementary School Travel Plan actively promotes the five E's of a successful SRTS program – engineering, education, enforcement, encouragement, and evaluation. These categories provide the framework for the action items identified in the plan. At the conclusion of the project, the goal is to have the school community take an active role in improving their SRTS program goals for getting students to and from school safely using active modes of travel. This Travel Plan should be adopted by the school and updated on an annual basis to reflect changes in priorities, leadership and conditions.

MONTCLAIR SRTS TEAM AND PARTNERSHIPS

A key element in the planning process was for the project team to foster partnerships within the school community. The first goal was to establish a SRTS Team Leader at each school. The project team worked with the SRTS Team Leader to gain a better understanding of the challenges families face in getting their students to and from school safely. In working with closely with the SRTS Team Leader, the project team was able to set the stage for the Team Leader to move forward on his own and maintain ownership of the SRTS program. Each SRTS Team Leader was given several tasks:

Bradford Workshop

- *Prepare an introductory letter/email to inform parents of the SRTS program and the need to fill out the parent/caregiver survey.*
- *Disseminate survey.*
- *Identify for the consulting team the major routes to the school, and any important issues related to arrival and dismissal.*
- *Coordinate workshop locations, times, distribute flyers and provide snacks the day of the workshop.*
- *Collect data from the school via the **Stakeholder Interview Sheet**.*
- *Invite stakeholders to the workshop meeting.*
- *Discuss and brainstorm with the project team any incentives to use for encouragement throughout the year.*
- *Attend the workshops as a participant/parent and share thoughts and concerns.*
- *Attend the classroom presentations conducted with students by the project team, if possible.*

Having established the SRTS Team Leader, the project team needed to assemble active community groups and organizers whose missions and abilities complement the goals of the Montclair SRTS Program in the hopes that they will be able to support and sustain the SRTS program over time. These local stakeholders were continuously invited to be a part of the development of each of the schools' travel plans. The Bradford Elementary School SRTS Partner Organizations List includes:

Bradford Elementary SRTS Partner Organizations

Organization	Contact	Role/Responsibility
Bradford Elementary School	Naomi Kirkman, Principal P: (973) 509-4155 E: nkirkman@montclair.k12.nj.us	Programmatic Activity and Implementation
Bradford Elementary School	Cathleen Goodman, SRTS Team Leader, Health and Wellness Committee E: healthandwellness@bradfordpta.org	Programmatic Activity and Implementation
Bradford Elementary School	Alison Bermack, Health and Wellness Committee E: healthandwellness@bradfordpta.org	Programmatic Activity and Implementation
Bradford Elementary School	Kyra Kulin, PTA President E: ptapres@bradfordpta.org	Programmatic Activity and Implementation
Montclair Township	Alex Kent, Safe Routes to School Coordinator P: (917) 841-1516 E: akent@montclairnjusa.org	Programmatic Activity and Implementation
Montclair SRTS Task Force	Janice Talley, Township Planner, SRTS Task Force Coordinator P: (973) 509-4953	Township SRTS Coordination
Montclair Township	Kimberli Craft, Township Engineer P: (973) 509-5707 E: kcraft@montclairnjusa.org	Engineering Project Implementation
Montclair Police Department	Sergeant Stephanie Egnezzo, Traffic Bureau P: (973) 509-4718 E: segnezzo@montclairnjusa.org	Safety Education, Enforcement, and Crossing Guard Assignment

Organization	Contact	Role/Responsibility
Montclair Board of Education	Felice Harrison, BOE Special Projects E: fharrison@montclair.k12.nj.us	BOE SRTS Coordination
Montclair Board of Education - Transportation Office	Gisela Aultmon, Transportation Manager P: (973) 509-4055 E: gaultmon@montclair.k12.nj.us	School Bus Coordination
Meadowlink Transportation Management Association	Nora L. Shepard , SRTS Program Manager P: (201) 939-4242 E: nshepard@ezride.org	Travel Plan Implementation, Programmatic Activity, SRTS Program Assistance/Resource, Grant Writing Assistance
Meadowlink Transportation Management Association	Ryan Cerbone, Associate, Safe Routes to School Program P: (201) 939-4242 E: rcerbone@ezride.org	Travel Plan Implementation, Programmatic Activity, SRTS Program Assistance/Resource, Grant Writing Assistance
Voorhees Transportation Center/NJ SRTS Resource Center	Leigh Ann Von Hagen, Research Specialist P: (848) 932-7901 E: srts@ejb.rutgers.edu	Web-based resources, Technical Assistance, SRTS Recognition Program, Helpdesk assistance, and SRTS Tools, Tips and Training
Safe Routes to School National Partnership	Laura Torchio, NJ Advocacy Organizer P: (973) 783-5939 E: laura@saferoutespartnership.org	Advocacy, Event and Encouragement Activities, Policy Change, Best Practices & Technical Assistance, Publications
Bike&Walk Montclair	Rika Alper, President P: (973) 866-5028 E: info@bikewalkmontclair.org	Advocacy, Event, Education and Encouragement Activities
NJ Department of Transportation - SRTS	Elise Bremer-Nei, NJDOT SRTS Program Coordinator P: (609) 530-2765 E: elise.bremer-nei@dot.state.nj.us	State SRTS Program Assistance; Non-Infrastructure Grant Funding
Essex County Planning Department	David Antonio, County Planner P: (973) 226-8500 E: dantonio@essexcountynj.org	SRTS Program Assistance
Essex County Board of Chosen Freeholders	Brendan W. Gill, Freeholder, District 5 P: (973) 621-4479 E: bgill@freeholders.essexcountynj.org	County SRTS Coordination

SCHOOL PROFILE

School Description

Bradford Elementary School is located at 87 Mt Hebron Road in the Upper Montclair neighborhood in the northern section of town. This section of Montclair is primarily residential and is bordered by Montclair State University (MSU) and the NJ TRANSIT Montclair-Boonton rail line. The school is bordered between Upper Mountain Avenue to the north and Valley Road (CR621), to the south – both of which provide access to and from heavily trafficked State Routes 46 and 3.

Bradford is part of the Montclair Public School District and has a school population of 460 students in grades K-5. In Montclair's magnet school system, all schools have a theme. Given their walking distance proximity to MSU, Bradford's theme is "The University Magnet" - *"Everyone Teaches, Everyone Learns."* The school often partners with MSU to share resources and facilities providing both Bradford and MSU students and staff with unique shared learning opportunities.

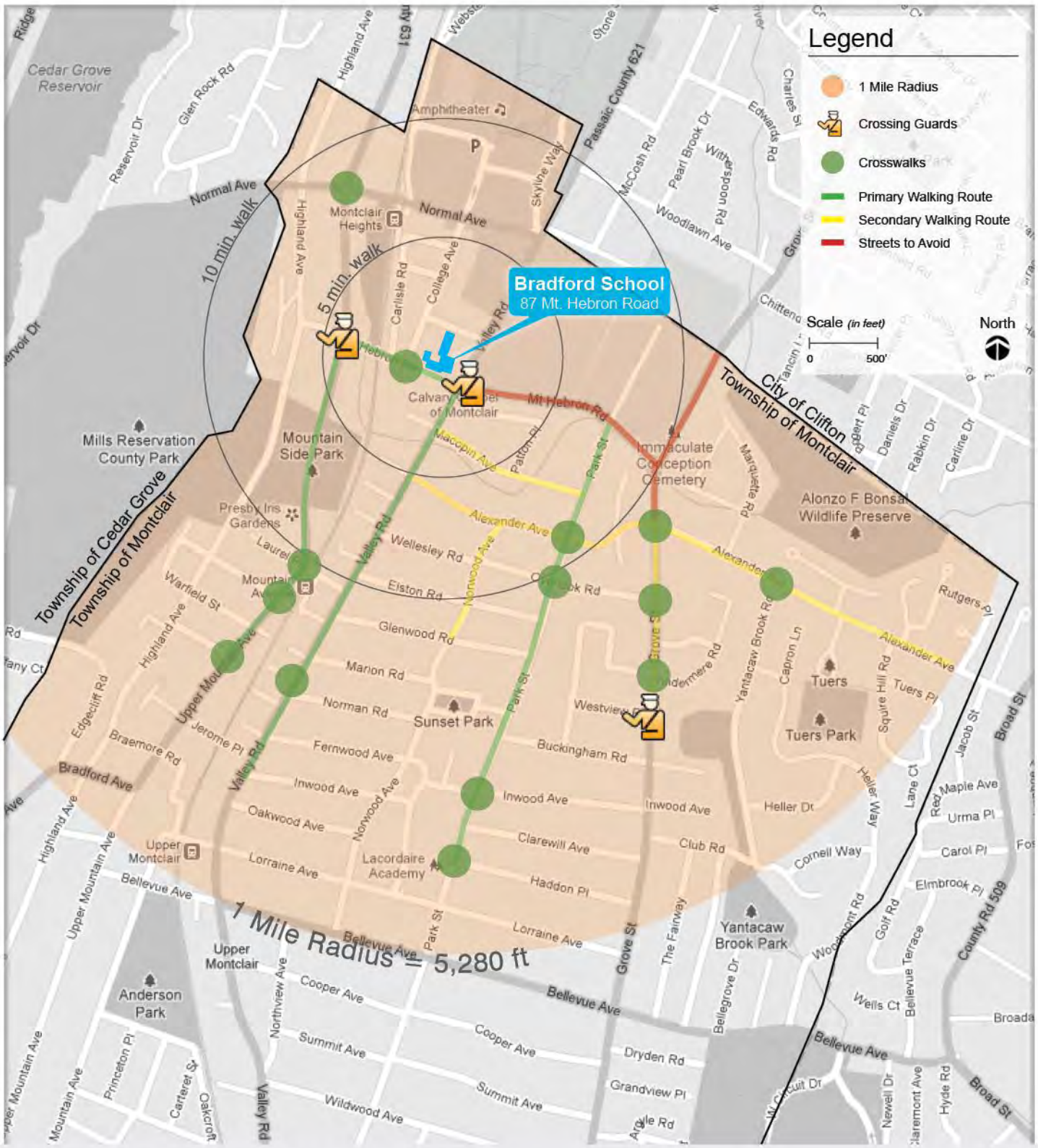
Although the front entrance and driveway to the school is located on Mt. Hebron Road this entrance is only used by those arriving by bus. The primary entrance for students is the courtyard entrance located right off the teacher's parking lot on College Avenue. ***Map 1 – School Location*** identifies key features of the school neighborhood such as the location of crossing guards, primary and secondary walking routes and crosswalks.

Front Entrance and driveway on Mt. Hebron Road

Courtyard Entrance to School

Bradford School

February 12, 2013



Map 1 - *School Location Map*

School Demographic Information

➢ *Student Demographics*

Ethnicity	Bradford	State Average
White	58%	54%
Black or African American	38%	17%
Hispanic or Latino	2%	20%
Asian	2%	8%

Source: www.greatschools.net; NCES, 2008-2009

➢ *Economic Diversity*

Free and reduced-price lunch

These statistics show the percentage of students eligible for the federal free and reduced-price lunch program as reported by National Center for Education Statistics (NCES). This percentage is one indication of the student economic level (or family income level) at a school.

Free or reduced-price lunch program	Bradford	State Average
Students eligible for the free or reduced-price lunch program	14%	30%

Source: www.greatschools.net; NCES, 2008-2009

➢ *Individualized Education Programs (IEPs)*

These statistics show the percentage of students with Individualized Education Programs (IEPs) as reported by the state. IEPs are specialized educational programs created for students with disabilities. When planning for activities related to SRTS, we want to make sure to think about all members of the student population, including students with IEPs.

Students with Disabilities	Bradford
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	13.6%

Source: NJDOE 2010-2011 Report Card

➢ *Language Diversity*

Limited English Proficient (LEP)	Bradford
Number of Limited English Proficient students	No number reported

Source: www.greatschools.net; NCES, 2008-200; NJDOE 2010-2011 Report Card

Language Spoken At Home	Bradford
English	100%

Source: NJDOE 2010-2011 Report Card

CURRENT SCHOOL TRAVEL ENVIRONMENT

Student Travel Mode

Because Montclair is a magnet school system, courtesy busing is provided to students who live farther than one mile from the school.

According to the school administration, out of the 460 students that attend Bradford, 340 students are eligible for busing. This leaves approximately 120 students who could likely walk or bike to school.

There are approximately four (4) buses that provide service to the Bradford School.

As part of the efforts to increase walking and bicycling, the school hosts "Walking Wednesdays" on the first Wednesday of each month.

Drop-Off/Pick-Up Procedures

There are 2 staff members that greet the buses, and approximately 5 staff members at the car line.

School Hours

The official hours of instruction at the school are 8:50am-3:05pm. The doors open 8:35am and the first bell rings 8:40 am. On early dismissal days, students are dismissed at 1:40 pm.

Crossing Guards

There are currently two crossing guards assigned to the school that are posted at the intersection of Valley Road and Mt. Hebron Road and Upper Mountain Avenue and Mt. Hebron Road to provide assistance during arrival and dismissal.

Transportation to and from school is available for students in the Montclair Public Schools system who meet the eligibility requirements that are based on the distance from the child's residence to the school he/she is attending. According to Board policy, transportation will be provided for the following students:

1. *All elementary students who reside more than 1 mile from their assigned school.*
2. *All middle school students who reside more than 1 mile from their assigned school.*

Source: Montclair Board of Education website, http://www.montclair.k12.nj.us/WebPage.aspx?Id=23

EVALUATING OPPORTUNITIES AND CONSTRAINTS

The information gathering process for the Bradford Elementary School followed a series of steps conducted by the project team including stakeholder interviews, data collection, workshop previews, student classroom activity and a SRTS workshop. Together, these steps allowed the project team to develop an Action Plan listing recommendations to be implemented in the school neighborhood to improve conditions for students on their way to and from school.

Stakeholder Interviews

In the spring of the year prior to the workshops, Montclair's SRTS Coordinator Alex Kent met with the PTAs and the Principals of all the Montclair schools, and talked to them about the barriers they have to walking or biking to school, safety or otherwise. In the Bradford School, some areas of concern ("hot spots") within the school neighborhood were identified. Their verbatim thoughts are included below:

PTA/Parent Wish List

- Curbs too high on Mt. Hebron Road
- Speed bumps in front of school
- Signage for Mt. Hebron/Valley Rd. intersection
- Speed limit signs in general
- X-walk in front of school
- School zone yellow flashing light/speed gauge sign

Parents Thoughts

- Valley Rd/Mt. Hebron intersection very dangerous – could use yellow ped X-ing signs.
- Speed bumps for Mt. Hebron road in front of Bradford
- Speed Limit signs
- Parent safe/slow driving pledge would be a good handout.
- Making College Street one way would be helpful.

Parent/Caregiver Surveys

The project team also gathered information about parental attitudes from a parent/caregiver survey report prepared by the Voorhees Transportation Center, 2011.

47%

Percent of respondents live a mile or less from school

As part of International Walk to School Day in 2011, an online parent/caregiver survey was conducted at the Bradford School to learn how students travel to and from school and to understand better any issues or concerns parents have with allowing their child to walk or bike to school. This survey was conducted between September-October 2011 and was analyzed and summarized by the Alan M. Voorhees Transportation Center. A total number of 47 surveys were completed while an additional 25 surveys were partially completed (they were missing at least 6 answers in a row).

Highlights from the survey's summary of results are noted on the following pages:

- The response rate was highest from parents of fourth grade students. (Q 2)
- There was a higher percentage of surveys returned by parents of male than female students. (Q 3)
- The majority of the respondents indicated that the school district provided busing for their child. (Q 4)
- The most frequently reported travel method for both arriving to and departing from school was in a family vehicle five days per week. (Q 7)
- Most children who walk do so with a parent or guardian. (Q 8)
- Forty-seven percent (47%) of respondents reported living a mile or less from the school. (Q 9A)
- When driving their child to school, the highest percentage (54%) of respondents indicated that the trip takes 5 minutes or less. (Q 9B)
- Ninety-two percent of respondents reported that their child's school encourages walking to and from school while seventy-eight percent of respondents indicated that their child's school encourages biking to and from school. (Q 11, 12)
- Walk and bike to school days were the most commonly reported ways that respondents reported their child's school encouraged walking and biking. (Q 13 A, B)

- *Speed of traffic on roads*, *availability of sidewalks* and *amount of traffic on roads* were labeled as the top three "very important" factors in the respondent's decision whether or not to let their child walk or bike to school. (Q 15A, 16A)

- *Distance from school, child's age* and l*ack of adult supervision* received the highest percentage of responses for what affects the decision most regarding whether the respondents' child walks or bikes to school. (Q 15B, 16B)

Neighborhood Mapping

Team Observation

Prior to the community workshop, the project team performed a field investigation to observe the conditions around the Bradford Elementary School. Observations were made of the physical conditions all around the school campus and surrounding neighborhood; parking patterns and restrictions; auto and foot traffic and circulation using the Crosswalk © data collection and assessment system.

Summaries and results of these collection efforts and field investigations are summarized in Appendix A. This summation includes detailed maps annotated with comments about the school commute dynamics and conditions for walking or bicycling to and from school. Photos of each major issue are included and keyed to the maps by number.

School Community Observation

STUDENT CLASSROOM ACTIVITY

Members of the project team met with 5th grade students at Bradford to discuss obstacles to walking and bicycling in their neighborhood. Students participated in a walkabout to help the project team identify issues and general concerns of safety around the school neighborhood. As part of the exercise, students were given a series of exercises to help them identify issues verbally and in written form. After the observation, students were asked to identify their **top issues**. Here's what the students said:

Identify Main Issues

- *Trip zone [along College Avenue right before the school entrance]*
- *The car line (2)*
- *Street*
- *The big tree [on College Avenue] that makes the sidewalk go on a slant*
- *The parking is too dangerous because if you are coming around the corner the car may not see you!*
- *Cracks in the sidewalks (2)*
- *No sidewalk*
- *Crossing the streets*
- *Signs*
- *No crosswalk*
- *Walking*

After giving them the opportunity to identify their issues, students were asked to think about "walking wishes" – the most important changes that they wanted to see in their school neighborhood. Here's what the students said:

Walking Wishes

- *Fix some eroded cement pieces*
- *I would like more crosswalks.*
- *Safer in the drop-off area. (which means no double parking).*
- *Make a crosswalk [across Mt Hebron]*
- *Safer ways to cross.*
- *A gate[way sign] for the courtyard that says "Welcome to Bradford."*
- *Wait and drop your kids off in the assigned area*
- *Make a sidewalk [along Valley Road between Brainard and E. Normal Avenue].*
- *Better parking spaces.*

- *Gate in the courtyard*

In calling out specific "hotspots' here's what the students had to say:

Location	Issues
At Valley	missing sidewalk
	dangerous crosswalk
	lots of traffic
	fast turning cars
	close to curb
Mt. Hebron Road	sidewalk too small
	grass needs to be taken care of
College Road	sidewalk curves out
Bradford parking lot	cars coming out don't see you
Normal Avenue	cracked sidewalk

Bradford students recording their observations

After recording their thoughts and observations, students were asked to use their checklist to give their school neighborhood a rating.

1	**26-30** Celebrate! You have a great school neighborhood for walking.
8	**21-25** Celebrate a little. Your school neighborhood is pretty good.
7	**16-20** Okay but it needs work.
1	**11-15** It needs a lot of work. You deserve better than that.
0	**5-10** Call out the National Guard before you walk. It's a disaster area.

Community Workshop

Observation of Student Arrival

The project team met at the Bradford School at 8:15 am on Wednesday, September 19 to observe arrival of Bradford's students with parents and stakeholders. The purpose of this exercise was to allow workshop attendees the opportunity to have a first-hand observation of the existing and potentially hazardous behaviors within the school neighborhood.

Community Workshop

The workshop began directly after the observation of student arrival in the Bradford Elementary School Library. Members of the Bradford school community and local community attended the workshop to discuss the Safe Routes to School program at Bradford. The project team's goal for this working meeting was to present sufficient information on Safe Routes to School programs to the community as well as supplying audience members with anecdotal information from their earlier discussion with students and their own observations of school arrival. Workshop participants identified barriers, areas of concerns and opportunities in the environment around Bradford in their discussion and through the mapping exercise facilitated by the project team.

During the workshop, participants were asked to give their vision for what they would hope to see happening at Bradford in the near future. Here's what they had to say:

Vision

- Students meeting then walk, bike, together independently
- Similar to Renaissance School Zone – flashing speed sign
- Crosswalk in front of Bradford
- Bike lanes
- Educating children on crossing safety
- No drivers
- One-way for College Avenue
- Better school zone marking
- Deter cut-thru traffic
- Parent education
- Be able to get kids to school on bikes
- Work with residents to redirect traffic without inconveniencing them
- More police enforcement
- Public awareness campaign to educate parents and discourage them from driving
- Carpooling
- "Police" drop-off procedure by volunteers
- Ripple effect – make it safe everywhere!
- Crossing guard at Mt. Hebron and College
- No/reduce number of cars in direct vicinity of school during arrival/dismissal
- Promote well-being, environmental health
- No fear
- Change the driving culture
- More signs out front
- No car to school day
- Educate about public transit
- Speed bumps
- Less cars around all the schools
- More crosswalks
- Re-educate the "rule breakers" to help them understand it's unsafe for everyone!

CREATING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

Based on the experience and observations at Bradford Elementary School, the project team offers the following suggestions for priority actions related to building the Bradford SRTS program.

Top SRTS Priority Recommendations

A full listing of the recommendations are provided as options for the Bradford Elementary School to consider while implementing its SRTS plan and are included in the Action Plan Matrix, later in this Travel Plan. The top priority concepts for each of the 5 E's (Engineering, Education, Encouragement, Enforcement and Evaluation) are also listed here:

Engineering

- Create a school pavement "quilt" to define the drop-off zone along College Avenue
- Construct sidewalk across railroad tracks on Mt. Hebron along the southern (eastbound) side
- Install "Pull Up" signage in the red zone to reinforce use of the entire curb length
- Conduct a parking utilization and circulation study and investigate options for school staff and family drop-off and pick-up procedures

Source: *http://www.ci.minneapolis.mn.us/bicycles/contact-us*

Example of Street Quilt, Minneapolis, MN

Enforcement

- Establish and reinforce "Kiss and Ride" procedures including drop-off/pick-up on street side only
- Create a student safety patrol to monitor the "red zone"
- Create and distribute "warm fuzzies" to thank parents and/or drivers for exhibiting model behavior, and fake "tickets" to reprimand poor behavior

Education

- Incorporate SRTS into the Afterschool enrichment program - Neighborhood Navigators
- Invite NJ TRANSIT to give their SAFETY RULES! Presentation every year.

NJ TRANSIT offers a no-cost, 45-minute statewide safety education program to public, non-public and charter schools, Grades PreK-12, highlight the need for safe behavior and caution around rail systems and buses. According to NJ TRANSIT, the presentation includes an age-appropriate video, safety tips and procedures, question and answer session, and free educational materials that reinforce important safety messages. For more information or to schedule presentations, go to the Safety Education Program site at: (http://www.njtransit.com/rg/rg_servlet.srv?hdnPageAction=SafetyTo)

Encouragement

- Host a contest to determine the design for the school pavement street quilt
- Promote walk to school day as family walk to school day – you want as many parents/caregivers to participate as possible
- Complete "Achievements" as part of the SRTS Recognition Program to reach the Gold Level

Evaluation

- Continue to conduct student travel surveys to measure how effective the SRTS program has been in increasing the number of students walking, biking, carpooling or taking transit to school
- Perform speed studies before and after the initiation of any physical or programmatic measures
- Conduct tracking exercises for distances students walk both on-line and in the classroom

Incentives

To encourage families to arrive by foot, bike or any other form of active transportation, Bradford's SRTS Team Leader should continue to work with the SRTS team at Meadowlink (the Transportation Management Agency covering all of Montclair and the surrounding area), to develop a plan to best leverage the incentive items and other SRTS efforts.

Meadowlink will be providing Bradford with high visibility safety vests that will be used in Bradford's new Student Safety Team. Along with the vests, Meadowlink will be providing bicycle and pedestrian safety themed stickers to Bradford and all of the other Montclair Schools participating in the SRTS program. Going forward, Meadowlink will offer assistance in the implementation of further SRTS initiatives such as, a walking school bus or bike rodeo, and incentives for these events will be provided as necessary.

PROGRAM EVALUATION AND MONITORING

In order to continue the momentum and keep up with the growing needs of a changing school population, Bradford should use various data collection methods to evaluate the effectiveness of its SRTS Program over time. Some of those preliminary actions should be:

- **Conduct Student Travel Mode (Hands-Up) Surveys**
  Bradford Elementary should measure the number of children walking and bicycling to school by conducting Student Travel Mode (Hands-Up) Surveys at least twice a year. The results will be evaluated yearly to show if there has been a shift in the number of children walking and bicycling to school.

  For these surveys, Bradford Elementary can work with their SRTS Team Leader and Meadowlink TMA to coordinate this effort with Voorhees Transportation Center at Rutgers University to tabulate survey data. A copy of the Student Travel Mode Survey can be found in Appendix B.

- **Continue to conduct Parent Surveys**
  Bradford Elementary should continue to distribute parent/caregiver take-home attitudinal surveys to evaluate parents' attitudes towards walking and bicycling to school over time. Using the 2011 and 2012 New Jersey Safe Routes to School Parent/Caregiver Survey Report as a baseline measure, yearly surveys should be conducted to determine if there has been a shift in attitudes and/or actions since the implementation of actions related to the SRTS program. Bradford's SRTS Team Leader and Meadowlink TMA can

work together to ensure that the surveys are distributed, collected and then tabulated by Voorhees Transportation Center at Rutgers University.

- **Conduct School Traffic Counts**

  School traffic counts can be a good way to collect baseline data on parent/student behavior during arrival. Unlike typical traffic counts that use automated traffic counting equipment, these visual counts involve using students to manually record how students are being dropped off to school. Bradford Elementary should institute a school traffic counts initiative to do these counts either as a single classroom activity or can use it as a school-wide motivator to get parents and students to walk and bike more often. These counts should be done at the beginning and the end of the school year to see if any of the SRTS activities have had an impact in reducing the number of cars dropping off students. It is important that the counts are done the same way each time to ensure that results can accurately compared.

Source: http://www.jrsocymru.org.uk/en/1100.htm

Children of the Ganllwyd School in England counting passing vehicles as part of their Junior Road Safety Officers Program.

  The SRTS Team Leader should invite a representative from the Montclair Police Department, the Township Planner, or the Township Engineer to help kick-off the school's traffic count initiative. The counts should be coupled with encouragement activities such as:

  - Making a school-wide pledge to walk and bike more often
  - Setting a school-wide goal and holding a celebration if the goal is met.
  - Having class discussions on how to reduce the impacts of traffic by using alternative modes of transportation such as biking and walking.

  A sample of a traffic count form can be found in Appendix C.

Before carrying out any of these activities, the Bradford SRTS Team should consider creating a mechanism for evaluation. As noted in the *Complete Safe Routes to School Guide*[1] there is a six-step process that works best for evaluating SRTS programs and is demonstrated in the following graphic:

[1] This guide is maintained by the National Center for Safe Routes to School at www.saferoutesinfo.org .

1. Plan the program /Collect Information
2. Write Objectives
3. Decide what, how and when to measure
4. Conduct the program and monitor progress
5. Collect Information and interpret findings
6. Use results

Creating a plan at the onset of the program will be most beneficial in setting goals for your program and determining strategies to will help you attain those goals.

MAPPING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

The walking environment around Bradford Elementary is generally in good condition. With some minor changes, the walking routes to school can be very attractive to nearby families.

Map 2 - School Neighborhood Recommendations (on the following page) illustrates the suggested physical improvements that are aimed at improving the overall conditions for families walking and biking to school. If implemented in conjunction with the other strategies outlined in the Action Plan Matrix (page 27), these physical improvements will offer walking and/or biking as a safe and more convenient option to getting to school.

Map 2 - *School Neighborhood Recommendations*

1. Cut Out: Paint the Pavement in the cut-out. Make it fun.....pavement quilt. Add signage that clearly states "Drop Off Zone" with instructions, "Please pull all the way up". Orange safety vests for all workers.
2. Traffic Circulation: Look at ways to recirculate traffic (one-way, part-time, etc.)
3. Enforcement: Enforce the "No Drop Off" on this side of the street
4. Signage & Striping: Clearly define this area as "No Parking & No Drop-Off" - "Stay in Car" (Signs & Red Paint?)
5. Sidewalk: Construct sidewalk across the train tracks
6. Crosswalk: Construct a mid-block crossing because people do not use the crossing at the corner.
7. Signage & Striping: 'Announce' the School Zone through signage and striping
8. Signage & Striping: 'Announce' the School Zone through signage and striping

ACTION PLAN MATRIX

The following Action Plan Matrix for implementing the Bradford Elementary School SRTS program is intended to increase safety for students on their journey to and from school and, where appropriate encourage more students to walk or bike. The tables below are organized by the logical lead entity and identify those preliminary recommendations, specific to the Bradford Elementary School campus and the immediate area, partners, a time frame and a level of cost for implementing each recommended action.

To give the Bradford's SRTS program more depth, it is recommended that these concepts be reinforced beyond the immediate school neighborhood. Bradford's SRTS program can best realize full success if its community and municipal partners implement the township-wide action items that support Bradford's SRTS program. These township-wide recommendations have been identified in Appendix D and are organized by the 5 E format (Engineering, Education, Encouragement, Enforcement and Evaluation) for implementing the SRTS program.

Action Plan Matrix – Bradford School Neighborhood Specific

Timeframe Definition	Cost Definition
Short-term = less than 3 months	**Low** = Less than $2,000
Mid-term = between 3 to 6 months	**Medium** = between $2,000 and $10,000
Long-term = longer than 6 months	**High** = more than $10,000

No.	Action	Partners	Timeframe	Cost	Notes
Lead Entity: Principal					
1	Create a school pavement "quilt" to define the drop-off zone along College Avenue	Township/Board of Education/PTA	Mid-term	Low	Striping only, Art class contest for design elements
2	Order and install "No Idling Zone" signs around the school	Township/NJDEP/ Board of Education	Short-term	Low	http://www.nj.gov/dep/stopthesoot/sts-no-idle-sign.htm
3	Install "Pull up" signage in the red zone to reinforce use of the entire curb length	Township/Board of Education	Short-term	Low	Reinforce use of full curb length available
4	Invite NJ TRANSIT to give their SAFETY RULES! Assembly presentation every year	Board of Education	Short-term/ ongoing	Low	www.njtransit.com/rg/rg_servlet.srv?hdnPageAction=SafetyTo
5	Utilize the school website to advance Safe Routes to School safety campaign/messages	Board of Education	Short-term/ ongoing	Low	
6	Create a student safety patrol to monitor the "red zone"	PTA President/SRTS Team Leader/ Township	Short-term	Low	
7	Continue the SRTS team/group	PTA	Short-term/ ongoing	Low	
8	Create and distribute fake windshield "tickets" to reprimand drivers for their behavior	SRTS Team Leader/PTA/Bradford Safety Patrol	Short-term	Low	this can be given to any parent/ guardian setting a bad example whether on foot, bike or in the car
9	Designate walking school bus meeting points and have them mapped, signed and posted on school website	Township Engineer /Police Department/Board of Education	Short-term	Low	

No.	Action	Partners	Timeframe	Cost	Notes
10	Create monthly grade-specific bike/walk events	SRTS Team Leader/PTA/ Meadowlink TMA	Short-term/ ongoing	Low	
11	Host classroom activities focused on walking and biking safety	SRTS Coordinator/PTA/ Meadowlink TMA	Short-term/ ongoing	Low	Include rail safety
12	Integrate walking and safety education into classroom curriculum	Meadowlink TMA / Board of Education/PTA/Safety Coordination (Mr. Adamo)	Short-term	Low	See Appendix E for sample lesson plans
13	Continue to conduct student travel surveys to measure how effective the SRTS program has been in increasing the number of students walking, biking, carpooling or taking transit to school	Board of Education/ Meadowlink TMA	Mid-term/ ongoing	Low	
14	Invite Montclair Police Department to give safety presentation at Back to School night	Montclair Police	Short-term	Low	Contact Sgt. Egnezzo
15	Relocate the bike rack	Township Engineer/Meadowlink	Short-term	Low	See Appendix F for bike rack considerations for placement
16	Circulate Time Radius Map and Travel Plan Report on school website	Board of Education	Short-term	Low	
17	Establish and reinforce "Kiss and Ride" procedures including drop-off/pick-up on street side only	Bradford Safety Patrol	Short-term	Low	
18	Update current arrival and dismissal procedures with a map that defines the drop-off/ pick-up traffic circulation plan, including rules and procedures for driving along local streets within school campus and any school driveway access	PTA/ Montclair Engineering	Short-term	Low	Share the plan/map via school web site

No.	Action	Partners	Timeframe	Cost	Notes
Lead Entity: PTA					
19	Host a contest to determine the design for the school pavement street quilt	Principal/Board of Education	Short-term	Low	
20	Create a school pavement "quilt" to define the drop-off zone along College Avenue	Montclair Engineering/Board of Education	Mid-term	Low	
21	Share current arrival and dismissal procedures "handbook" with map via PTA website	Principal	Short-term	Low	
22	Utilize the PTA website to advance SRTS safety campaign/messages	Principal/Board of Education	Short-term/ ongoing	Low	
23	Circulate Travel Plan on PTA website, especially the Map of Major Walking Routes with Time Radius	Board of Education	Short-term	Low	
24	Have designated walking school bus meeting points signed, electronically mapped, and posted on PTA website	Principal/Montclair Engineering/DPW/ Board of Education	Short-term	Low	Can also use pavement stencils to mark locations
25	Complete "Achievements" as part of the SRTS Recognition Program to reach the Gold Level	Meadowlink TMA/SRTS Coordinator	Short-term/ ongoing	Low	See Appendix F for details on achievements
26	Incorporate SRTS into the afterschool enrichment program - Neighborhood Navigators	Principal/Bike&Walk Montclair/Twp.	Short-term	Low	
27	Create and distribute "warm fuzzies" to thank parents and/or drivers for exhibiting model behavior	SRTS Team Leader/Bradford Safety Patrol	Short-term/ ongoing	Low	this can be given to any parent/ guardian setting a good example whether on foot, bike or in the car
28	Promote Bike&Walk Montclair's Courteous Driving Pledge	Bike&Walk Montclair/Township	Short-term	Low	

No.	Action	Partners	Timeframe	Cost	Notes
29	Conduct bicycle rodeo for all students to improve their cycling skills	Meadowlink TMA/Bike&Walk Montclair/MSU	Short-term/ ongoing	Low	Designed for those wanting to enhance their cycling skills
30	Host learn to ride a bicycle event	Meadowlink TMA/Bike&Walk Montclair/MSU	Short-term	Low	Designed for those learning to ride for the first time
31	Report any crossing guard issues to Traffic Bureau (973-744-1234) – - Schedule - Procedure	Board of Education/ Montclair Police	Short-term	Low	
32	Provide traffic cones and safety vests to teachers that assist with drop-off/pick-up traffic control	Board of Education/ Meadowlink TMA	Short-term	Low	
33	Start a "Walking School Bus" and a "Bicycle Train" – can be started on I-Walk day, or any day	SRTS Team Leader/ Meadowlink TMA	Short-term	Low	
34	Conduct tracking exercises for distance students walk	SRTS Team Leader/PTA/ Meadowlink TMA	Mid-term/ ongoing	Low	See the web site: http://www.saferoutesnj.org/partners/

Lead Entity: Township Engineering					
35	Construct sidewalk across railroad tracks on Mt. Hebron along the southern (eastbound) side	NJ TRANSIT	Mid-Long term	High	~325' @$40/foot = $13,000
36	Install audible devices at active rail grade crossing on Mt. Hebron Road between Upper Mountain Avenue and Carlisle Road	NJ TRANSIT/NJDOT	Short-term	Medium	Coordinate with any previous NJ TRANSIT agreements

No.	Action	Partners	Timeframe	Cost	Notes
37	Conduct a parking utilization and circulation study and investigate options for school staff and family drop-off and pick-up procedures	Board of Education/Principal/ Meadowlink TMA	Mid-term	Medium	Should also investigate additional access points i.e. along Brainard Street; one-way circulation along College Avenue
38	Investigate traffic speeds around the school, posted limits, traffic calming concepts such as speed humps or curb extensions, and flashing beacons on the speed limit signs	Board of Education/Principal/ Meadowlink TMA	Short-term	Medium	
39	Evaluate the sidewalk network for potential curb extensions or other traffic calming concepts	PTA/Board of Education/Principal/ Meadowlink TMA	Short-Mid-term	Low-Medium	

APPENDICES

Appendix A. Crosswalk© Neighborhood Analysis

The following maps and notes are a record of the issues identified both during initial field observations and during the workshops as noted by participants:

Assessment Categories:

School Location/ Crossing Guard Location

Ideas/ Primary Destination/ Secondary Destination

Pedestrian Issues – Good/ Minor/ Major

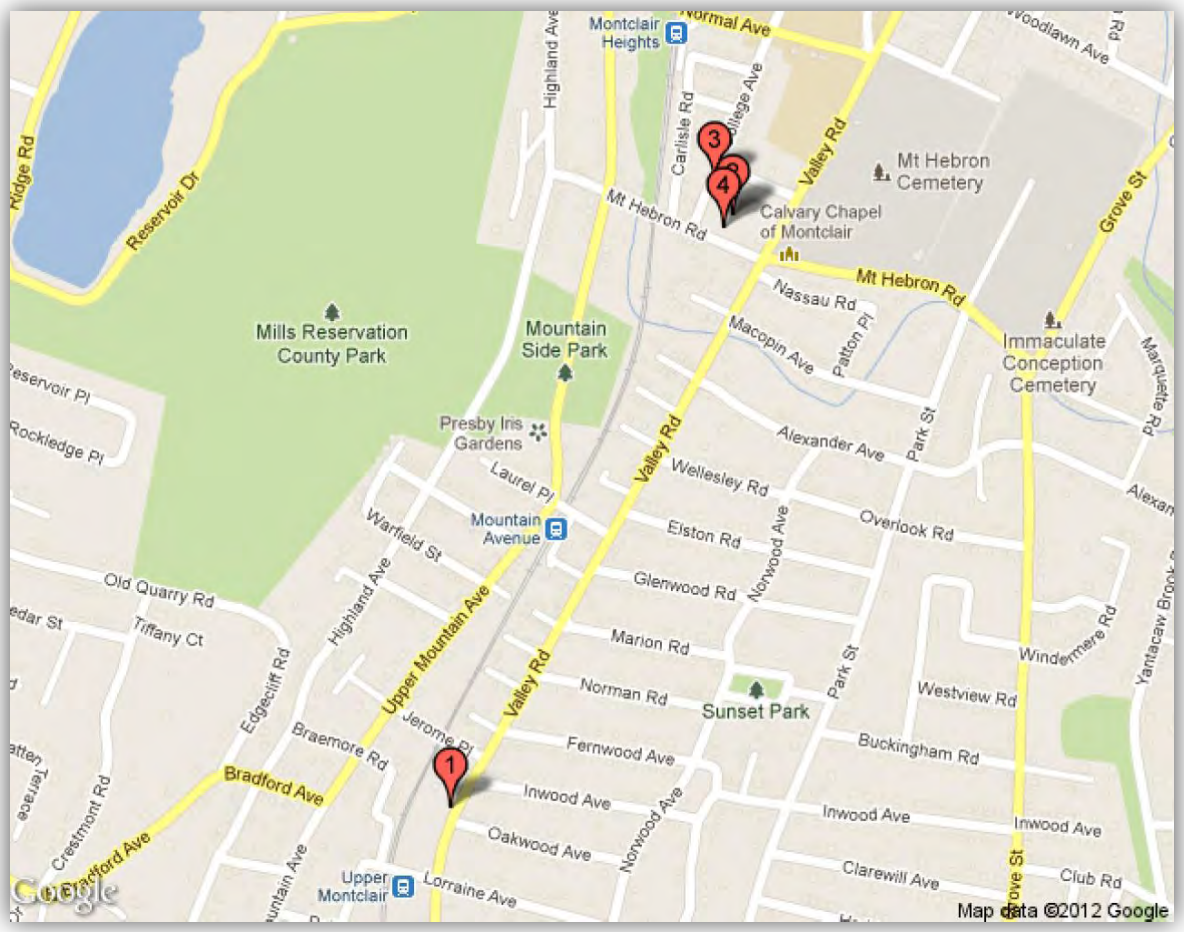
Bicycling Issues - Good/ Minor/ Major

Driver Behavior – Good/ Poor/ Bad

Intersection Issues - Good/ Poor/ Bad

Environmental Issues - - Good/ Poor/ Bad

Primary Destinations



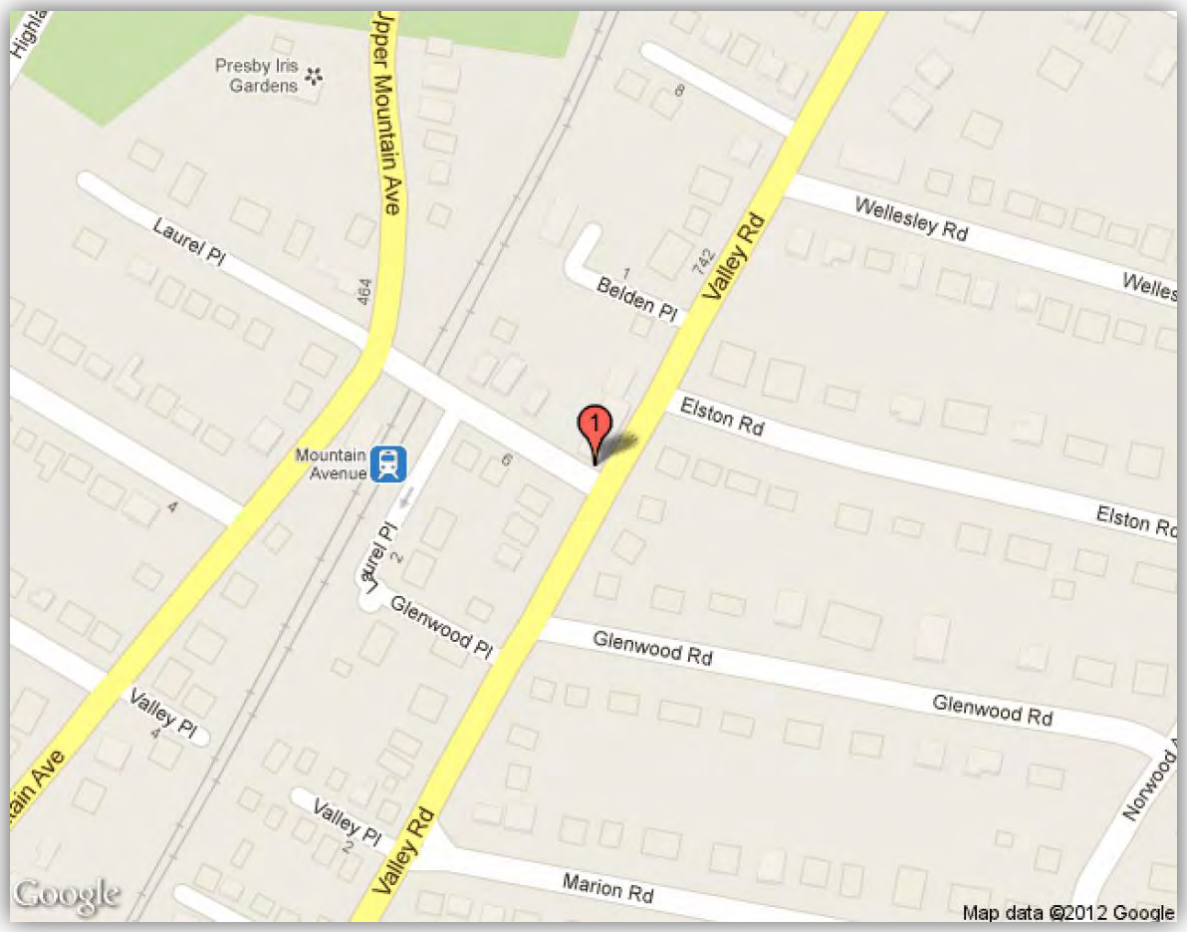
1. Meet-up Location. Students and parents meet in the King's Grocery Store parking lot and walk along Valley Road to Bradford School.

2. Primary Entrance #1. This is the access point used by students that either walk, bike or get dropped off by their parents.

3. Vehicular Drop-off. This is a "cut-out" where parents pull-up to drop-off and pick-up students.

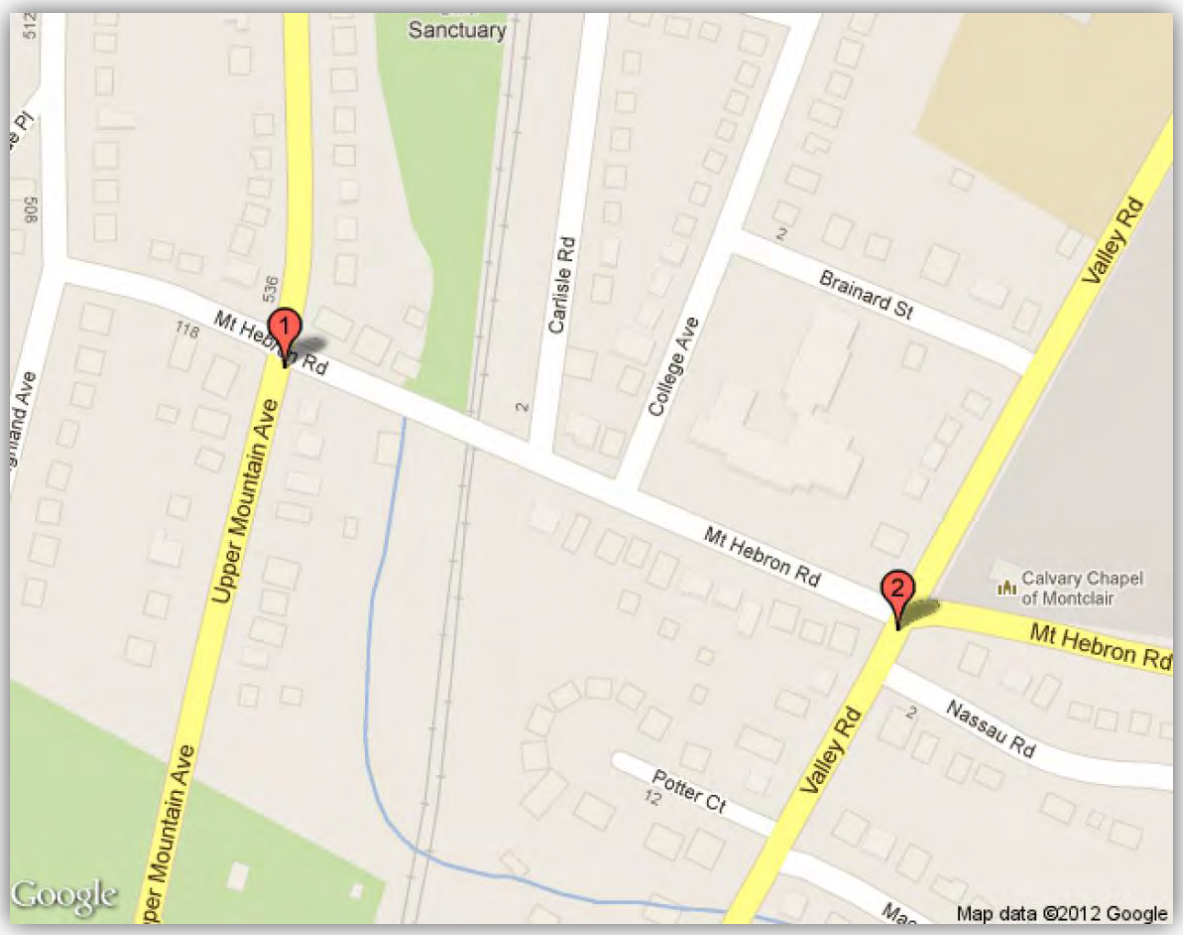
4. Primary Entrance #2. This is the access point used by students that get dropped off by school bus.

Secondary Destination



1. Sidetrack Destination. This deli is directly along the route and may be a popular spot for students to stop.

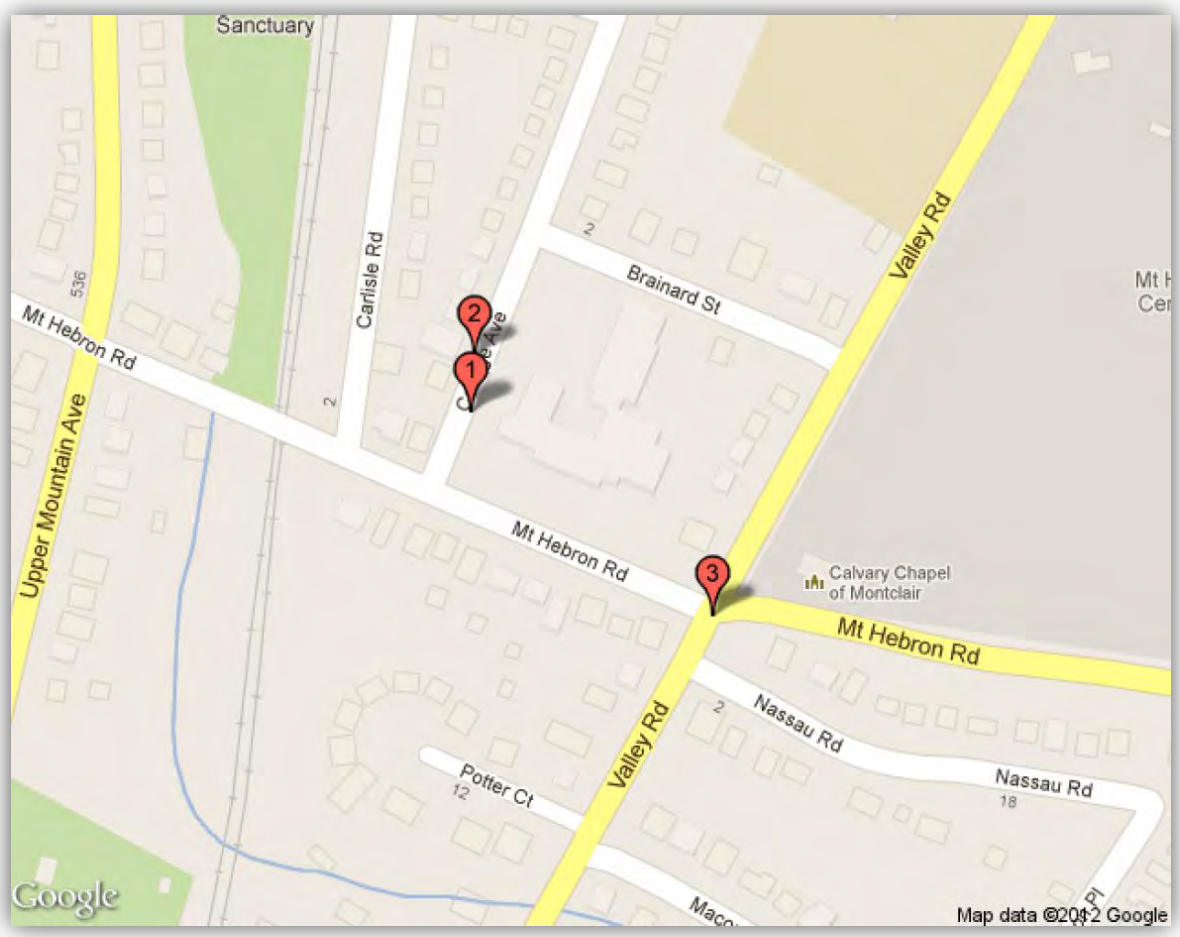
Crossing Guard Location



1. Crossing Guard. Intersection of Upper Mountain Avenue and Mt. Hebron Road.

2. Crossing Guard. Intersection of Valley Road and Mt. Hebron Road.

Driver Behavior - Bad

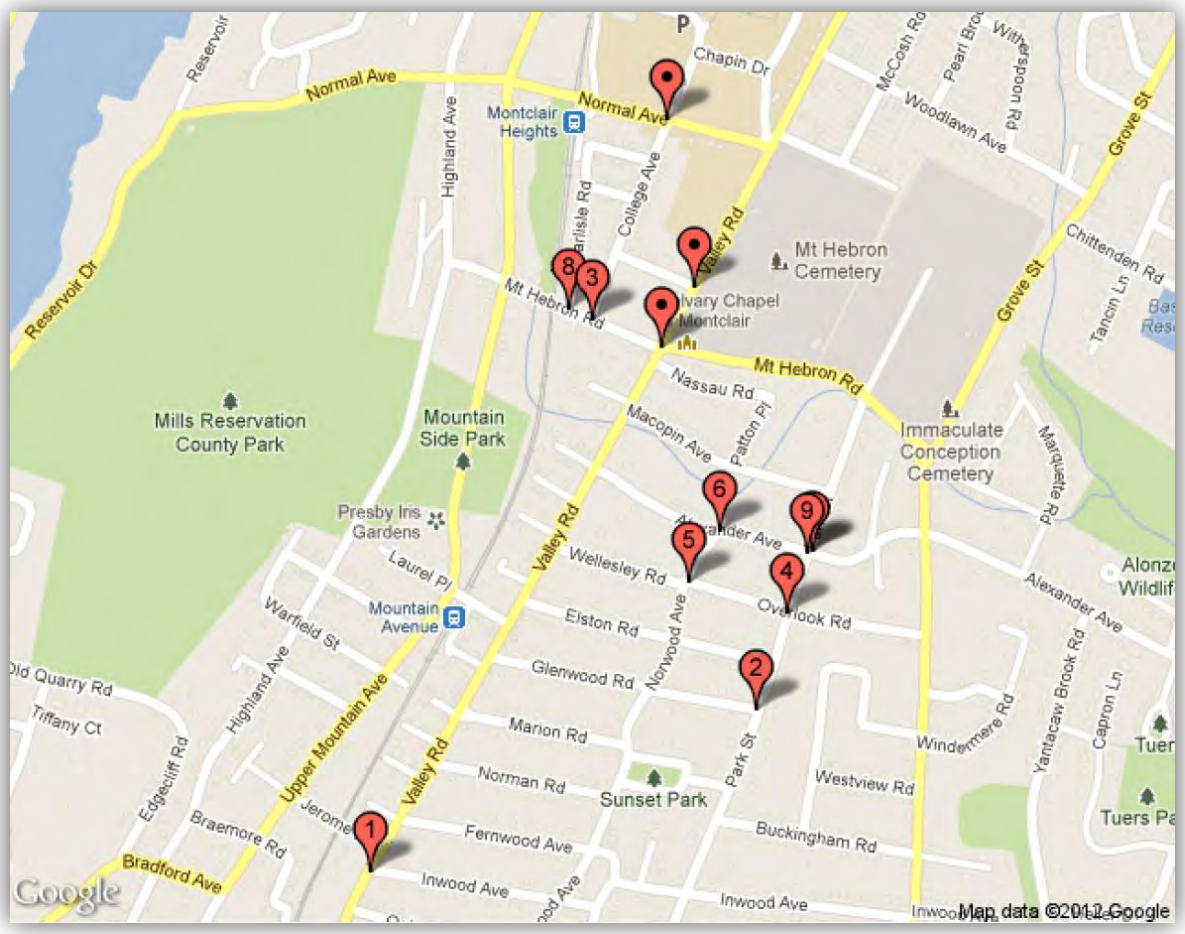


1. Illegal Drop-off. Cars line-up along this curb while waiting to drop-off and occasionally let students out here.

2. Illegal Drop-off. Cars drop-off illegally on west side of street.

3. Speeding. Drivers speed through this intersection on their way to Rt. 46 / Rt. 3.

Intersection - Bad



1. Mid-block Crossing. This is a typical mid-block crossing situation along Valley Road. There are no signs or signals and vehicular traffic is heavy and fast moving.

2. Curb Ramp. This is the typical condition of many curb ramps along Park Street.

3. Curb Ramps / Visibility. This crossing has no curb ramps and drivers cannot see pedestrians due to the utility pole.

4. Curb Ramp. A typical condition along Park Street is missing or crumbling curb ramps.

5. Curb Ramp. Typical condition on Norwood Ave is lack of curb ramps and sidewalks.

6. Long crossing. The pedestrian crossing is minimally defined, very long and lacks curb ramps.

7. Curb ramp / Sidewalk. Crosswalks are provided but there are not ramps or landing area on the connecting corner.

8. Curb Ramp. No curb ramps are provided at this intersection that is adjacent to the school.

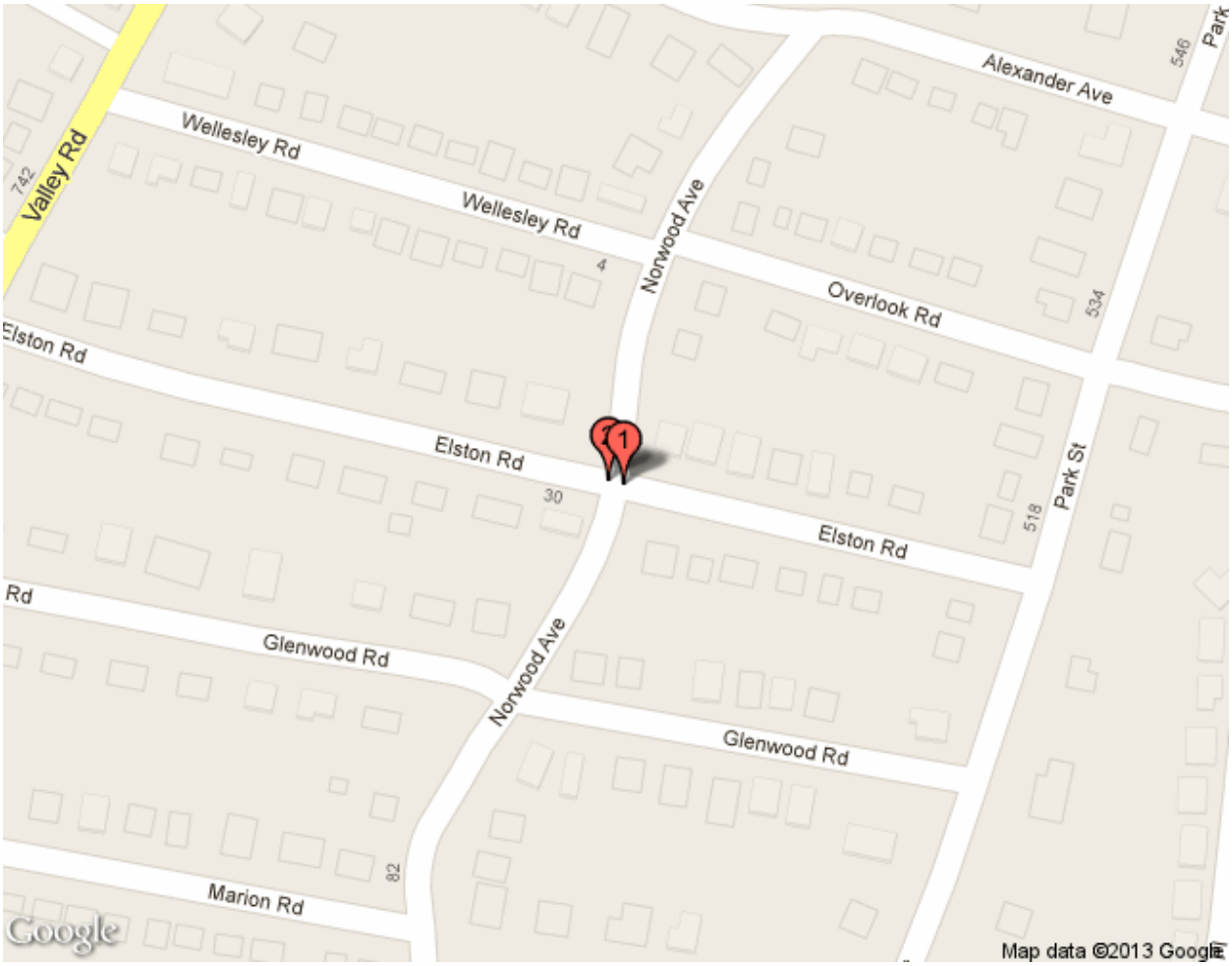
9. Curb Ramp. No curb ramps are provided here as with most locations along Park Street.

10. Crosswalk / Curb Ramp. Sidewalk ends abruptly at Valley Road with no curb ramps or crosswalks.

11. Crosswalk / Curb Ramp / Signal. This is the primary connection to the university, but a crosswalk is only located on one corner, there are no curb ramps and no signals or signage.

12. Dangerous Intersection. This is a very difficult crossing for pedestrians. Pedestrians should be directed to cross in a particular direction.

Intersection – Good

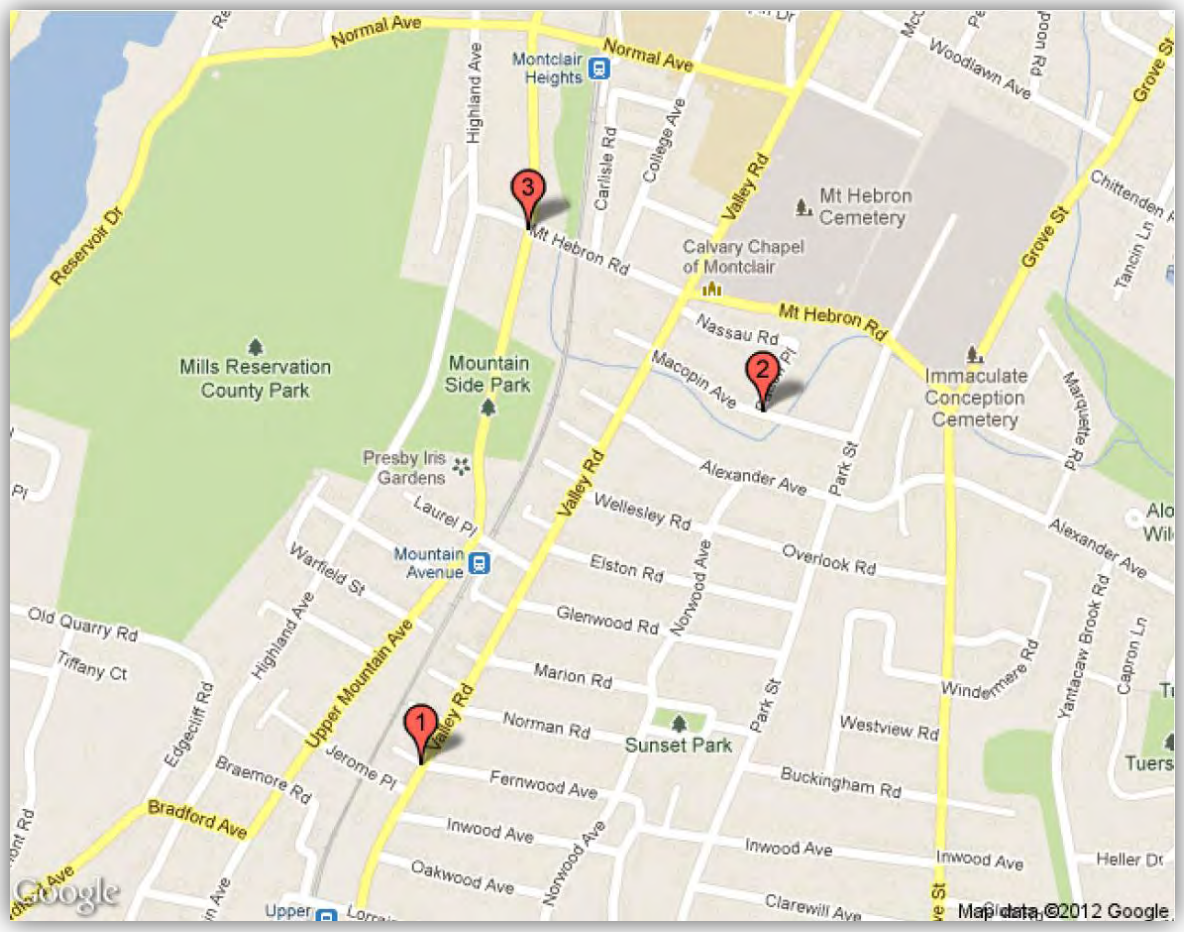


Note: Both #1 and #2 are at the same intersection location

1. Good visible intersection. Although the ramps are not ADA compliant, this is a good, visible pedestrian intersection example.

2. Good visible intersection. While it is not ADA compliant, this is a good example of a visible pedestrian intersection.

Intersection - Poor

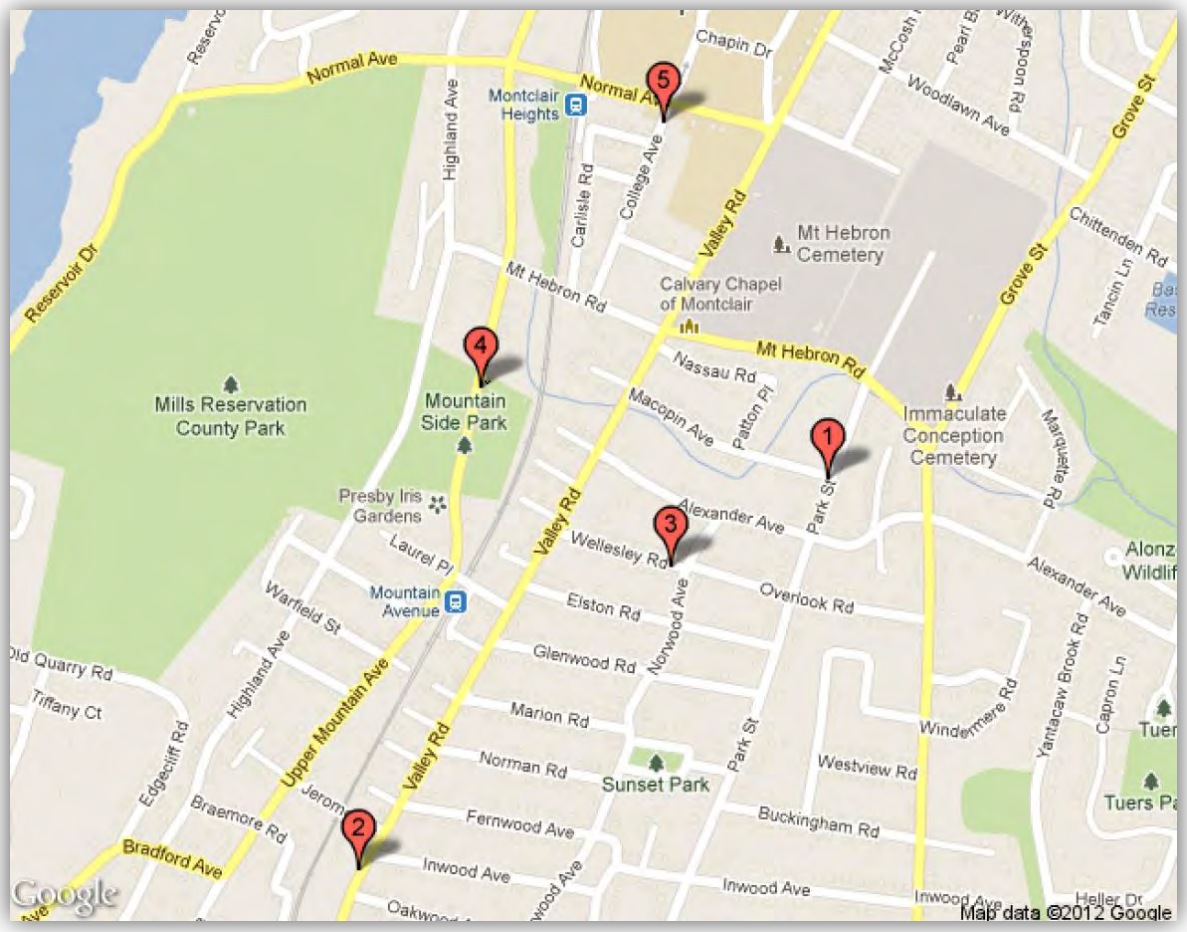


1. Crosswalk / Curb Ramp. This is a typical crosswalk and curb ramp along Valley Road. They are in varying levels of effectiveness. For example, in this particular image, the east/west crossing does not have a ramp or sidewalk extension.

2. Curb Ramp. Curb ramp is cracked and overgrown.

3. Crosswalk. This intersection appears to be in good condition aside from the fading crosswalks.

Pedestrian - Good



1. Continuous Sidewalk. Average 4' sidewalk is consistent on both sides of Park Street (aside from one minor gap on the east side).

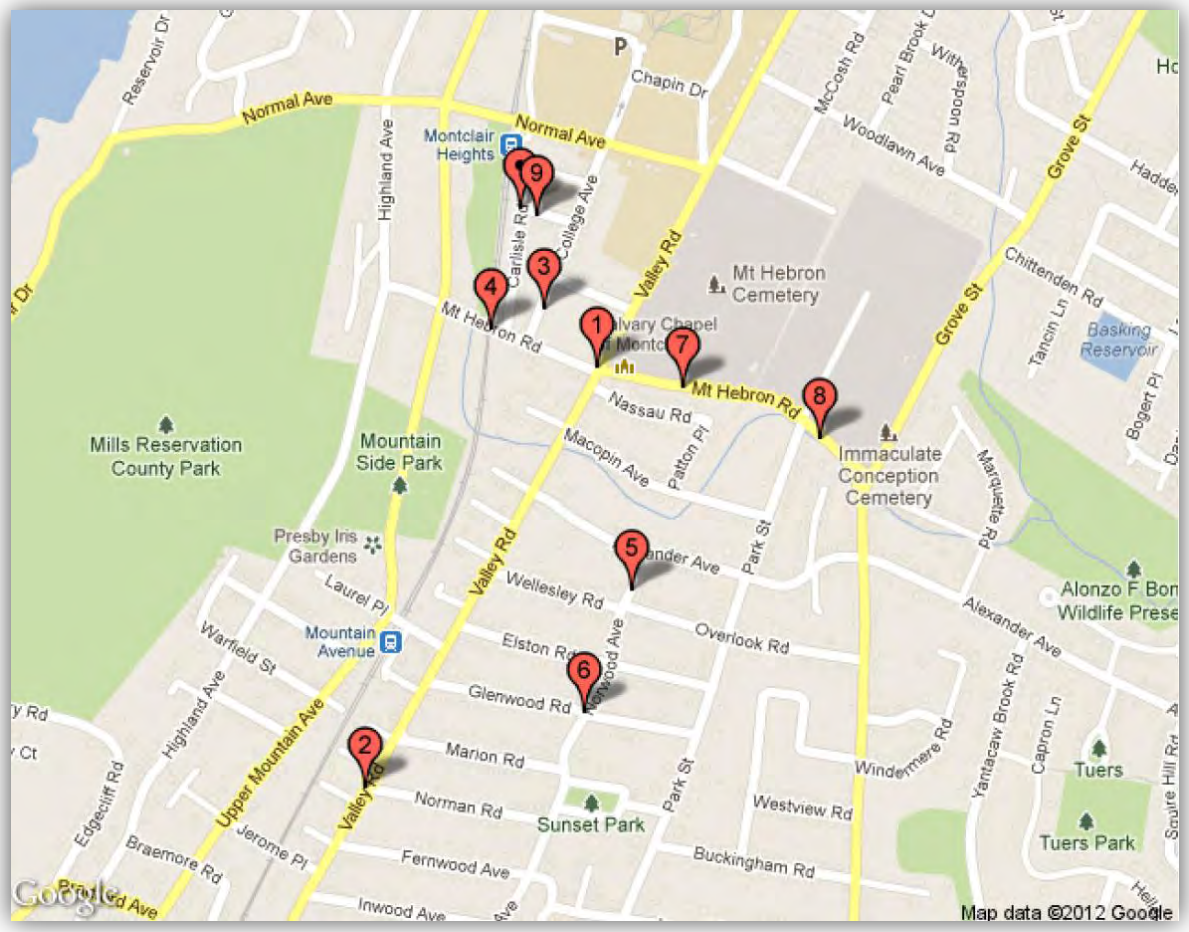
2. Continuous Sidewalk. Sidewalk is continuous on both sides from this point to Bradford School.

3. Good Pedestrian Conditions. Wellesley Road is a nice example of a comfortable pedestrian environment.

4. Sidewalks. There are good sidewalks on the east side of Upper Mountain Road.

5. Sidewalk. This is a good "pedestrian-only" connection to the university that is closed to vehicular traffic.

Pedestrian Issue - Major



1. No sidewalk. No sidewalks are present on the south side of Valley Road along school property.

2. Hidden Driveway. This is a typical hidden driveway on the west side of Valley Road. The uphill slope creates a difficult situation for pedestrians.

3. Pedestrian Access. This is the main access for students walking, biking and being dropped off by car. Curb ramps are not ADA compliant, no crosswalk and there is no sidewalk so students have to mix with cars parking/dropping off.

4. Sidewalk Gap. Sidewalk ends abruptly on both sides of the tracks.

5. No Sidewalks. Norwood Ave. does not have any sidewalks.

6. Obstructed sidewalk. Shrubs are overcrowding sidewalk and the curb condition and lack of ramp cause a tripping hazard.

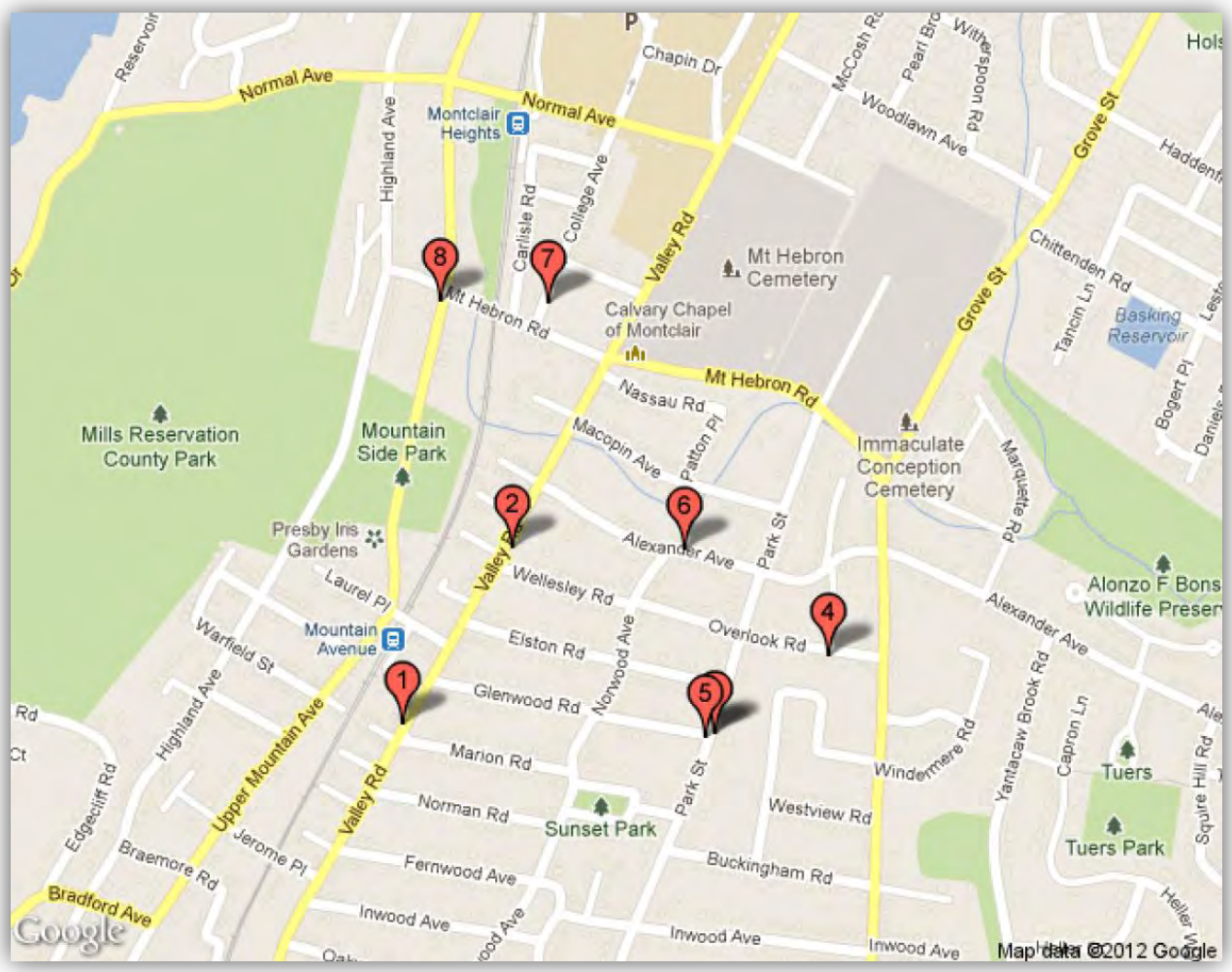
7. Bad pedestrian street. This is not a safe road for pedestrians due to the lack of sidewalks, steep slope, hidden driveways and fast traffic.

8. Bad pedestrian street. This is not a good street for pedestrians due to the lack of sidewalk, steep hill and fast traffic.

9. No sidewalk. Sidewalks are not provided on the side of the street that is occasionally used for parent parking/drop-off.

10. No sidewalk. No sidewalks are present along Carlisle Road, however it is used primarily for vehicular circulation.

Pedestrian Issue – Minor



1. Cracked/Heaving Sidewalk. In some locations along Valley Road, the sidewalk is cracked or heaving.

2. Cracked Sidewalk. Some areas along the east side of Valley Road have old bluestone sidewalks in poor condition.

3. No sidewalk. There is no sidewalk provided on this side of street.

4. Steep Grade. This segment has a difficult uphill climb.

5. Heaving Sidewalk. Large trees along Glenwood Road are heaving and cracking the sidewalks.

6. Heaving Sidewalk. Sidewalk is beginning to heave in many locations along this side of the street.

7. Heaving Sidewalk. Sidewalk is curving and heaving around larger trees in a couple of locations.

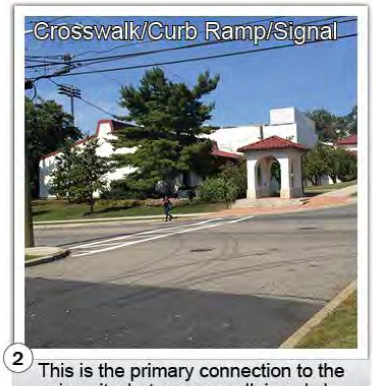
8. No sidewalk buffer. The west side of Upper Mountain Road has a consistent sidewalk but the lack of a buffer puts pedestrians close to traffic or parked cars.

Bradford School

Map 3 - *Neighborhood Analysis*

Neighborhood Area Photography

1 Many activities occur at the neighboring University.



2 This is the primary connection to the university, but a crosswalk is only located on one corner, there are no curb ramps and no signals or signage.

3 Sidewalk ends abruptly on both sides of the tracks.

4 The pedestrian crossing is minimally defined, very long and lack curb ramps.

5 Crosswalks are provided but there are no curb ramps or landing areas on the connecting corner.

6 There is no sidewalk provided on this side of the street.

7 This is the typical condition of many curb ramps along Park Street.

8 Shrubs are overcrowding the sidewalk and the curb condition along with the lack of a ramp cause a tripping hazard.

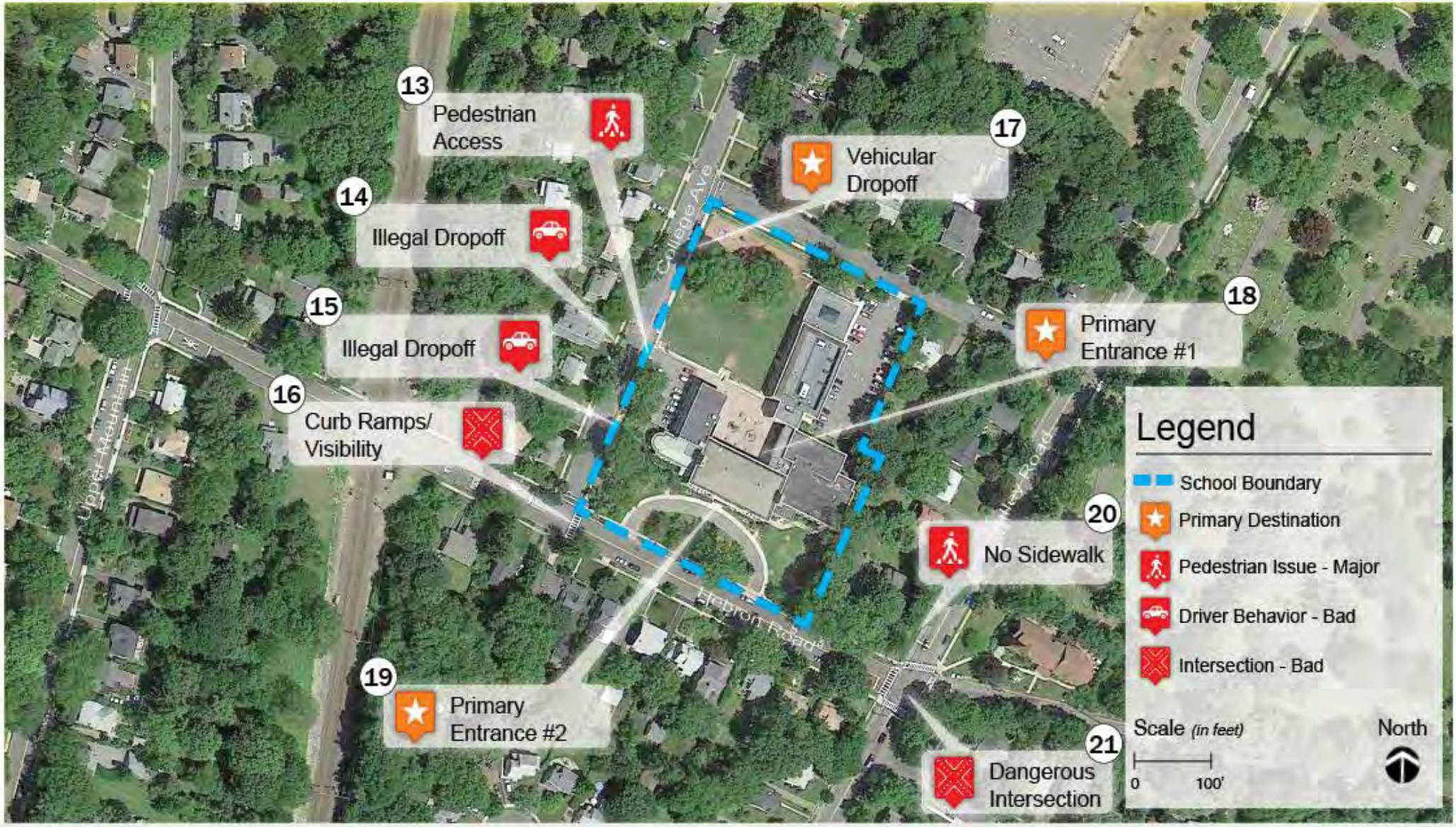
9 This is a typical hidden driveway on the west side of Valley Road. The uphill slope creates a difficult situation for pedestrians.

Neighborhood Area Photography

10 This deli is directly along the route and may be a popular spot for students to stop.

11 This is a typical mid-block crossing situation along Valley Road. There are no signs or signals and vehicular traffic is heavy and fast moving.

12 Students and parents meet in the King's Grocery Store parking lot and walk along Valley Road to Bradford School.



Map 4 - *School Campus Area Analysis*

School Area Photography

13 This is the main access for students walking, biking and being dropped off by car. Curb ramps are not ADA compliant, no crosswalk and no sidewalk means students mix with cars.

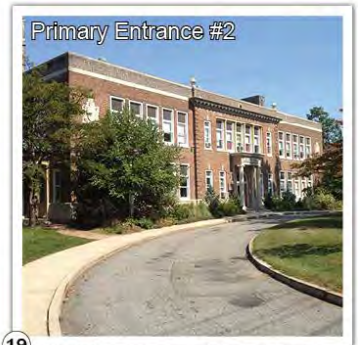
14 Cars drop-off illegally on west side of street.

15 Cars line-up along this curb while waiting to drop-off and occasionally let students out here.

16 This crossing has no curb ramps and drivers cannot see pedestrians due to the utility pole.

17 This is a "cut-out" where parents pull-up to drop-off and pick-up students.

18 This is the access point used by students that either walk, bike or get dropped off by their parents.



19 This is the access point used by students that get dropped off by school bus.

20 No sidewalks are present on the south side of Valley Road along school property.

21 This is a very difficult crossing for pedestrians. Pedestrians should be directed to cross in a particular direction.

Appendix B. Student Travel Mode Survey

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **Teacher's First Name:** **Teacher's Last Name:**

Grade: (PK,K,1,2,3...) 0 2 **Monday's Date** (Week count was conducted) M M D D Y Y Y Y **Number of Students Enrolled in Class:** 1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)**
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class

Step 2. **AM** – "**How did you arrive at school today?**" Record the number of hands for each answer. **PM** – "**How do you plan to leave for home after school?**" Record the number of hands for each answer.

	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ +

Source: http://saferoutesnj.org/documents/SRTS_Tally_Sheet-1.pdf

Appendix C. Traffic Count Instructions and Form

INSTRUCTIONS FOR TRAFFIC COUNT FORM

1. Have kids pair up in teams of two to count walkers and bicyclists. Car counters need teams of three.
2. Each team is assigned a location where children are arriving at school.
3. One person is the counter and the other is the recorder. When counting cars, one person counts cars and another counts the number of children in each car.
4. The counters call out a car (biker or walker) when it (they) arrives. The recorder makes a mark for the number of cars and writes out the number for the number of children per car. (Make sure they keep the tic marks in groups of five). The bike and walking counters should make marks for each child.
5. At the end they total the number of marks. Then they count how many cars that had more than one child in the car, which counts the number of carpools. Note: If the class has learned how to average, then have them compute the number of children per carpool.
6. Combine all the forms to find out how many children walked to school, biked to school, came in a carpool, or came alone in a car.
7. Return the forms to the Safe Routes to School box in the office or contact _____ at _____.

Thanks for helping out the Safe Routes to School program

Safe Routes to School is a project of:
NAME OF SCHOOL, ADDRESS, PHONE, E-MAIL

Safe Routes to School Travel Plan – Bradford Elementary School

Road Name or Location _____

Date _____ Weather _____

Start Time _____ End Time _____

Name(s) of Counters & Recorders _____

_____

COUNT THE NUMBER OF CARS	HOW MANY CHILDREN IN EACH CAR?	COUNT THE BICYCLISTS (WITH HELMETS)	COUNT THE BICYCLISTS (WITHOUT HELMETS)	COUNT THE NUMBER OF CHILDREN WALKING

Source: Safe routes to school, United States. National Highway Traffic Safety Administration, U.S. Dept. of Transportation, National Highway Traffic Safety Administration, 2002

Appendix D. Action Plan Matrix – Township-wide

Action Plan Matrix – Township-wide

Timeframe Definition	Cost Definition
Short-term = less than 3 months	**Low** = Less than $2,000
Mid-term = between 3 to 6 months	**Medium** = between $2,000 and $10,000
Long-term = longer than 6 months	**High** = more than $10,000

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
Engineering					
A1	Install pedestrian countdown signal heads and R10-3e placards with instructions for use at appropriate locations	County	Short-term	Medium	
A2	Install pedestrian crossing signs with school children symbols at unsignalized school crossings	County	Short-term	Low	
A3	Establish, through ordinance, all school zones as "Zero Tolerance" areas where fines for speeding are doubled	County	Short-term	Low	
A4	Post "Zero Tolerance" signs in all school zones	County	Mid-term	Medium	
A5	Evaluate appropriate locations for pedestrian scale lighting paying special attention to existing and future sidewalks	County	Short-term	Low	
A6	Install pedestrian scale lighting - paying special attention to existing and future sidewalks	County	Short-term	Medium - High	
A7	Conduct a sidewalk assessment and create a prioritized list of locations for installation of ADA-compliant curb ramps with detectable warning surfaces at locations where they are missing	County	Short-term	Low	

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A8	Install ADA-compliant curb ramps with detectable warning surfaces at locations where they are missing	County	Short-term	Medium	
A9	Provide high visibility crosswalks fluorescent, yellow-green advanced school crossing and school warning signs within school zones and along designated school routes	County	Short-term	Low	
A10	Install signage within the school zones clearly denoting the school zone speed limit, associated fines for speeding and applicable hours	Township	Short-term	Low	
Education					
A11	Sponsor and host bicycle rodeos for all students to improve their cycling skills	Meadowlink TMA/Bike Shops/Bike&Walk Montclair/PTA	Short-term/ ongoing	Low	
A12	Provide better training for aides on the school bus	SRTS Coordinator/Board of Education	Short-term/ ongoing	Low	
A13	Introduce bicycle and pedestrian safety into the school curriculum through programs such as WalkSafe™ or BikeSafe™ or event based programs through SafeKids or the Brain Injury Association of New Jersey	School Superintendent	Short-term	Low	
A14	Provide educational materials about the dangers of speeding or other violations, especially in the school area, at major community gathering locations such as the Library, Montclair BID, churches, bike shops and Township buildings	Meadowlink TMA/ Bike&Walk Montclair	Short-term	Low	

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A15	Circulate school walking and bicycling event information with municipal utility or tax bills.	Board of Education	Short-term/ ongoing	Low	
A16	Include the health benefits of conducting a SRTS program in Teacher Training programs	School Superintendent/SRTS Coordinator	Short-term	Low	
A17	Promote Bike&Walk Montclair's Courteous Driving Pledge	Bike&Walk Montclair/PTA	Short-term/ ongoing	Low	Should have pledges and magnets on hand at the Municipal Bldg & Community Services Bldg
A18	Create a doortag or flyer for property owners and businesses with information on Chapter 297 STREETS AND SIDEWALKS of the Township's Code, including fines associated with violations and the importance of keeping the pedestrian passageway free from obstructions	Township Code Enforcement	Short-term	Low	See Appendix E for sample
A19	Educate parents to let their children out of the car curbside instead of in the street	SRTS Team Leader/PTA/Meadowlink TMA/School Safety Patrol	Short-term/ ongoing	Low	
A20	Create web-based traffic safety quizzes that include bicyclist, pedestrian and motorist safety questions on the school website	Board of Education/Meadowlink TMA	Short-term	Low	

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A21	Initiate a public education program/campaign, such as Street Smarts, that uses a dual approach of media and community relations to educate and raise community awareness about traffic safety issues for all users	Meadowlink TMA	Short-term	Low - Medium	
A22	Provide better training for the aid on the school bus	SRTS Coordinator/Board of Education/	Short-term	Low	
Enforcement					
A23	Conduct a series of "pedestrian decoy" operations at conflict intersections to strongly reinforce that Montclair takes its motor vehicle laws and pedestrian rights seriously. Consider repeating every six weeks until driver behavior is perceived to be more respectful of pedestrian's right to travel safely	Police Department/ NJHTS/Rutgers University	Short-term	Low - Medium	
A24	Continue bicycle and pedestrian safety education within the school system	Board of Education/Police Department/Meadowlink TMA/Bike&Walk Montclair	Short-term/ ongoing	Low	
A25	Use crossing guards to hand out safety information and information on the NJ Pedestrian Crossing Law	Police Department	Short-term/ ongoing	Low	
A26	Create a zero tolerance traffic enforcement program and assign extra patrol to these areas during arrival and dismissal	Police Department	Short-term	Low	

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A27	Strictly enforce the 25 mph speed limit on all Township streets	Police Department	Short-term	Low	
Encouragement					
A28	Host a poster contest for International Walk and Bike to School Day	SRTS Coordinator	Short-term	Low	
A29	Circulate school walking and bicycling event information with municipal utility or tax bills.	SRTS Coordinator	Short-term/On-going	Low	
A30	Create a pamphlet/palm card/ and/or any other print or web material geared towards parents highlighting the benefits of walking and biking to school	SRTS Coordinator/NJ SRTS Advocacy Organizer	Short-term	Low	
A31	Have designated walking school bus meeting points mapped and signed for all elementary and middle schools	Police Department/ Board of Education	Short-term	Low	
A32	Create and publish a press release detailing the school's involvement in the SRTS program and the Travel Plan developed for the school.	SRTS Coordinator	Short-term	Low	
A33	Use Channel 34 and the Township website to provide public safety information, events, messages to residents related to bicycling and walking such as bike and walk to school day	SRTS Coordinator	Short-term	Low	
A34	Apply for funding to create a transportation matching and participation program at each school that will link parents/students interested in carpooling, biking, or walking to and from school.	Board of Education/SRTS Coordinator/Meadowlink TMA/NJDOT	Short-term	Low	Use Florida DOT's SchoolPool as an example.

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A35	Create and sign a joint powers agreement for maintenance of bike/pedestrian facilities	County	Short-term	Low	
A36	Adopt a resolution endorsing the Bradford SRTS Travel Plan	Board of Education	Short-term	Low	
A37	Market/brand Montclair's SRTS Program as "Montclair's Active & Safe Routes to School Program	SRTS Coordinator/Board of Education/SRTS Team Leader	Short-term/ ongoing	Low	
Evaluation					
A38	Conduct student travel surveys in all schools to determine and measure how students travel to school	Board of Education/Rutgers VTC	Short-term	Low	
A39	Designate weeks on the school calendar to conduct traffic counts at the beginning and end of the school year	SRTS Coordinator/Board of Education/SRTS Team Leader	Short-term/On-going	Low	

Appendix E. Samples of SRTS Educational Materials

SRTS Curriculum

http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum

Message:

- The adoption of a pedestrian/bicycle curriculum by a school or school district helps assure that children will receive repeated age-appropriate education.
- The Walk to School web site has a list of downloadable free pedestrian and bicycle safety education programs, including a recently developed national curriculum developed by the National Highway Traffic Safety Administration (NHTSA).

Background:

NHTSA's Child Pedestrian Safety Curriculum teaches and encourages pedestrian safety for students grades Kindergarten through 5th Grade. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned.

SRTS Classroom Resources

Source: Coldfall Primary, London, UK provided by www.iwalktoschool.org;

Message:

In the classroom, SRTS education can be integrated into existing topics. A few examples of of integrating SRTS education are:

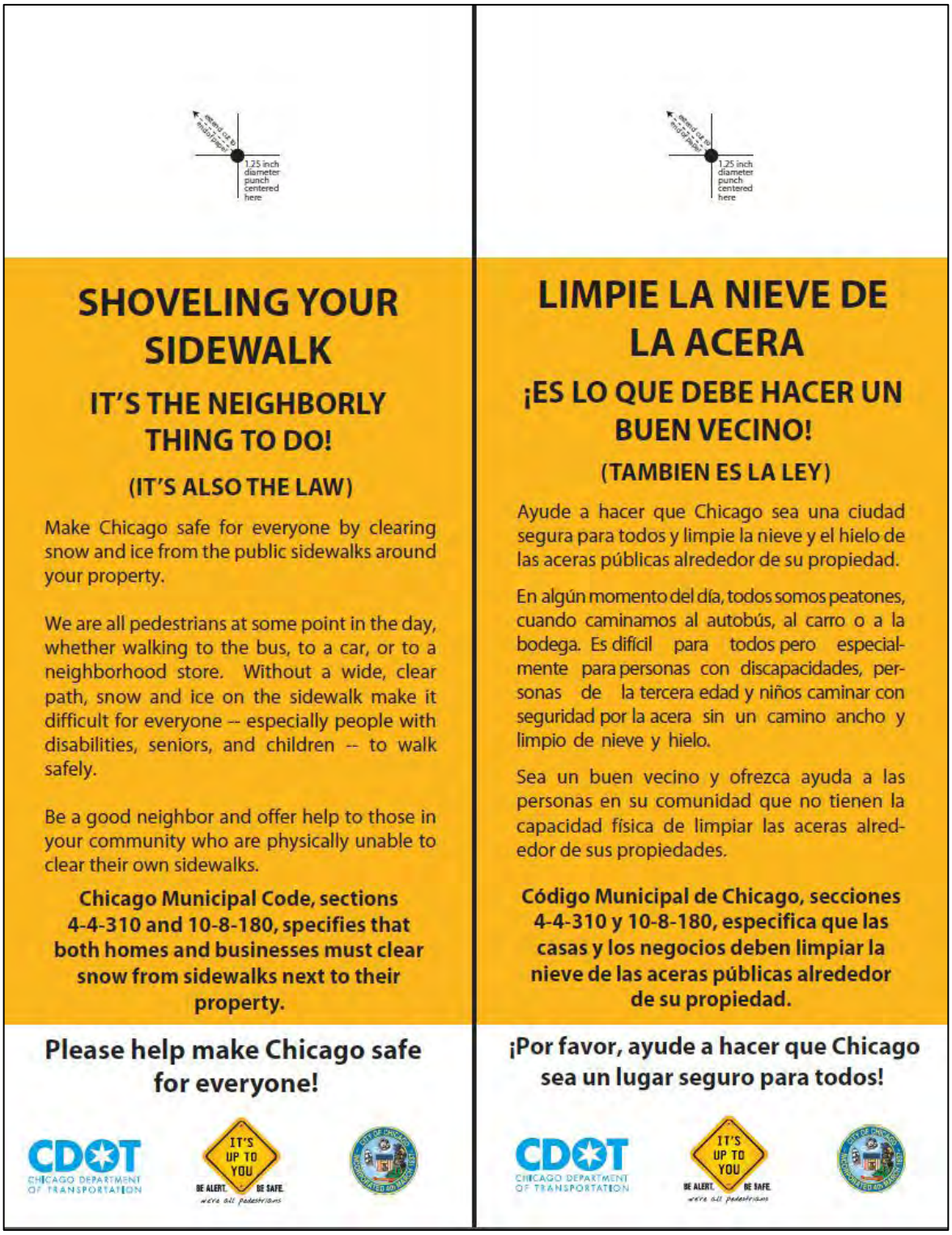
- Safety education can be infused into traditional classroom subjects such as language arts or science taught by the classroom teacher.
- Math: calculating average walking speeds or distances.
- Biology: walk to collect samples, observe nature.
- Reading: read about nature, walking.
- Language arts: write about walking, what see on way to school, design posters to encourage walking.
- Geography: track mileage and plot on a map. Learn about places that the school or class "visits."
- Arts: Photography contests, drawing contests where students depict their routes to school

Sample Door Tag Template

For further information regarding File Preparation click on the link below:

http://www.48hourprint.com/preparing-files.html

Sample Text for Door Tag



1.25 inch diameter punch centered here

SHOVELING YOUR SIDEWALK

IT'S THE NEIGHBORLY THING TO DO!

(IT'S ALSO THE LAW)

Make Chicago safe for everyone by clearing snow and ice from the public sidewalks around your property.

We are all pedestrians at some point in the day, whether walking to the bus, to a car, or to a neighborhood store. Without a wide, clear path, snow and ice on the sidewalk make it difficult for everyone -- especially people with disabilities, seniors, and children -- to walk safely.

Be a good neighbor and offer help to those in your community who are physically unable to clear their own sidewalks.

Chicago Municipal Code, sections 4-4-310 and 10-8-180, specifies that both homes and businesses must clear snow from sidewalks next to their property.

Please help make Chicago safe for everyone!

CDOT CHICAGO DEPARTMENT OF TRANSPORTATION

IT'S UP TO YOU BE ALERT. BE SAFE. we're all pedestrians

1.25 inch diameter punch centered here

LIMPIE LA NIEVE DE LA ACERA

¡ES LO QUE DEBE HACER UN BUEN VECINO!

(TAMBIEN ES LA LEY)

Ayude a hacer que Chicago sea una ciudad segura para todos y limpie la nieve y el hielo de las aceras públicas alrededor de su propiedad.

En algún momento del día, todos somos peatones, cuando caminamos al autobús, al carro o a la bodega. Es difícil para todos pero especialmente para personas con discapacidades, personas de la tercera edad y niños caminar con seguridad por la acera sin un camino ancho y limpio de nieve y hielo.

Sea un buen vecino y ofrezca ayuda a las personas en su comunidad que no tienen la capacidad física de limpiar las aceras alrededor de sus propiedades.

Código Municipal de Chicago, secciones 4-4-310 y 10-8-180, especifica que las casas y los negocios deben limpiar la nieve de las aceras públicas alrededor de su propiedad.

¡Por favor, ayude a hacer que Chicago sea un lugar seguro para todos!

CDOT CHICAGO DEPARTMENT OF TRANSPORTATION

IT'S UP TO YOU BE ALERT. BE SAFE. we're all pedestrians

Source: www.cityofchicago.org

Windshield Warning

NOTICE

YOU HAVE PARKED YOUR CAR IN A SCHOOL BUS LOADING ZONE AND PREVENTED ONE OR MORE BUSSES FROM ACCESS

PLEASE USE PARKING SPACES OR PARK ON ONE OF THE SIDE STREETS

Source: Los Alamitos, CA, provided by David Parisi

Appendix F. SRTS General Resources

Student Pledge

SafeRoutes
Colorado Safe Routes to School

Student Pledge

As a Pedestrian/Bicyclist Safety Smart Student
I Promise to always...

1. Stop and Look Left, Right, and Left again before I cross the street.

2. Wear and buckle a bicycle helmet every time I ride my bicycle.

3. Stay alert when walking and bicycling - I will watch out for all other traffic around me.

4. Wear bright colors if I am walking or bicycling during the day so I can be seen.

5. Take extra care if walking or bicycling in low visibility conditions or at night. I will wear retro-reflective gear and carry/wear a bright light or have required bike lights.

6. Walk on a sidewalk if one is present, if not, walk facing traffic.

7. Always bicycle in the same direction as traffic whether riding on the sidewalk or road.

8. Stay 5 giant steps away from the street when I'm waiting for a bus.

9. Stop, Look and Listen before I cross railroad tracks and never play on or near the tracks.

_____ _____
Student's Name **Date**

Colorado Safe Routes to School ~ www.saferoutesinfo.org ~ srts@dot.state.co.us ~ (303) 757-9088

Parent Pledge

SafeRoutes
Colorado Safe Routes to School

Parent Pledge

As a Pedestrian/Bicyclist Safety Smart Parent
I Promise to set a good example for my children and all children by making sure that....

1. My children know to Stop, Look Left, Right, and Left again before crossing the street.

2. All family members must wear and buckle a properly fitted bicycle helmet every ride.

3. Family members must always stay alert for traffic (no cell phones or earphones), especially when walking and bicycling.

4. Everyone stays 5 giant steps away from the street when waiting for a bus.

5. My family wears bright colors and reflective markers to be seen in the dark.

6. My children know to Stop, Look and Listen before crossing railroad tracks and never to play on or near the tracks.

7. My child walks/bicycles to school with me or with a group of children led by a responsible parent, adult or older sibling.

8. I lead and encourage others around my child to lead by example by demonstrating smart and safe pedestrian and bicycle behavior at all times.

9. I ensure the safety of all pedestrians and bicyclists by driving cautiously, especially around children of all ages.

_____ _____
Parent's Name **Date**

Colorado Safe Routes to School ~ www.saferoutesinfo.org ~ srts@dot.state.co.us ~ (303) 757-9088

Community Pledge

Safe Routes to School
Pledge to Bradford Elementary School's Children

Take the Pledge

In the last 35 years, our children have lost a lot of the freedom and independence they once had to explore our neighborhoods. As we have designed our communities around automobiles, activities like walking or bicycling to school have declined dramatically. *We believe it's time for a change. We pledge that by the time the kindergarten class of 2013 graduates high school, the majority of school trips will once again be made safely by foot or bicycle.*[2]

To our children, we pledge to make your health and safety our number one priority, including to:

- Make the streets safe, convenient and attractive enough to let you walk or bicycle to schools.
- Ensure the streets around your schools have frequent, safe places to cross.
- Drive slowly through school zones.
- Enforce traffic laws in school zones and neighborhoods to slow down motor vehicle traffic.
- Locate schools within walking and bicycling distance of as many pupils as possible.
- Reduce the amount of traffic around your schools.
- Provide secure bicycle parking at your schools.
- Teach traffic safety skills routinely throughout your school career: first as a pedestrian, next as a bicyclist, and then as a motorist.
- Encourage staff and students at your schools to walk and bicycle more often.

Signed (any combination of the following),

Mayor
Township Council
Township Manager/Administrator
Township Engineer/Public Works
Township Planner
Township Police

School District Board of Education
School Principal
School Teacher(s)
School Nurse
PTA/Parents/Caregivers

Community Liaison
Other community groups

[2] Pledge to Children is based on the Active Living Resource Center's SRTS Pledge.

Bike Rack Considerations for Placement

Bike Racks

Students must have a functional, secure place to park their bike once they reach school. Not having a well planned bicycle parking option can lead to several undesireable outcomes, such theft, damage and locked bikes in or on critical safety infrastructure like emergency exits, hand rails and fire hydrants.

According to the Association of Pedestrian and Bicycling Professionals Bicycle Parking Guidelines, there are four elements to a bicycle rack system:

1. **The Rack Element**
   The rack element is the part of the bike rack that supports one bicycle. A good bike rack element holds the bike frame without bending the wheel and should have no moving parts. Rack elements are typically constructed of metal in an inverted u-shape, which allows for a variety of bicycle sizes and locks.

2. **The Rack**
   A rack is one or more rack elements joined on any common base or arranged in a regular array and fastened to a common mounting surface. Anchor the rack so that it cannot be stolen with the bikes attached and provides easy, independent bike access. Inverted u-shaped rack elements mounted in a row should be placed on 30" centers, allowing two bicycles to be secured to each rack element.

3. **The Rack Area**
   The rack area is a bicycle parking lot where racks are separated by aisles and may contain one or more racks. If possible, the rack area should be protected from the elements using any combination of structures, like a wall and awning. Try to avoid locating a bike rack area on grass or dirt as a rainy day can turn the bicycle parking lot into a mess. Instead, locate the bike rack area on a concrete pad.

4. **The Rack Area Site**
   The rack area site is the relationship of the rack area to a building entrance and approach. Locate the bike rack area within visibility of the building entrance it serves and consider the route cyclists' use to approach that entrance. Bike rack areas should be sited in a space that minimizes vandalism and maximizes use, while avoiding conflicts with driveways, buses, and large numbers of pedestrians.

Ideally, rack areas should be sited as close, or closer, than the nearest car parking space and provided near all high traffic building entrances. When choosing between a larger bicycle rack area or multiple smaller rack areas, it is preferred to choose multiple locations that are more convenient to users.

Engineering 3–36

Source: Safe Routes to School Guide, **www.saferoutesinfo.org**

Safe Routes to School in New Jersey Info Sheet

	NJ Department of Transportation (NJDOT)	Voorhees Transportation Center (VTC)	Transportation Management Associations (TMAs)	Safe Routes to School National Partnership
Description:	NJDOT supports Safe Routes to School and Complete Streets initiatives in NJ. NJDOT provides infrastructure SRTS federal grant funding to schools and communities and provides assistance with non-infrastructure programs through the SRTS Resource Center.	VTC is the home of the NJ Safe Routes to School Resource Center and the New Jersey Bicycle and Pedestrian Resource Center.	New Jersey's 8 TMAs each offer assistance in their service areas by forming alliances with non-profit, public/private sectors to assist local businesses, governments, and schools with transportation services and to solve transportation problems or issues.	The SRTS National Partnership is a non-profit organization providing assistance for safe walking and bicycling. The Partnership is a network of over 600 organizations, agencies, schools and professional groups.
How does this affect New Jersey?	NJDOT provides the following resources to communities: • Statewide Bike / Ped coordinator • Statewide SRTS coordinator • Grants administered through the Division of Local Aid	These centers provide primary research, education, and outreach about best practices in policy and design to create safer and more accessible walking and bicycling.	TMAs are familiar with all transportation in their service areas and can provide advice and assistance at the local level related to mass transportation, ridesharing, walking, and bicycling and walking. Each TMA employs a SRTS Regional Coordinator who is the point person for all SRTS activities and events in the area.	New Jersey is one of 7 states in the National Partnership's State Network Project. Policy goals are: • Leverage funding & increase obligation rates of federal funding • Facilitate Complete Streets policies and implementation • Advance joint-use/shared use agreements
Contact if you are looking for:	• Information on infrastructure grants • Information on statewide projects • Contact with the state SRTS Coordinator • Contact with the state Bike/Ped Coordinator	The NJ SRTS Resource Center provides: • Web-based resources on SRTS in New Jersey • Regularly updated NJ SRTS blog • A recognition program to acknowledge SRTS successes • Primary research • Helpdesk assistance • Technical Assistance • Tools Tips and Training	TMA SRTS Coordinators provide: • Technical Assistance • Assistance with walk and bike to school and education events • Guidance for creating School Travel Plans • Help with grant writing • Promote Complete streets policies	The partnership contributes to communities through: • Advocacy • Policy Change • Best Practices & Technical Assistance • Publications
Websites and social media:	Websites: http://www.state.nj.us/transportation/community/srts/ http://www.state.nj.us/transportation/eng/completestreets/	Websites: http://www.saferoutesnj.org/ http://www.njbikeped.org/ http://www.policy.rutgers.edu/vtcp Facebook: http://www.facebook.com/VTCrutgers Twitter: @VTC_Rutgers	Each TMA offers SRTS information on the SRTS sections of their websites. Go to http://www.saferoutesnj.org/about/regional-coordinator-tmas/ to locate your SRTS Regional Coordinator Most TMAs also have Facebook pages. Go to their websites for more information.	Website: http://saferoutespartnership.org/ Blog: http://saferoutespartnership.org/blog Facebook: http://www.facebook.com/SRTS.National.Partnership Twitter: @SafeRoutesNow
Contact Information:	**Elise Bremer-Nei**—State SRTS Coordinator **Sheree Davis**—Bicycle and Pedestrian Coordinator **David Kuhn**—Assistant Commissioner, Capital Investment, Planning and Grant Administration srts@dot.state.nj.us bicycle.advocate@dot.state.nj.us	**Leigh Ann Von Hagen**—Senior Research Specialist **Sean Meehan**—Project Manager **Maeve Johnston**—Project Coordinator srts@ejb.rutgers.edu 848-932-7901	Find your TMA and your local SRTS Coordinator by visiting http://www.saferoutesnj.org/about/regional-coordinator-tmas/	**Deb Hubsmith** – Director 415-454-7430 deb@saferoutespartnership.org **Laura Torchio**—NJ Advocacy Organizer 973-783-5939 laura@saferoutespartnership.org
Funded by:	Federal Highway Administration(FHWA)	NJDOT/FHWA	NJDOT/FHWA	The Robert Wood Johnson Foundation Hosted by the Bikes Belong Foundation

NJ SRTS Recognition Program

NEW JERSEY
Safe Routes to School
www.saferoutesnj.org

Enroll in the New Jersey Safe Routes to School Recognition Program

Participants can be: Schools (public, private, or charter) and municipalities.

Level		Achievements
First Step	**Get Going!** Get your SRTS program established.	• Complete a nomination form online • Identify a SRTS champion (champions can be PTA reps, principals, teachers, municipal reps, local bike/ped advocates, others.)
Bronze	**Build Momentum!** Start annual traditions and build SRTS awareness.	• Complete First Step achievements • Endorsement letter or Resolution of Support from municipal government, school board or other equivalent body • Hold **at least two** SRTS programs or events such as walk to school day or a bike clinic

Silver	**Achieve Sustainability!** Help your municipality get Sustainable Jersey certified.	• Meet Bronze Level achievements
		• Meet one of the following requirements:
		  • Hold a total of 4 or more SRTS events
		  • Create a School Travel Plan
		  • Conduct SRTS tally, parent/caregiver survey or walk/bike assessment

Gold	**Keep it Going!** Make your SRTS program part of your school's identity.	• Meet Silver Level achievements • Show ongoing support from PTA, PTO, Green Team, etc. • Complete at least two higher level SRTS projects from the approved list

Get started! Visit us at saferoutesnj.org for more information and to contact your regional coordinator.

Nomination form deadlines: **December 1 and May 1.**

You can also **become a friend** of the New Jersey Safe Routes to School Program by completing an online enrollment form and agreeing to support, promote, and encourage SRTS programs.