2013

# Safe Routes to School Travel Plan

## Nishuane Elementary School

Prepared By:

RBA

*In Association with:*

arterial
Bringing life to our streets

ezride

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# INTRODUCTION

Safe Routes to School is a national and international movement to create safe, convenient, and fun opportunities for children to bicycle and walk to and from schools. The program has been designed to reverse the decline in children walking and bicycling to schools and can also play a critical role in reversing the alarming nationwide trend toward childhood obesity and inactivity.

Montclair's Safe Routes to School Program began in 2005 when the Rand School (now Renaissance at Rand) was one of New Jersey Department of Transportation's pilot Safe Routes to School Demonstration Program schools. Since then, the Montclair Safe Routes to School Program has received over $700,000 in federal grants to improve infrastructure in all elementary and middle school neighborhoods, increase traffic safety enforcement, and encourage children and their families to get active on their way to and from school. This School Travel Plan is the result of that federal funding and identifies issues and solutions that are unique to the school's culture and priorities.

The purpose of the Nishuane 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 Nishuane students and parents to walk, bike or otherwise engage in active ways to getting to school. Traditionally, SRTS programs look at a 2 mile radius. Because Montclair is a Magnet School System, students 1 mile or more from the school they attend are provided courtesy busing. This Travel Plan will focus on the area within a one mile radius of Nishuane School (Grades K – 2).

Nishuane 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 goal of the Montclair SRTS Task Force's goal was to expand on the success of the Rand School SRTS Pilot and bring a sustainable Safe Routes to School Program to all of the

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

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.

In developing the Nishuane 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 Nishuane a safer and more appealing option than taking the car.

The Nishuane 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 Task Leader was given several tasks:

- *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 Nishuane School SRTS Partner Organizations List includes:

**Nishuane SRTS Partner Organizations**

| Organization | Contact | Role/Responsibility |
|---|---|---|
| Nishuane School | Gail Clarke, Principal<br>P: (973) 509-4222<br>E: gclarke@montclair.k12.nj.us | Programmatic Activity and Implementation |
| Nishuane School | Eileen Lundberg, SRTS Team Leader<br>E: lundbergnj@verizon.net | Programmatic Activity and Implementation |
| | Jennifer Bell, SRTS Team Leader<br>E: jenny@varnelis.net | |
| Nishuane School | Corinne Smithen, PTA President<br>E: ptapres@nishuanepta.org | Programmatic Activity and Implementation |
| Montclair Township | Alex Kent, Safe Routes to School Coordinator<br>P: (917) 841-1516<br>E: akent@montclairnjusa.org | Programmatic Activity and Implementation |
| Montclair SRTS Task Force | Janice Talley, Township Planner, SRTS Task Force Coordinator<br>P: (973) 509-4953 | Township SRTS Coordination |
| Montclair Township | Kimberli Craft, Township Engineer<br>P: (973) 509-5707<br>E: kcraft@montclairnjusa.org | Engineering Project Implementation |
| Montclair Police Department | Sergeant Stephanie Egnezzo, Traffic Bureau<br>P: (973) 509-4718<br>E: segnezzo@montclairnjusa.org | Safety Education, Enforcement, and Crossing Guard Assignment |
| Montclair Dept. of Community Services (Public Works & Parks) | P: (973) 509-5711 | Streets, public property and parks, snow and leaf removal, all community infrastructure, pothole repair |
| Montclair Board of Education | , BOE Special Projects | BOE SRTS Coordination |

| Organization | Contact | Role/Responsibility |
|---|---|---|
| Montclair Board of Education – Transportation Office | Gisela Aultmon, Transportation Manager<br>P: (973) 509-4055<br>E: gaultmon@montclair.k12.nj.us | School Bus Coordination |
| Meadowlink Transportation Management Association | Nora L. Shepard , SRTS Program Manager<br>P: (201) 939-4242<br>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<br>P: (201) 939-4242<br>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<br>P: (848) 932-7901<br>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<br>P: (973) 783-5939<br>E: laura@saferoutespartnership.org | Advocacy, Event and Encouragement Activities, Policy Change, Best Practices & Technical Assistance, Publications |
| Bike&Walk Montclair | Rika Alper, President<br>P: (973) 866-5028<br>E: info@bikewalkmontclair.org | Advocacy, Event, Education and Encouragement Activities |
| NJ Department of Transportation - SRTS | Elise Bremer-Nei, NJDOT SRTS Program Coordinator<br>P: (609) 530-2765<br>E: elise.bremer-nei@dot.state.nj.us | State SRTS Program Assistance; Non-Infrastructure Grant Funding |
| Essex County Planning Department | David Antonio, County Planner<br>P: (973) 226-8500<br>E: dantonio@essexcountynj.org | SRTS Program Assistance |
| Essex County Board of Chosen Freeholders | Brendan W. Gill, Freeholder, District 5<br>P: (973) 621-4479<br>E: bgill@freeholders.essexcountynj.org | County SRTS Coordination |

# SCHOOL PROFILE

## *School Description*

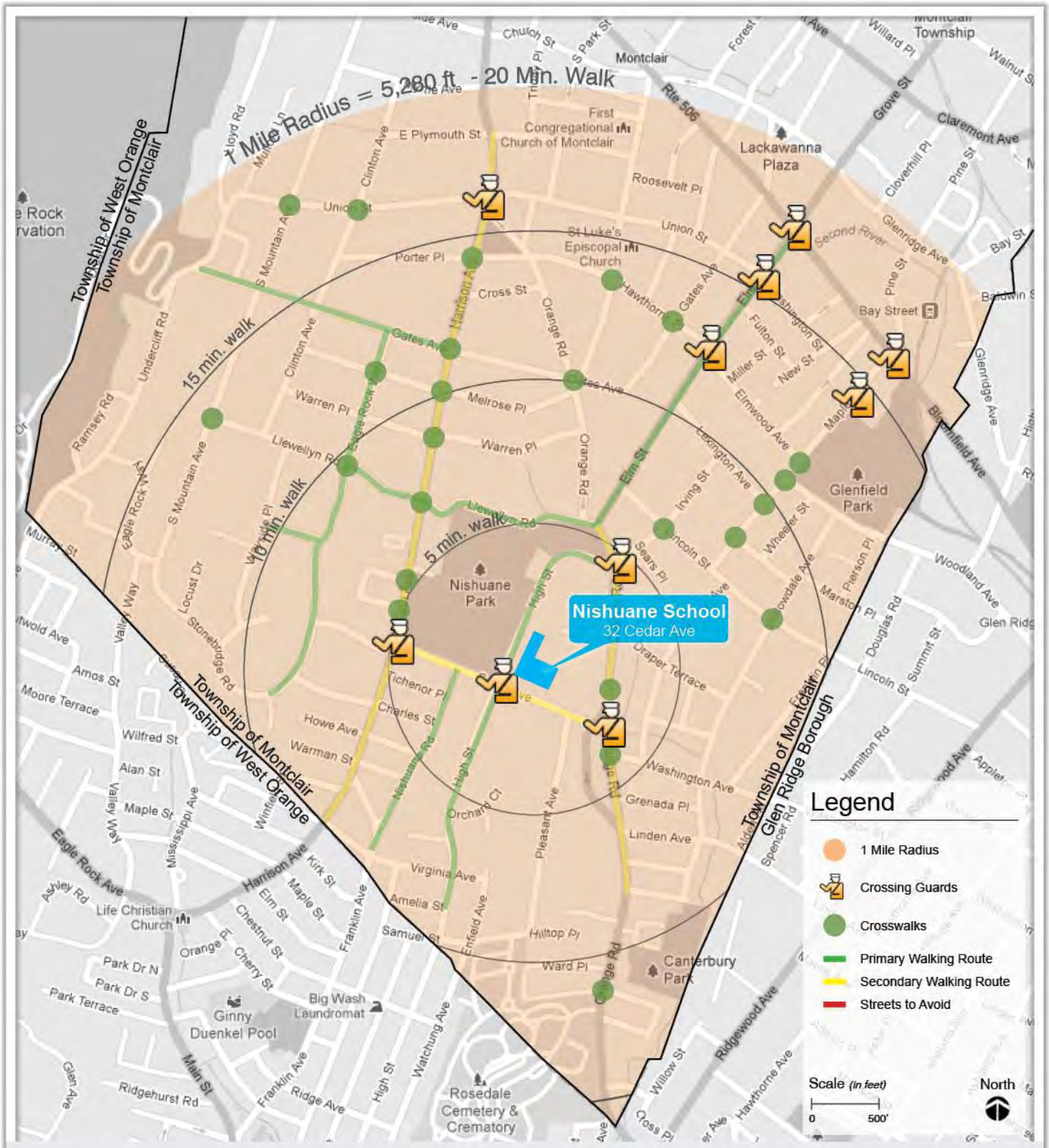
The Nishuane Elementary School is located at 32 Cedar Avenue in the South End neighborhood. This section of Montclair is primarily residential but has a commercial district, known as the South End Business District, located on and around the southern portion of Orange Road. The school is bordered by Orange Road to the east, High Street to the west and north, Cedar Avenue to the south. The school is also adjacent to Nishuane Park, a 17.66-acre municipally-operated park.

**Students walking to school entrance along High Street**

Nishuane Elementary is part of the Montclair Public School District and has a school population of approximately 475 students in grades K-2. In Montclair's magnet school system, all schools have a theme. Nishuane's theme is "Gifted and Talented."

The primary entrance for students walking or bused is located along High Street. ***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.

# Nishuane School




**Map 1** - *School Location Map*

## *School Demographic Information*

### ➢ *Student Demographics*

| Ethnicity | Nishuane | State Average |
|---|---|---|
| Black or African American | 42% | 17% |
| White | 41% | 54% |
| Hispanic or Latino | 9% | 20% |
| Asian | 8% | 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 | Nishuane | State Average |
|---|---|---|
| Students eligible for free or reduced-price lunch program | 24% | 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 | Nishuane |
|---|---|
| Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs | 12.8% |

*Source: NJDOE 2010-2011 Report Card*

### ➢ *Language Diversity*

| Limited English Proficient (LEP) | Nishuane |
|---|---|
| Percentage of Limited English Proficient students | Not reported |

*Source: NJDOE 2010-2011 Report Card*

| Language Spoken At Home | Nishuane |
|---|---|
| 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 475 students that attend Nishuane, 350 ride the school bus, 100 are driven to school by an adult, 20 walk to school and 5 ride their bike to school.

There are approximately eleven (11) buses and two (2) vans for special needs students that provide service to the Nishuane School. Students are permitted to ride their bike to school and the school has participated in a number of Walk/Bike to School Days to promote walking and biking as a means for getting to school.

### *Drop-Off/Pick-Up Procedures*

The car line is staffed by teachers and assistants beginning at 9:00am along Cedar Avenue. Parents/guardians using the car line are not permitted to exit their car. The car line is not staffed when it is raining but parents/guardians may still pull up to drop-off their child.

Bus drop-off and pick-up occurs on High Street, which is closed to traffic between 8:30 and 9:25am and between 3:10 and 3:45pm.

For dismissal, Kindergarten students are brought outside through the main entrance by their classroom teacher. First and second grade students are dismissed by their classroom teachers through the door located on the playground side of the building.

Children who are eligible for the bus are dismissed to their assigned bus at 3:35pm.

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

We know parents are in a hurry when they are dropping off and picking up their children. Please, for the **safety** of the children, keep the following rules in mind:

1. **CROSS CHILDREN ONLY AT THE CROSS WALKS.**
2. Do not leave children unsupervised at the school before 9:00 am (Cedar Ave. entrance only)
3. Park your car and walk your children to the front door.
4. Do not double park or block traffic on Cedar Avenue.
5. At all times, watch out for other children.
6. Do not use the school's parking lot or driveways on Cedar Avenue as drop-off points.
7. Because the school buses load and unload on High Street, this street is closed to traffic between 8:30 and 9:25 am and between 3:10 and 3:45 pm. Adjustments to these times are made for delayed openings or early dismissal days.

**Excerpt from Nishuane Family Handbook 2012-2013**

### *School Hours*

The official hours of instruction at the school are 9:10am-3:35pm. The late bell rings at 9:20am. On early dismissal days, students are dismissed at 2:10pm. Before-school care for students of working parents is available at the school beginning at 7:30am and afterschool care is available at the school from 3:345 to 6:30pm. Parents participating in the program are responsible for transportation to and from the school. When bringing or picking up their child, parents are required to park on High Street and enter through Door #4

### *Crossing Guards*

There is currently one crossing guard located at the intersection of Cedar Avenue and High Street. This crossing guard manages all four legs of this intersection.

# EVALUATING OPPORTUNITIES AND CONSTRAINTS

The information gathering process for the Nishuane 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 Nishuane Elementary School, some areas of concern ("hot spots") within the school neighborhood were identified. Their verbatim thoughts are included below:

**PTA/Parent Wish List**

- Need either a crossing guard (or other enforcement), traffic light or better signage at the Llewelyn/Harrison crosswalk/flashing light. No one stops for pedestrians here.
- Find website tool which allows people to share walking/biking group info
- Use District Transportation office to connect families going to same school, living in same neighborhood.
- For busers, designate an area closer to school where kids could meet to walk the last distance.

**Parents' Thoughts**

- Parents park opposite entrances on High Street and Cedar Avenue and let kids cross mid-block where there is no crosswalk.
- The sidewalks along Llewelyn Road are in poor condition.

## *Neighborhood Mapping*

### Team Observation

Prior to the community workshop, the project team performed a field investigation to observe the conditions around the Nishuane 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 a classroom of second grade students at Nishuane to discuss obstacles to walking and bicycling in their school neighborhood. Students participated in a classroom activity in the form of a focus group to help the project team identify issues and general concerns of safety around the school neighborhood. As part of the exercise, students were asked to identify issues verbally and in written form. Here are notes from the students' activity:

- 23 students
    - 2 walkers/bikers,
    - 5 get dropped-off by parents
    - 16 take the bus

***Issues voiced by students***

- Drivers going fast near bus stops
- Drivers going fast near school
- Not always a crossing guard at Cedar Ave. and Harrison St.
    - Maybe the crossing guard can stay a bit later before and after school
- Parents drop students off on the other side of Cedar Ave and then cross the street.
- Students and parents aren't crossing the street at the designated crosswalks.

## Community Workshop

### *Observation of Student Arrival*

The project team met at the Nishuane Elementary School at 8:50 am on Wednesday, February 6th, 2013 to observe arrival of Nishuane'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. Members of the Nishuane school community and local community attended the workshop to discuss Safe Routes to School program at Nishuane. 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 the schools' arrival. Workshop participants identified barriers, areas of concerns and opportunities in the environment around Nishuane in their discussion and through the mapping exercise facilitated by the project team.

## *Vision*

- Warning sign for curb
- Defined drop-off area
- Eliminate "pandemonium"
- Walking School Bus
- Walking Club
- Paths to school
- Drop-off ONLY sign
- Restricted parking along Cedar Avenue
- Keep kids in car seat
- Remote parking

**Crossing Guard assisting family to Nishuane**

# CREATING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

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

## *Top SRTS Priority Recommendations*

A full listing of the recommendations are provided as options for the Nishuane 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

- Change parking restrictions on the southside of Cedar Avenue to "No Stopping, Standing or Parking" during school days (8am-4pm)
- Create and sign "Park and Walk" locations at the South End Municipal Parking Lot and the Nishuane Park Parking Lot
- Use paint and signs to better define drop-off areas. Create a school pavement "quilt" to define the drop-off zone on the school-side of Cedar Avenue

### Enforcement

- Reinforce "No Parking" areas during school commute times
- Reinforce "No U-Turns or K-turns" along Cedar Avenue or High Street on school days
- Place a variable message sign promoting safety messages around the school zone

### Education

- Update and reinforce current Parent Handbook's drop-off/pick-up procedures with: Map, rules and procedures for driving along local streets within school campus and any school driveway access
- Share the updated handbook/map of drop-off/pick-up procedures with the school community via the school and PTA websites
- Add biking/walking education and activities to the Nishuane Explorers Afterschool Enrichment Program
- Invite Meadowlink TMA and Bike&Walk Montclair to help with bicycle and pedestrian education at assemblies or weekend Bike Rodeos

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

- Continue with the SRTS Program
- Circulate Travel Plan on school and PTA websites, especially the School Location Map of Major Walking Routes with Time Radius

## 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, especially along Harrison Avenue and Orange Road

### *Incentives*

To encourage families to arrive by foot, bike or any other form of active transportation, a Nishuane SRTS Team Leader should be identified. This Team Leader would 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 bicycle and pedestrian safety themed incentives, such as stickers, to Nishuane 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, Nishuane 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**

  Nishuane 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, Nishuane 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**

  Nishuane should continue to distribute parent/caregiver take-home/online attitudinal surveys to evaluate parents' attitudes towards walking and bicycling to school over time. The 2012 New Jersey Safe Routes to School Parent/Caregiver Survey is included in Appendix B. Using survey information on the number of children that currently walk and bike to Nishuane as a baseline measure, these 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. Nishuane'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. Nishuane 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 Nishuane 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 Nishuane Elementary School 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 25), 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. Enhance: Define the walk into school. Paint a fun pattern on the sidewalk to guide children into school (i.e. painted footprints).
2. Signage & Striping: Define drop-off area. Use paint and signs to better define drop-off areas during inclement weather.
3. Enhance: Relocate center railing to the sides of the steps.
4. Traffic & Circulation: Park and Walk location
5. Traffic & Circulation: Relocate the car drop-off to this side street and limiit through traffic.
6. Traffic & Circulation: Move car or bus drop-offs to the parking lot area
7. Enforce: Restrict parking during drop-off times (7am to 9:30am) to allow for additional stacking.
8. Traffic & Circulation: This township lot may be used as a drop-off.

# ACTION PLAN MATRIX

The following Action Plan Matrix for implementing the Nishuane 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 Nishuane School campus and the immediate area, partners, a time frame and a level of cost for implementing each recommended action.

To give the Nishuane SRTS program more depth, it is recommended that these concepts be reinforced beyond the immediate school neighborhood. Nishuane's SRTS program can best realize full success if its community and municipal partners implement the township-wide action items that support Nishuane'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 – Nishuane 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 on the school-side of Cedar Avenue | Montclair Engineering/Board of Education/PTA | Mid-term | Low | Paint images on the roadway, also install "Pull Up to HERE" banner/ flag. |
| 2 | Update the arrival and dismissal section of the school's Family Handbook with map and text that defines 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 updated handbook/map via school web site |
| 3 | School staff needs to be consistent with car valet operations – rainy and snowy days they are needed most. | PTA | Short-term | Low | Ask PTA volunteers to assist during inclement weather |
| 4 | Reinforce the parking restriction zone further along Cedar Avenue - on the approach to the school from Orange Road. Consider placing additional traffic cones. | Montclair Engineering/Montclair Police | Mid-term | Low | |
| 5 | Designate a school staff to place the "ONE WAY" sign on High Street at the Cedar Avenue intersection | PTA | Short-term | Low | The Crossing Guard is not supposed to move traffic signs |
| 6 | Continue the SRTS team/group | PTA/ Meadowlink TMA | Short-term | Low | |

| No. | Action | Partners | Timeframe | Cost | Notes |
|---|---|---|---|---|---|
| 7 | Integrate walking and safety education into classroom curriculum | Meadowlink TMA / Board of Education/PTA/Safety Coordination | Short-term | Low | See Appendix E for sample lesson plans. Meadowlink can provide this training or provide training to trainers |
| 8 | Invite NJ TRANSIT to give their SAFETY RULES! Presentation Assembly every year | NJ TRANSIT/ Meadowlink TMA/ Board of Education | Short-term/ ongoing | Low | www.njtransit.com/rg/rg_servlet.srv?hdnPageAction=SafetyTo |
| 9 | 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 | Low | |
| 10 | Invite Montclair Police Department to give safety presentation at Back to School night | Montclair Police | Short-term | Low | Contact Sgt. Egnezzo |
| 11 | Invite Meadowlink TMA and Bike&Walk Montclair to help with bicycle and pedestrian education at assemblies or weekend Bike Rodeos | Meadowlink TMA/Bike&Walk Montclair/PTA/SRTS Coordinator | Short-term/ ongoing | Low | |
| 12 | Circulate Time Radius Map and Travel Plan Report on school website | Board of Education | Short-term | Low | |
| 13 | Utilize the school website to advance Safe Routes to School safety campaign/messages | Board of Education | Short-term/ ongoing | Low | |
| 14 | Send out E-blasts to reinforce bus/dropoff/pickup procedures | PTA | Short-term/ ongoing | Low | |

| **Lead Entity: PTA** | | | | | |
|---|---|---|---|---|---|
| 15 | Create and sign "Park and Walk" locations at:<br>• South End parking lot (meters)<br>• Nishuane Park (unregulated) | PTA/School Action Team (SAT)/Town Engineer/DPW | Short-term | Low | Work with the Town Engineer to identify a designated route to school from these locations for volunteers |
| 16 | Organize volunteers to assist with car valet during inclement weather | Principal | Short-term/ ongoing | Low | Consider getting incentives for volunteers |
| 17 | Organize Walking Club and Walking School Buses | SAT/ Meadowlink TMA | Short-term | Low | Meadowlink can help with setting up WSB's. |
| 18 | Participate in International Walk to School Day in October and National Bike to School Day in May and NJ Walk and Bike to School Day in May | Principal/ Meadowlink/ SRTS Coordinator/SRTS Team Leader | Short-term/ ongoing | Low | |
| 19 | Include Crossing Guard Appreciation Day with every bike/walk to school event | Principal/ Meadowlink/ SRTS Coordinator/SRTS Team Leader | Short-term/ ongoing | Low | |
| 20 | Share the updated Family handbook/map via PTA web site | Principal/Board of Education | Short-term | Low | |
| 21 | Report any crossing guard issues to Traffic Bureau (973-744-1234) –<br>- Schedule<br>- Procedure | Board of Education/ Montclair Police | Short-term | Low | |
| 22 | Circulate Time Radius Map and Travel Plan Report on PTA website | Board of Education | Short-term | Low | |
| 23 | Promote Bike&Walk Montclair's Courteous Driving Pledge | Bike&Walk Montclair | Short-term | Low | |
| 24 | Hold Bike Rodeo/ learn to Ride session, possibly during "Mayfair" | Bike&Walk Montclair | Short-term | Low | |
| 25 | Add biking/ walking education and activities to the Nishuane Explorers Afterschool Enrichment Program | Bike&Walk Montclair | Short-term | Low | |

| | | | | | |
|---|---|---|---|---|---|
| 26 | 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 |
| **Lead Entity: Township Engineering** | | | | | |
| 27 | Stripe "STAND BACK" lines on the curb ramps around the school | Montclair DPW | Short-term | Low | |
| 28 | Install stop sign cameras at the intersection of Cedar Avenue and High Street | Montclair Police Department/ Montclair Town Council | Mid-Long-term | High | Currently being piloted by DDOT in Washington D.C. |
| 29 | Change parking restrictions on the southside of Cedar Avenue to "No Stopping, Standing or Parking" during school days (8am-4pm) | Montclair Police Department/ Montclair Town Council | Mid-term | Low | |
| 30 | Evaluate school campus bus and drop-off/ pick-up traffic circulation patterns – should the back parking lot be used | Principal/PTA/ Montclair Police | Mid-term | Low | Other schools have considered similar changes, then changed back |
| 31 | Extend the parking restriction zone further along Cedar Avenue - on the approach to the school from Orange Road. Possibly 7:00 am – 9:30 am School Days. | Principal/Montclair Police | Mid-term | Low | This will support the traffic flow and intended operations during school arriva.l Consider extending yellow painted curb and/or placing additional traffic cones. |
| 32 | Install raised crosswalk across Cedar Avenue at the intersection with Pleasant Avenue | Montclair DPW/ PTA/ Principal | Mid-term | Medium | Define a safe and direct walking route from the Orange Road parking lot area |
| 33 | Conduct speed studies along Harrison Avenue and Orange Road | Montclair Police Department | Mid-term | Low | |

| | | | | | |
|---|---|---|---|---|---|
| 34 | Create an ordinance restricting U-Turns or K-turns along Cedar Avenue or High Street adjacent to the school drop-off/ pick-up areas | Montclair Town Council | Short-term | Low | |
| 35 | Install signs restricting U-Turns and K-Turns on school property or within the school zone | Montclair DPW | Short-term | Low | |
| 36 | Evaluate the sidewalk network for potential curb extensions or other traffic calming concepts | PTA/Board of Education/Meadowlink TMA | Short-Mid-term | Low-Medium | Consider striped curb extensions/ daylighting the intersection of Cedar Avenue at High Street |
| **Lead Entity: Montclair Police Department** | | | | | |
| 37 | Reinforce "No Parking" areas during school commute times. | Principal/Montclair Engineering | Short-term | Low | Along south side of Cedar Avenue across from the school |
| 38 | Reinforce "No U-Turns or K-turns" along Cedar Avenue or High Street on school days (8am-4pm) | Principal/Montclair Engineering | Short-term | Low | |
| 39 | Place a variable message sign promoting safety messages around the school zone | Montclair Engineering/Principal | Short-term | Low | "NO PARKING" message to be posted on Cedar Avenue opposite the school |

# 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**

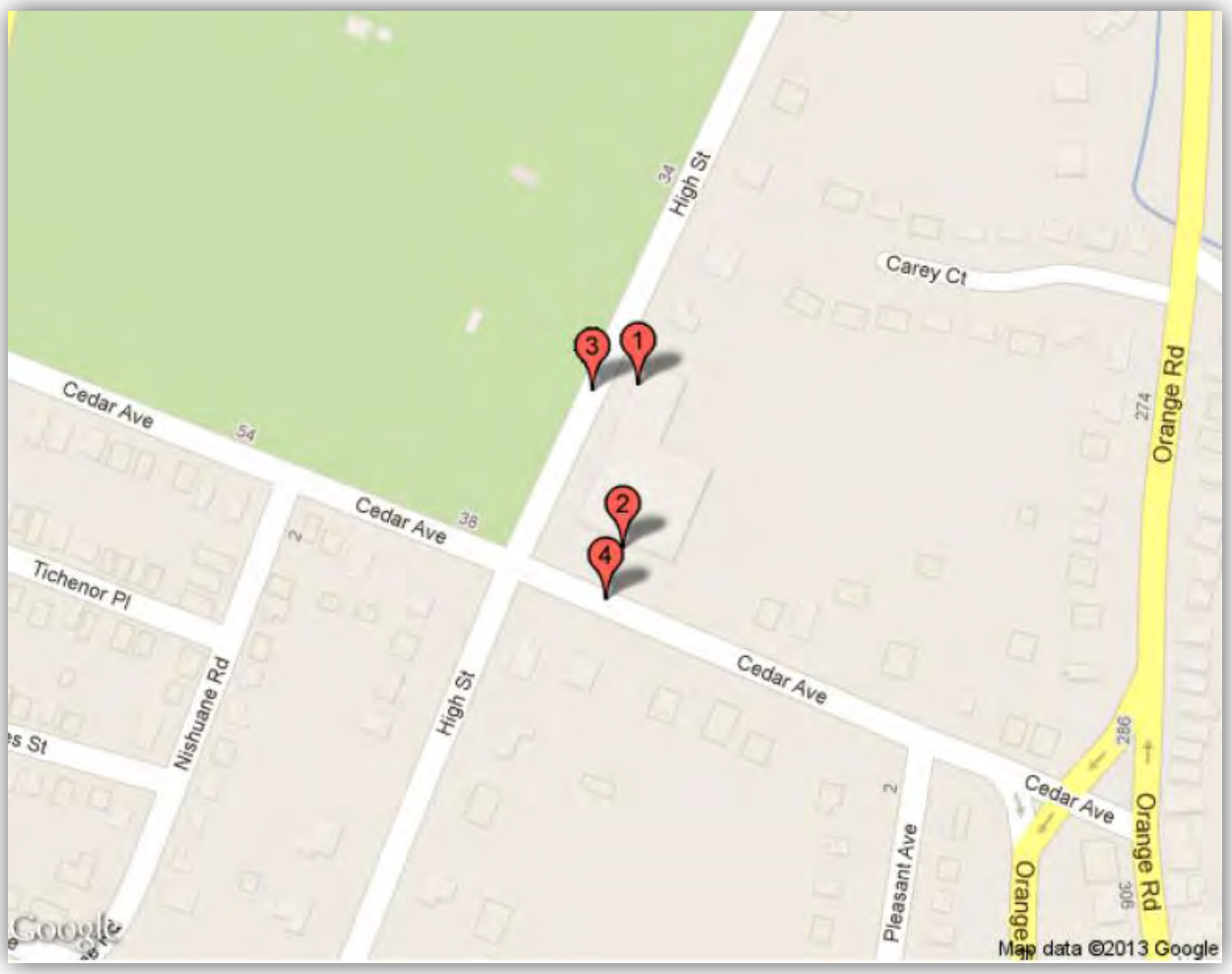
**Bicycling Issues - Good/ Minor/ Major**

**Driver Behavior – Good/ Poor/ Bad**

**Intersection Issues - Good/ Poor/ Bad**

**Environmental Issues - - Good/ Poor/ Bad**

## Primary Destinations



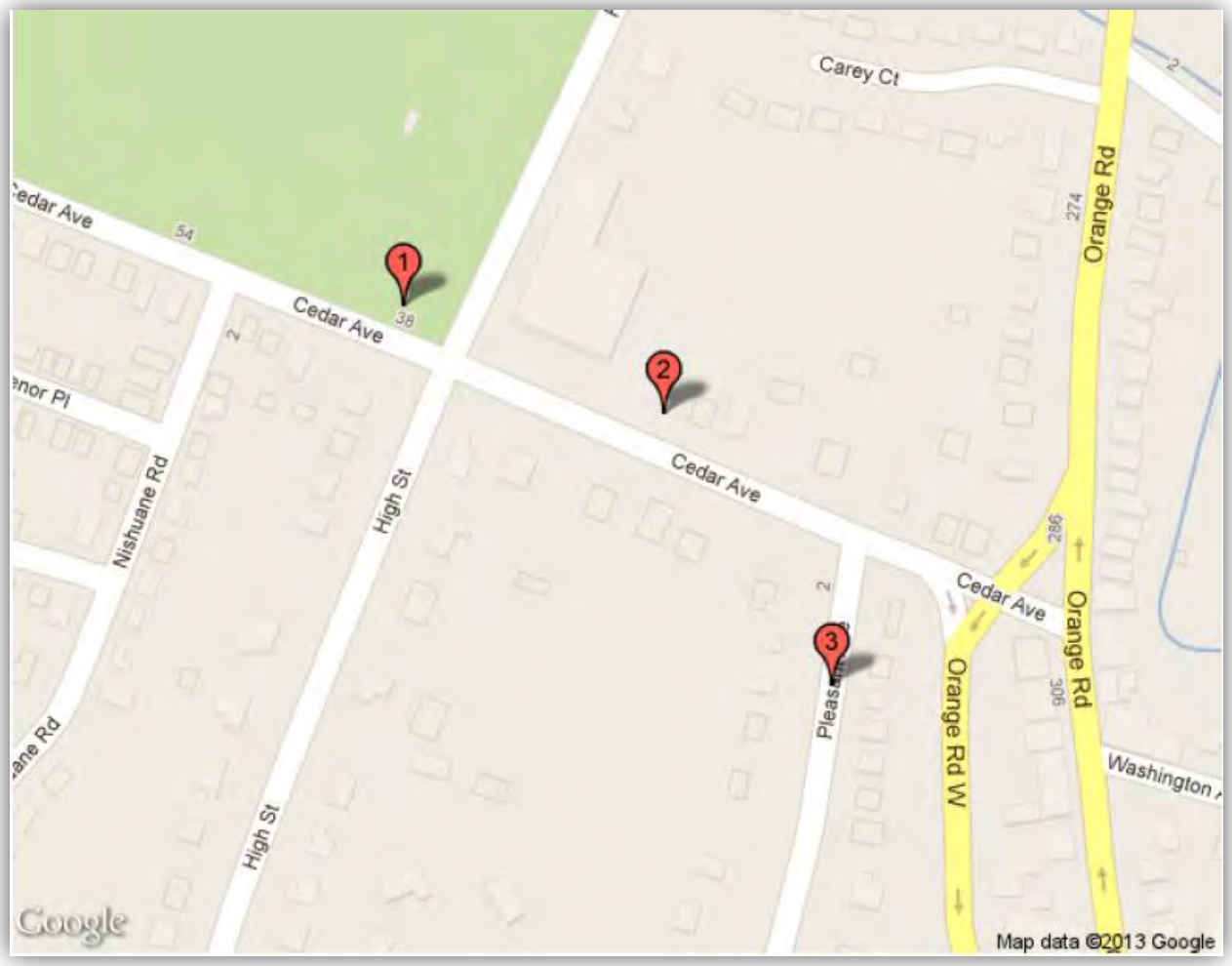

**1. Bus Access Point.** This is the access point used by students arriving by bus. It is also used by students a limited amount of students that are dropped off by car early in the morning for services provided before school.

**2. Drop-off Entry.** This is the entrance that students us that get dropped off by car.

**3. Bus Drop-off.** Buses line up and drop off students along this curb.

**4. Car Drop-off.** Cars drop-off along this curb in the morning. There are usually 2-4 teacher's assistants opening doors and helping students out of cars.

## Secondary Destination

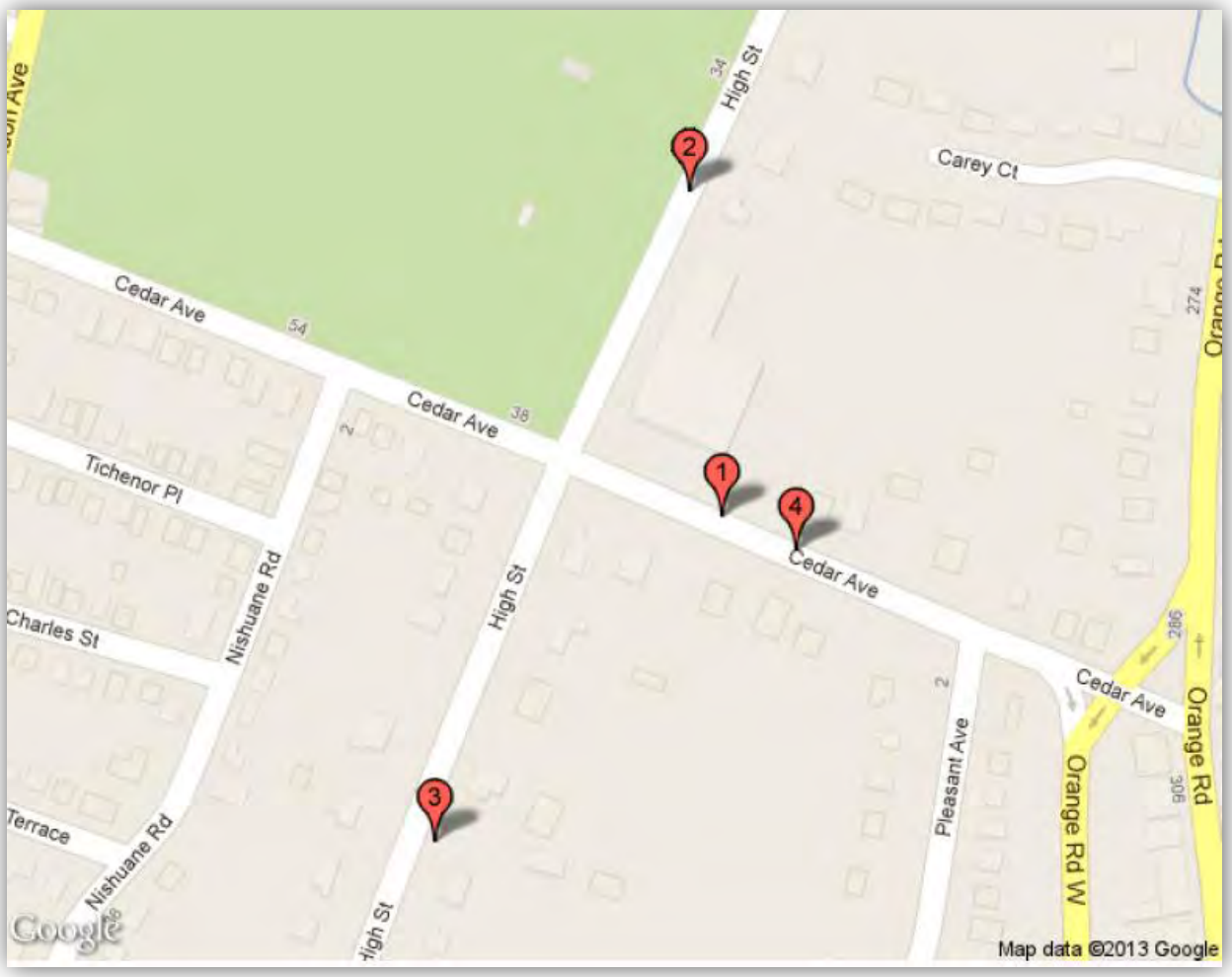



**1. Nishuane Park.**

**2. Playground.** An organized group of students meet at this playground before school.

**3. Make shift drop-off location.** Some cars park here and walk up to school.

## Driver Behavior - Bad



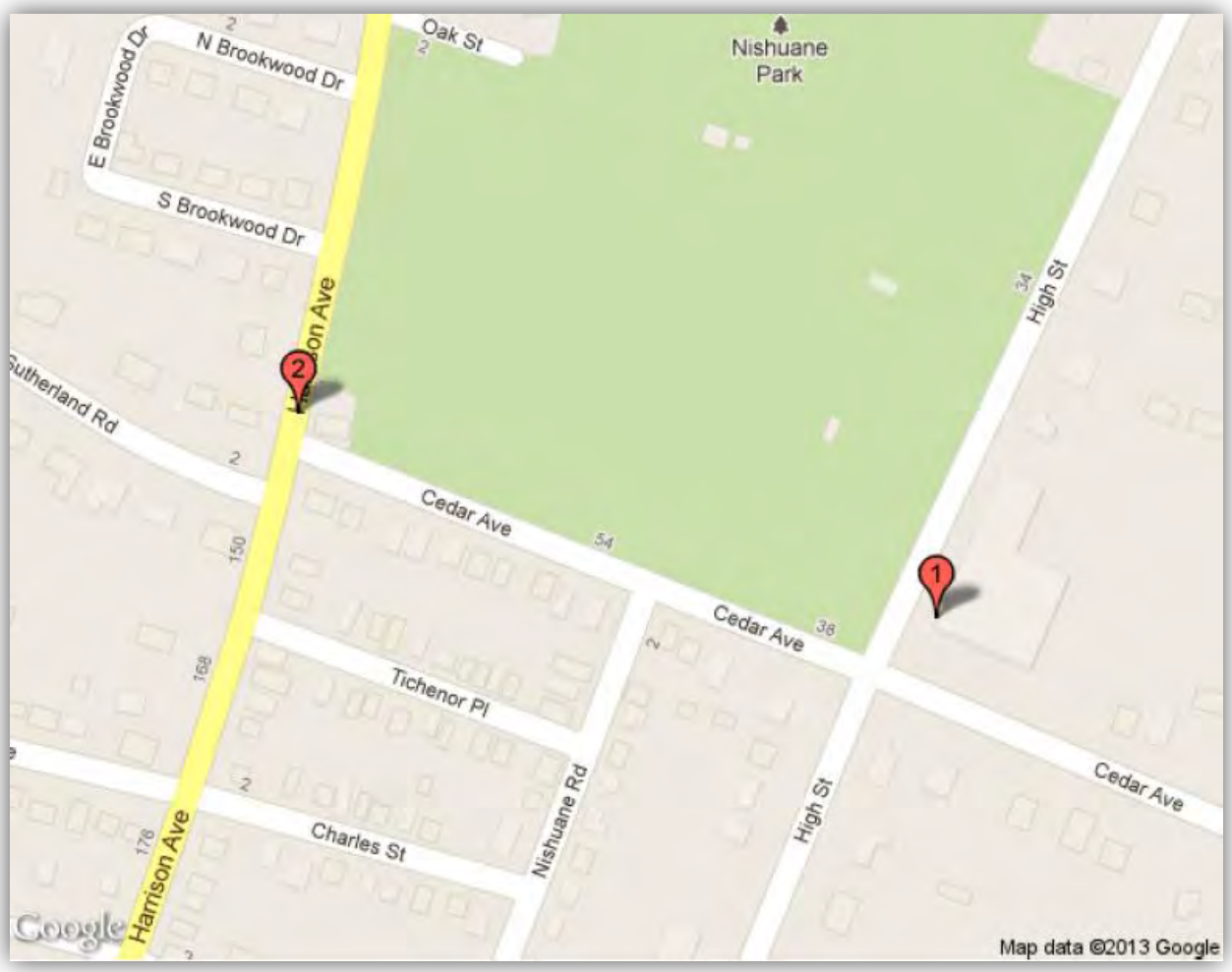

**1. K-turns.** Drivers get frustrated by waiting on line and do a variety of things including k-turns, dropping of on the opposite side of the street etc.

**2. Speeding through traffic.** Cars speed through this area during drop-off.

**3. Speeding/Heavy Traffic**. Heavy traffic travels up this road and then turns onto Cedar Avenue.

**4. Queuing of Through Traffic.** Difficult to get out of the drop off line due to through traffic that is backed up.

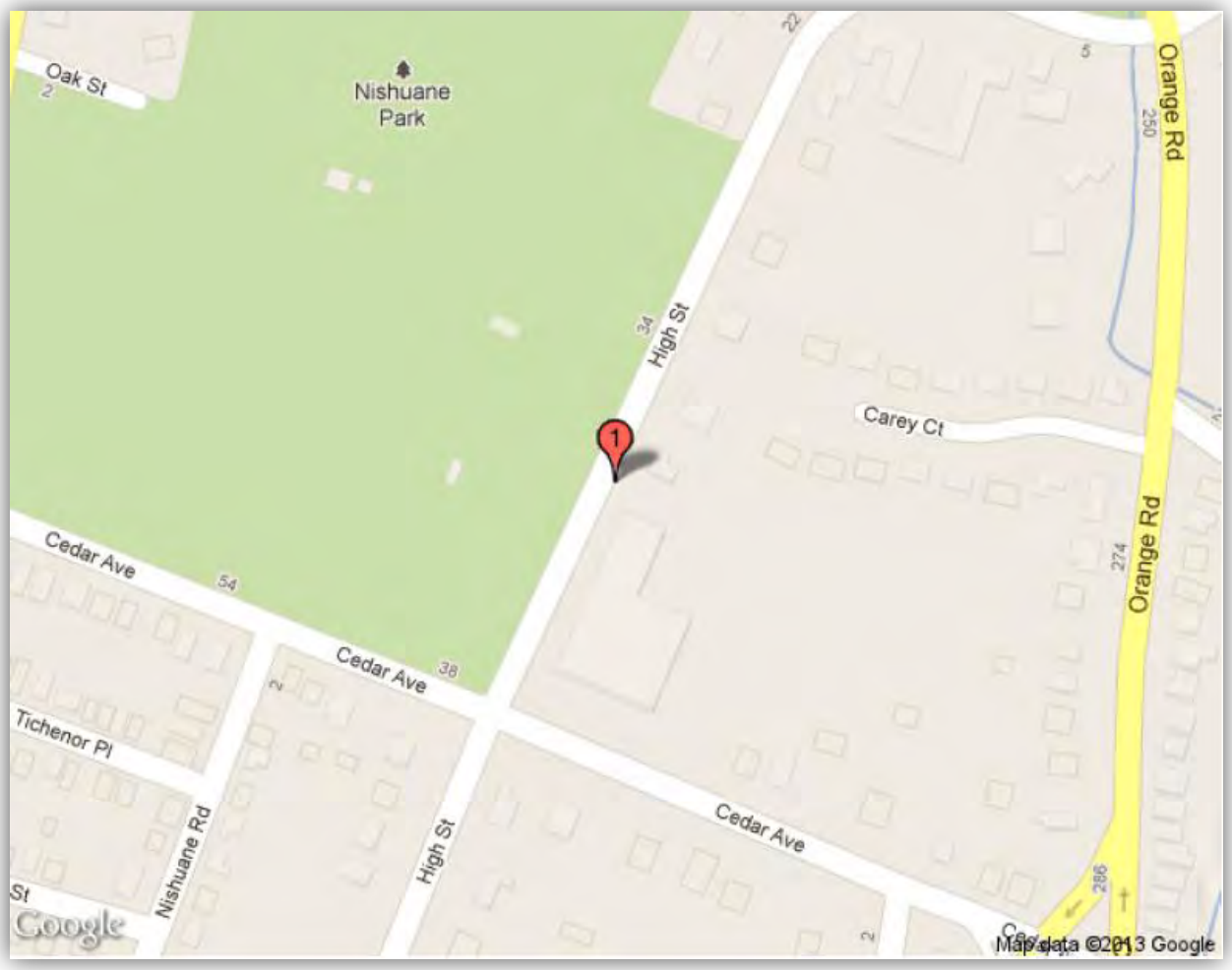
## Bike Issue - Major




**1. Bicycle Racks.** Bike racks are inaccessible and hidden.

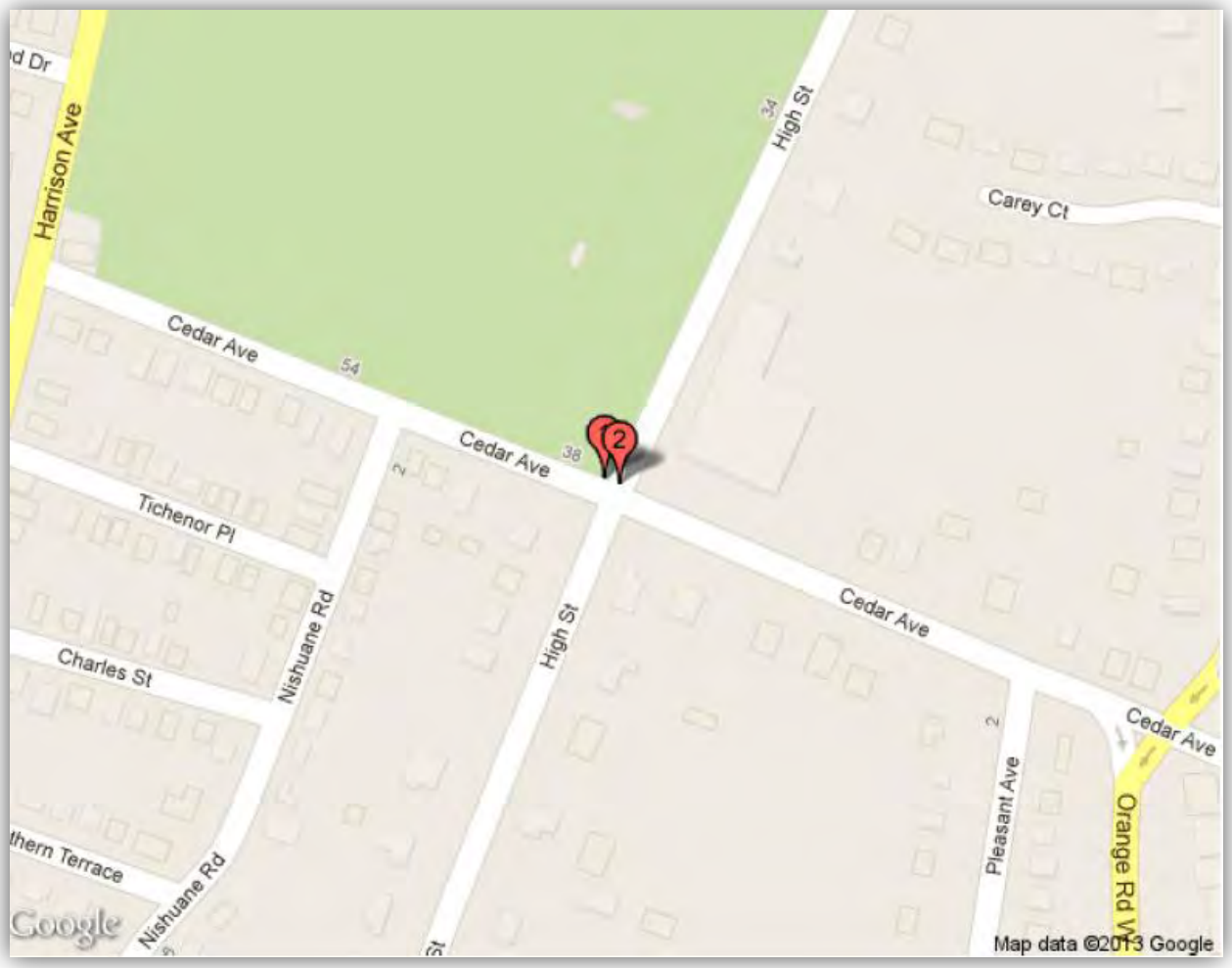
**2. Fast Traffic.** Traffic moves too fast on this road for young riders (K-2).

## Environment - Bad




**1. Parking lot condition.** The parking lot appears to be unmaintained and in disrepair. This includes the paving material, signs and fences.

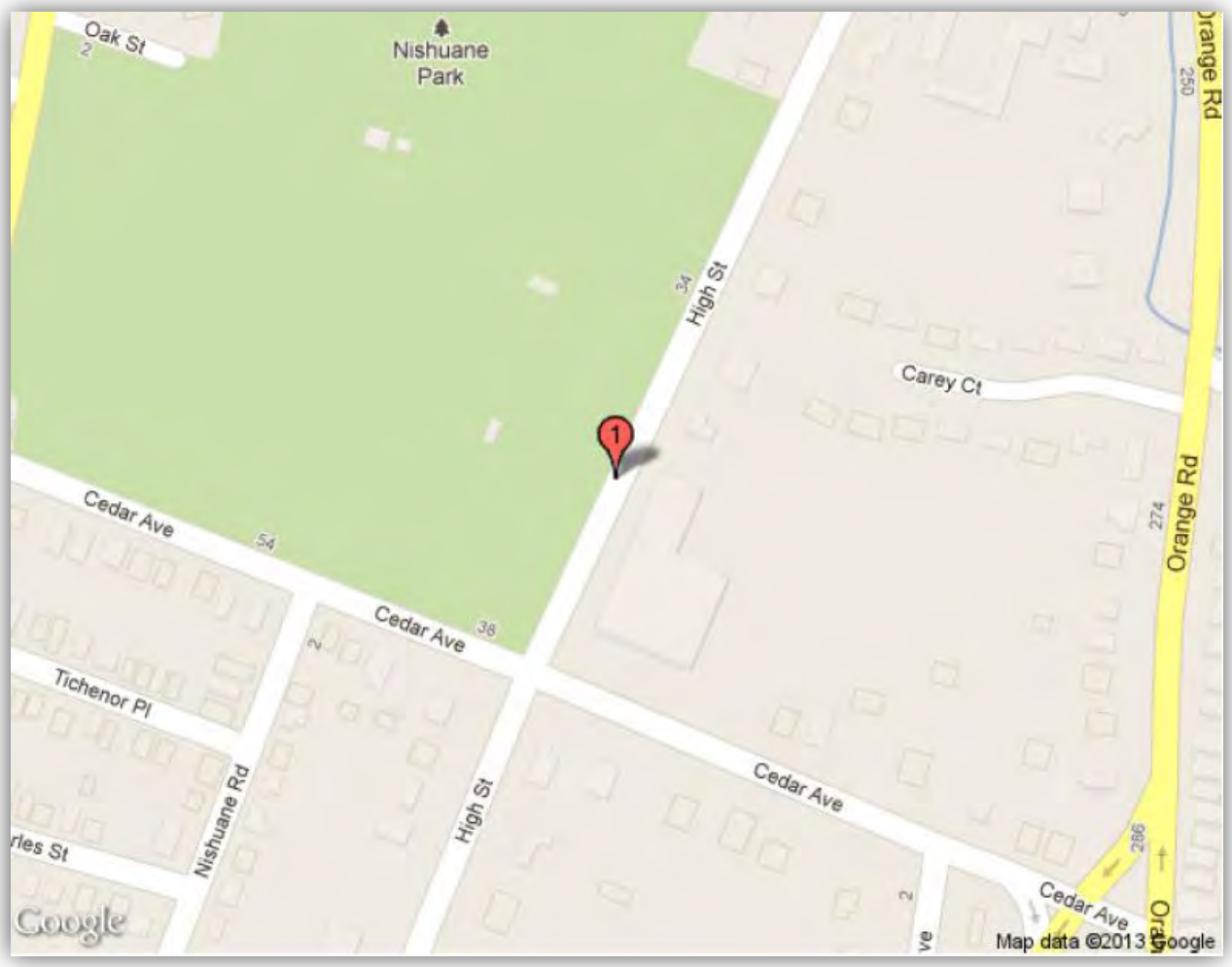
## Intersection – Good




**1. Good Intersection.** Prominent, visible ladder crosswalks and curb ramps.

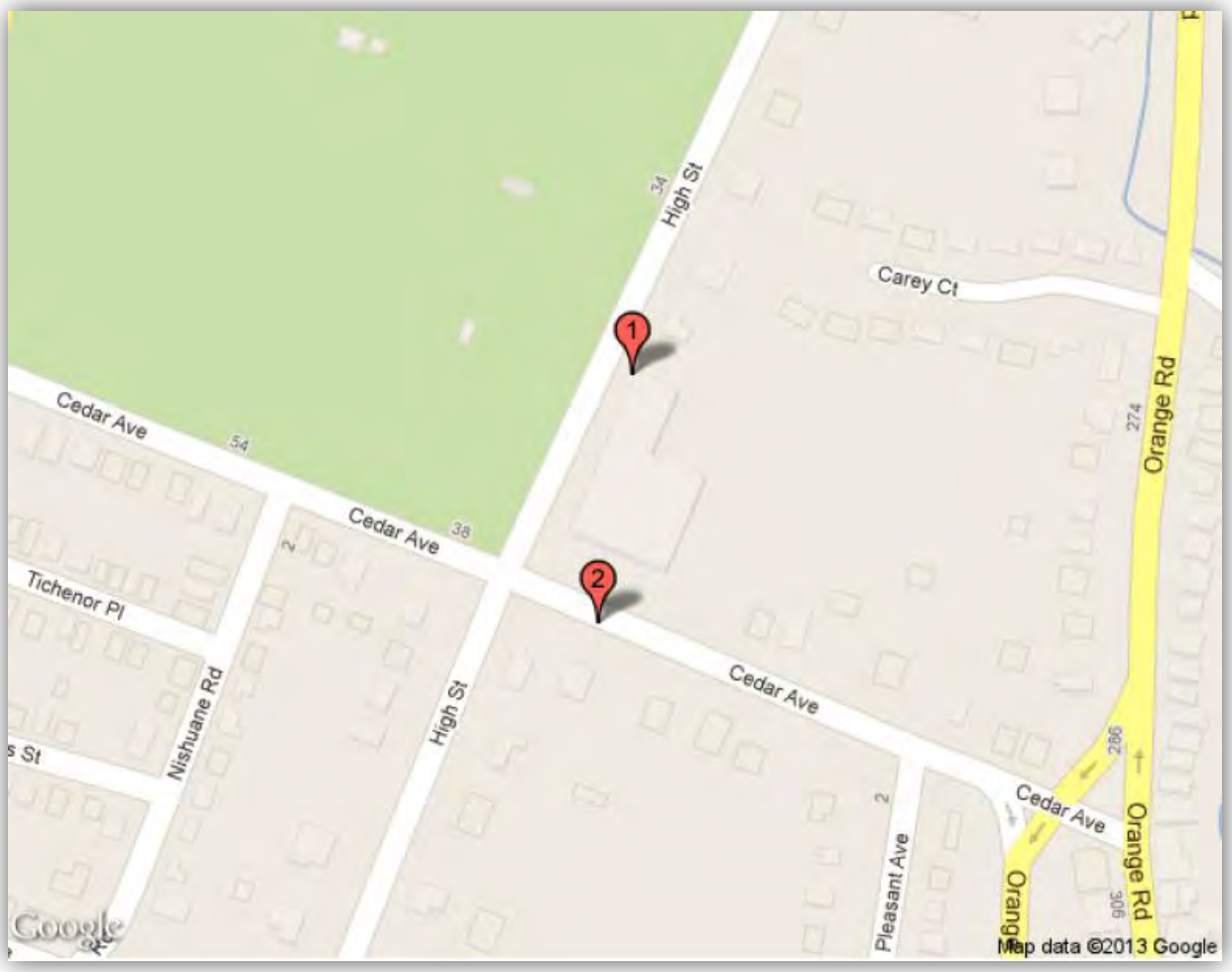
**2. Bus Only Access.** Cars are prohibited from entering this direction during drop-off hours. This is "bus only" access. The sign is put in place every morning by the crossing guard.

## Intersection - Poor




**1. Curb Ramps.** Pedestrian crossing is lacking curb ramps.

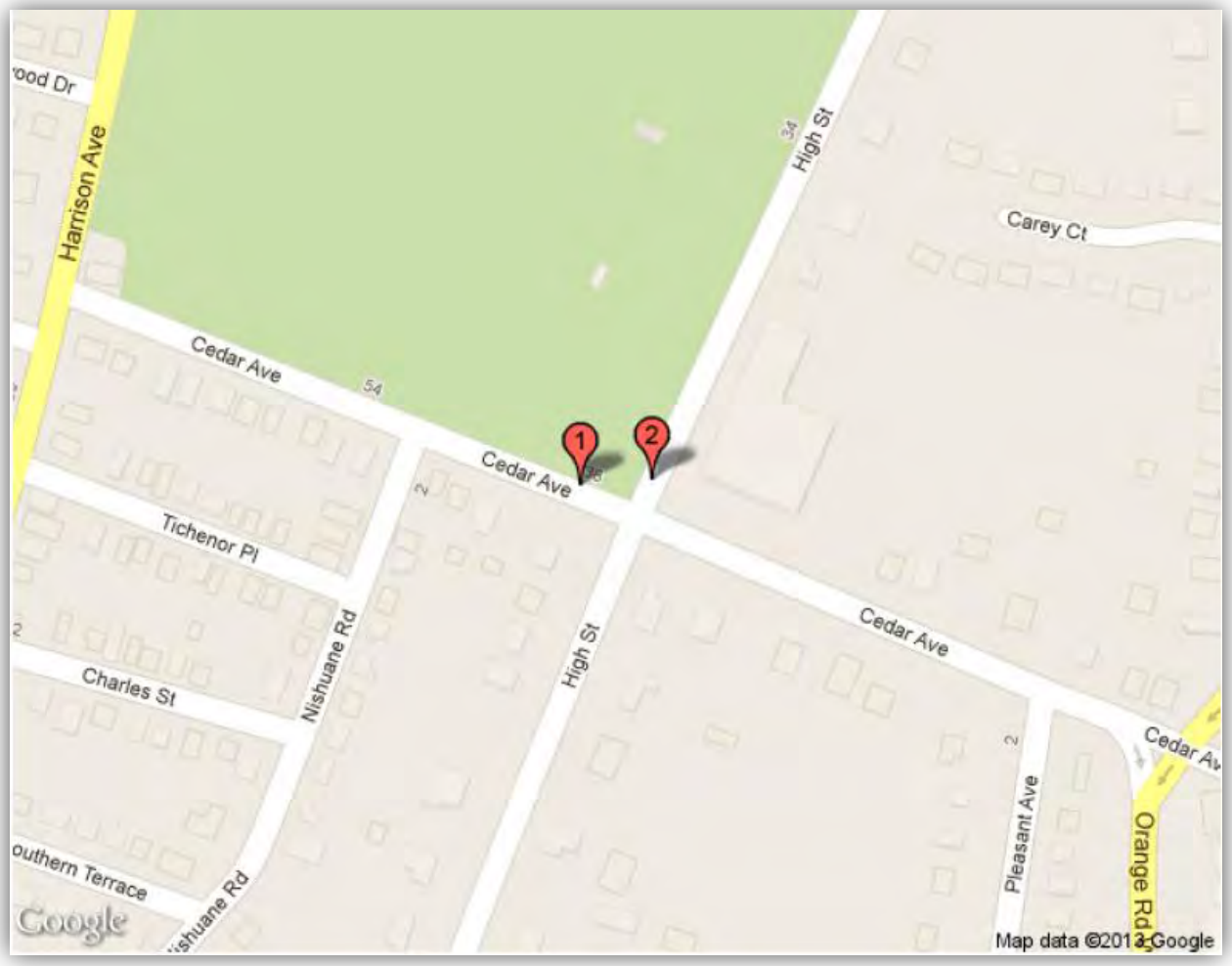
## Pedestrian Issue - Major




**1. Pedestrian Access.** Pedestrian access from parking lot is obstructed and in poor condition.

**2. Mid Block Crossing.** Students jump out between cars to get picked up on opposite side of street.

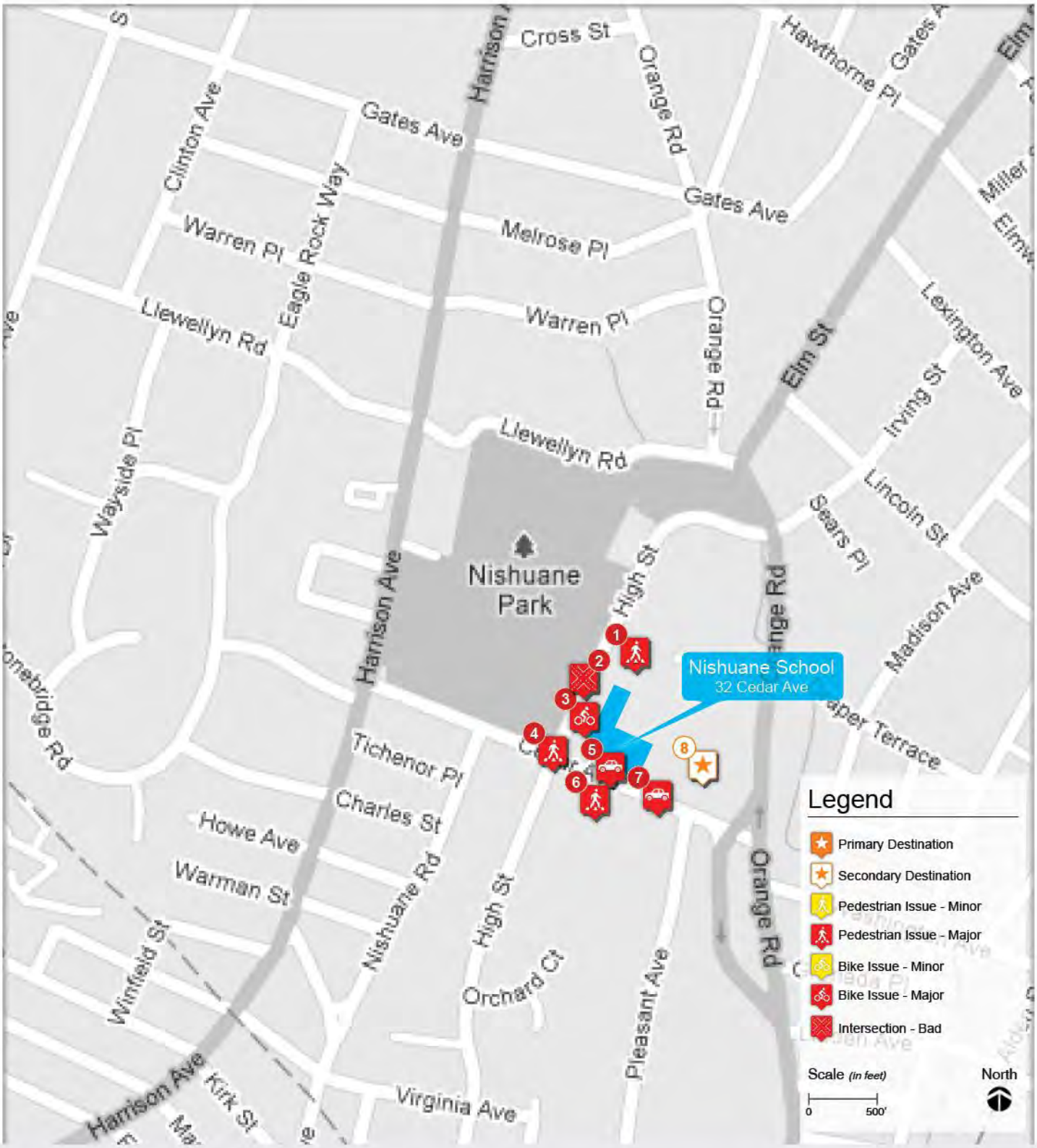
## Pedestrian Issue – Minor




**1. Narrow Sidewalk.** 4' sidewalk is too narrow for families and small groups walking together.

**2. Narrow Sidewalk.** 4' sidewalk is too narrow for families and small groups walking together.

# Nishuane School




**Map 3** - *Neighborhood Analysis*

## Neighborhood Area Photography

1 Pedestrian Access from parking lot is obstructed and in poor condition.

2 Pedestrian crossing is lacking curb ramps.

3 Bike racks are inaccessible and hidden.

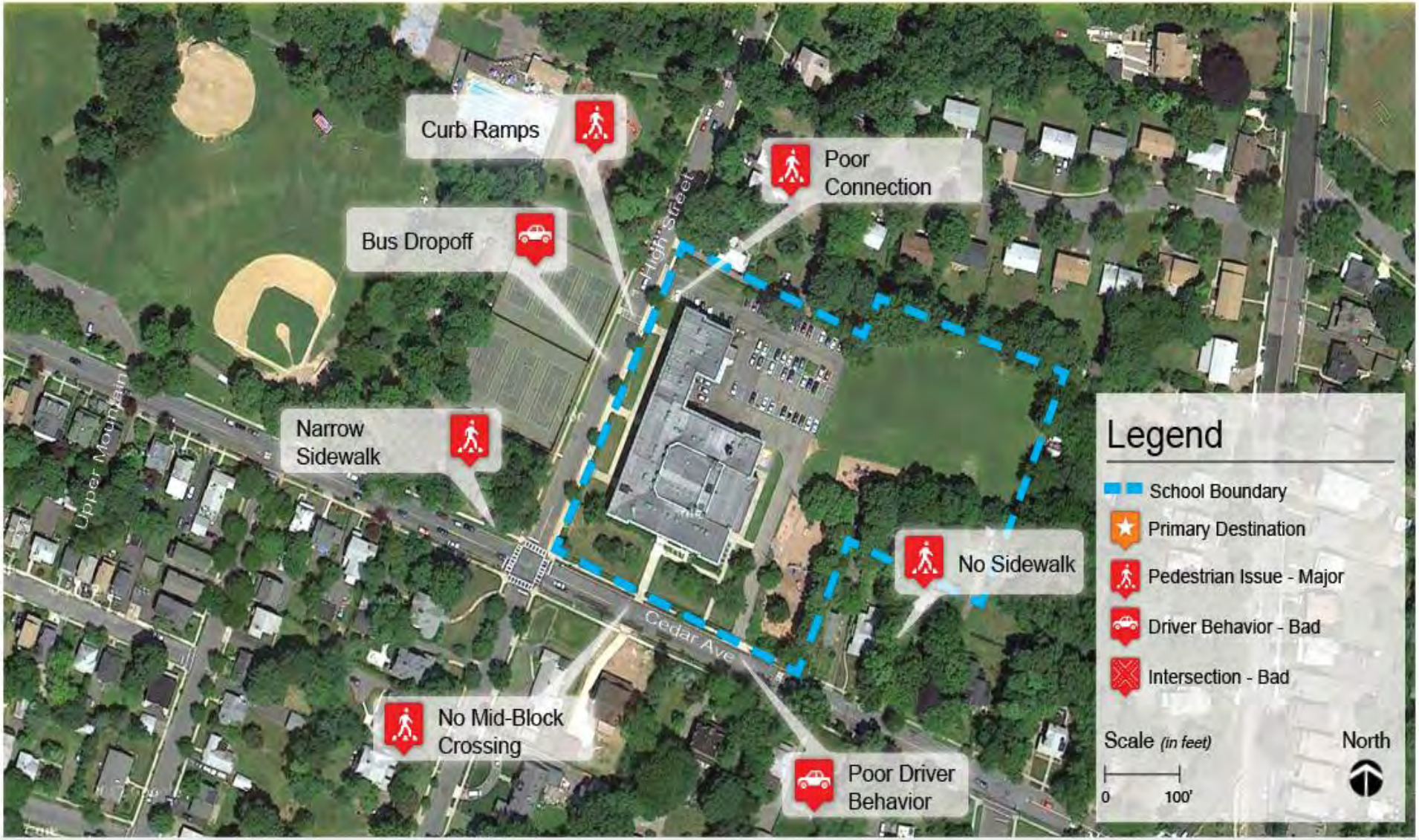
4 4' sidewalk is too narrow for families and small groups walking together.

5 Drivers get frustrated by waiting on line and do a variety of things including k-turns, dropping of on the opposite side of the street etc.

6 Students jump out between cars to get picked up on opposite side of street.

7 Difficult to get out of the drop off line due to through traffic that is backed up.

8 An organized group of students meet at this playground before school.




**Map 4** - *School Campus Area Analysis*

# Appendix B. Surveys – Travel Mode & Attitudinal

## Classroom Travel Mode Survey for Students

# 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<br>R= rainy<br>O=overcast<br>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](http://saferoutesnj.org/documents/SRTS_Tally_Sheet-1.pdf)

## Parent/Caregiver Attitudinal Survey

The online version of the survey can be found here:
https://rutgersbcsr.us2.qualtrics.com/SE/?SID=SV_8uZQeguvLZ7cjRP

NEW JERSEY SafeRoutes to School

**To take this survey online, visit:**

**www.NJSafeRoutes.org**

**Dear Parent or Caregiver,**

Your child's school has partnered with the NJ Department of Transportation, New Jersey's Transportation Management Associations, and researchers at the Rutgers University Voorhees Transportation Center to learn your thoughts about children walking and biking to school.

**Purpose of Survey**

Safe Routes to School (SRTS) is a nationwide effort to encourage more and safer walking and bicycling to school. The goal of this study is to understand any issues or concerns you have about allowing your child to walk or bike to and from school. The information gathered will be used to assess your local, state and national Safe Routes to School programs.

Please note that all responses will be kept anonymous and neither your name nor your child's name will be associated with any results. If you have any questions about your rights as a participant in this study, you may contact the Institutional Review Board administrator at Rutgers University at 732-932-0150 ext. 2104.

**Your participation in this study is completely voluntary**; however, your opinions are highly valued. If you have any questions about the survey, please contact Leigh Ann Von Hagen of the NJ Safe Routes to School Resource Center at Rutgers University at lavh@ejb.rutgers.edu, or 732-932-6812, extension 613.

**Thank you for participating!**

Sincerely,

Elise Bremer-Nei
State Safe Routes to School Coordinator
New Jersey Department of Transportation

U.S. Department of Transportation
Federal Highway Administration

RUTGERS
Edward J. Bloustein School of Planning and Public Policy

**Survey Directions**

Please answer the questions below for the child who brought home this survey. We ask that each family complete only one survey per school your children attend. This survey will take about 5 - 10 minutes to complete. Remember, all the requested information will be anonymous.

**1. What is the name of your child's school?** _____

**2. In what grade is your child currently enrolled?** _____

**3. Is your child:** ☐ Male ☐ Female

**4. Does your school district provide your child with busing?**

☐ Yes
☐ No

**5. Does your child have a disability that prevents her/him from walking or biking to school?**

☐ Yes
☐ No

**6a. What town do you live in?** _____

**6b. What is the street intersection nearest your home?** _____ and _____

**7. During a typical 5-day school week, how many days does your child go to school and leave from school using these types of transportation:**

| | Walk | Bike | School Bus | Family Vehicle *(only children in your family)* | Carpool (with *children from another family)* | Public Transit *(city bus, subway, etc...)* | Other | Total = 5 days |
|---|---|---|---|---|---|---|---|---|
| EXAMPLE | 2 days | 1 day | 2 days | | | | | = 5 days |
| **Goes to School by...** | | | | | | | | = 5 days |
| **Leaves from School by...** | | | | | | | | = 5 days |

**8. If your child walks or bikes to school, with whom do they usually travel?** *(Check all that apply.)*

☐ Alone ☐ Sibling
☐ Parent or Guardian ☐ Other Adult
☐ Other Children ☐ My child does not walk or bike to school

**9. What is the driving distance between your home and school in minutes and miles?** (*please give your best estimate*)

a. minutes: _____ b. miles: _____ ☐ Don't Know

**10a. When your child walks, bikes, or takes a school bus to school, how long, on average, does it take her or him to travel from your home to school?**

| | Number of Minutes | Does not... | Don't Know |
|---|---|---|---|
| Walk | | **walk...** ☐ | ☐ |
| Bike | | **bike...** ☐ | ☐ |
| School Bus | | take school bus... ☐ | ☐ |

**10b. How does your child usually get to and from school?** (Check all that apply)

☐ Walk ☐ Bike ☐ Ride the School Bus ☐ Drive/Ride in Car ☐ Other

**11. Does your child's school encourage walking to and from school?**

☐ Yes ☐ No ☐ Don't Know

**12. Does your child's school encourage biking to and from school?**

☐ Yes ☐ No ☐ Don't Know

**13. In what ways does your child's school encourage walking or biking?** *(If applicable)*

| Walking | Biking |
|---|---|
| ☐ Walk to school days | ☐ Bike to school days |
| ☐ School walking club | ☐ School bike club |
| ☐ Walking School Bus program | ☐ Bike rodeo |
| ☐ Providing walking route maps | ☐ Providing bike route maps |
| ☐ Distributing informative materials on walking | ☐ Distributing informative materials on biking |
| ☐ Don't know | ☐ Bicycle racks are present |
| ☐ Other: _____ | ☐ Don't know |
| | ☐ Other: _____ |

**14. Does your child have a bike that they can ride to school?**

☐ Yes
☐ No

**15a. Currently, how important are the following in your decision to let your child walk or bike to school?** *Please indicate below how important each of the following factors affects your decision and in the last column on the right, please indicate which one factor is the most important.*

Please indicate the one factor that is most important

| | *Very Important* | *Somewhat Important* | *Neither Important or Unimportant* | *Somewhat Unimportant* | *Very Unimportant* | *Most Important Factor* |
|---|---|---|---|---|---|---|
| Distance to and from school | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Availability of sidewalks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Availability of bike paths and/ or trails | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Availability of bike parking | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Amount of traffic on roads | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Speed of traffic on roads | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Availability of crossing guards | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Weather | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Availability of school bus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Unsafe crossings or intersections | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**15b. Currently, how important are the following in your decision to let your child walk or bike to school?** *Please indicate below how important each of the following factors affects your decision and in the last column on the right, please indicate which one factor is the most important.*

Please indicate the one factor that is most important

| | *Very Important* | *Somewhat Important* | *Neither Important or Unimportant* | *Somewhat Unimportant* | *Very Unimportant* | *Most Important Factor* |
|---|---|---|---|---|---|---|
| Age of my child | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family schedule | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Child's before and after school activities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Weight of book bag | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Availability of adult supervision | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Bullying | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Personal safety (theft, gangs, abandoned buildings, etc...) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| "Stranger Danger" | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**15c. Please tell us if there are any other important factors in your decision to let your child walk or bike to school?**

_____

_____

_____

_____

**Tell Us About Yourself...**
*These questions are asked so that we can group your responses together with those of everyone we interview.*

**16. What is your age as of today?**

_____ age

**17. Are you male or female?**

☐ male
☐ female

**18. Please indicate how many peope in your household, including yourself, are in each of the following age categories.** [*Fill in number*]

____ Under 4 years
____ 5 to 11 years
____ 12 to 16 years
____ 17 to 19 years
____ 20 to 55 years
____ 55 years or older

**19. What is the highest level of education you've completed?**

- ☐ Less than high school graduate
- ☐ High school graduate (or GED)
- ☐ Some college (or technical vocational school/professional business school)
- ☐ Two-year college degree (AA: Associate in Arts)
- ☐ Four-year college degree (BA or BS: Bachelor of Arts/ Science degree)
- ☐ Graduate work, but no advanced degree
- ☐ Graduate degree (Masters, PhD., Lawyer, Medical Doctor)

**20. Which ONE of these descriptions of race and ethnic backgrounds most applies to you:**

- ☐ White Hispanic
- ☐ White not Hispanic
- ☐ Black Hispanic
- ☐ Black not Hispanic
- ☐ Asian
- ☐ Native American
- ☐ Other

**21. What is your total annual household income?**

- ☐ Less than $25,000
- ☐ $25,000 to $50,000
- ☐ $50,000 to $100,000
- ☐ $100,000 to $150,000
- ☐ $150,000 or more

**22. How many motor vehicles are kept at home for use by members of your household?**

_____ vehicles

**23. What is your marital status?**

- ☐ Single/Never Married
- ☐ Married/Civil Union
- ☐ Divorced
- ☐ Widowed
- ☐ Living with a partner

**24. What type of residence do you live in? Is it a…**

- ☐ Single family home
- ☐ Multi-family home
- ☐ Townhouse
- ☐ Apartment building
- ☐ Condominium
- ☐ Other, specify _____

**THANK YOU FOR PARTICIPATING IN THIS SURVEY**

# 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*

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 Nishuane 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:

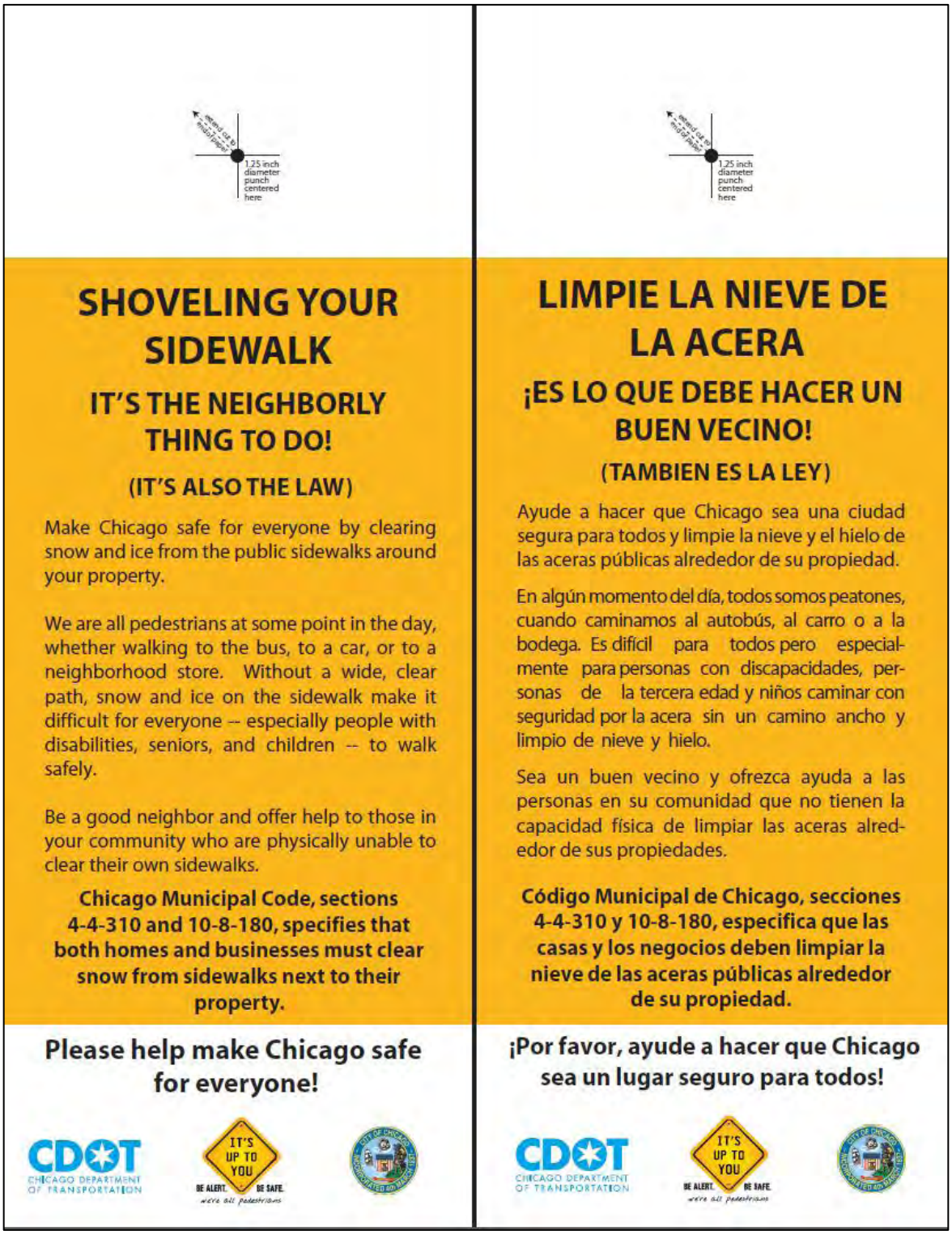
- Safety education can be infused into traditional classroom subjects such as language arts or science taught by the classroom teacher.
- Math: calculating average walking speeds or distances.
- Biology: walk to collect samples, observe nature.
- Reading: read about nature, walking.
- Language arts: 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](http://www.cityofchicago.org)**

Windshield Warning

**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 Nishuane 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.<br><br>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:<br><br>• Statewide Bike / Ped coordinator<br>• Statewide SRTS coordinator<br>• 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.<br><br>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:<br><br>• Leverage funding & increase obligation rates of federal funding<br>• Facilitate Complete Streets policies and implementation<br>• Advance joint-use/shared use agreements |
| **Contact if you are looking for:** | • Information on infrastructure grants<br>• Information on statewide projects<br>• Contact with the state SRTS Coordinator<br>• Contact with the state Bike/Ped Coordinator | The NJ SRTS Resource Center provides:<br>• Web-based resources on SRTS in New Jersey<br>• Regularly updated NJ SRTS blog<br>• A recognition program to acknowledge SRTS successes<br>• Primary research<br>• Helpdesk assistance<br>• Technical Assistance<br>• Tools Tips and Training | TMA SRTS Coordinators provide:<br>• Technical Assistance<br>• Assistance with walk and bike to school and education events<br>• Guidance for creating School Travel Plans<br>• Help with grant writing<br>• Promote Complete streets policies | The partnership contributes to communities through:<br>• Advocacy<br>• Policy Change<br>• Best Practices & Technical Assistance<br>• Publications |
| **Websites and social media:** | Websites:<br><br>http://www.state.nj.us/transportation/community/srts/<br>http://www.state.nj.us/transportation/eng/completestreets/ | Websites:<br>http://www.saferoutesnj.org/<br>http://www.njbikeped.org/<br>http://www.policy.rutgers.edu/vtcp<br>Facebook:<br>http://www.facebook.com/VTCrutgers<br>Twitter:<br>@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<br><br>Most TMAs also have Facebook pages. Go to their websites for more information. | Website:<br>http://saferoutespartnership.org/<br>Blog:<br>http://saferoutespartnership.org/blog<br>Facebook:<br>http://www.facebook.com/SRTS.National.Partnership<br>Twitter: @SafeRoutesNow |
| **Contact Information:** | **Elise Bremer-Nei**—State SRTS Coordinator<br>**Sheree Davis**—Bicycle and Pedestrian Coordinator<br>**David Kuhn**—Assistant Commissioner, Capital Investment, Planning and Grant Administration<br>srts@dot.state.nj.us<br>bicycle.advocate@dot.state.nj.us | **Leigh Ann Von Hagen**—Senior Research Specialist<br>**Sean Meehan**—Project Manager<br>**Maeve Johnston**—Project Coordinator<br>srts@ejb.rutgers.edu<br>848-932-7901 | Find your TMA and your local SRTS Coordinator by visiting http://www.saferoutesnj.org/about/regional-coordinator-tmas/ | **Deb Hubsmith** – Director<br>415-454-7430<br>deb@saferoutespartnership.org<br>**Laura Torchio**—NJ Advocacy Organizer<br>973-783-5939<br>laura@saferoutespartnership.org |
| **Funded by:** | Federal Highway Administration(FHWA) | NJDOT/FHWA | NJDOT/FHWA | The Robert Wood Johnson Foundation<br>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<br>• 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<br>• Endorsement letter or Resolution of Support from municipal government, school board or other equivalent body<br>• 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<br>• Meet one of the following requirements:<br>  • Hold a total of 4 or more SRTS events<br>  • Create a School Travel Plan<br>  • 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<br>• Show ongoing support from PTA, PTO, Green Team, etc.<br>• Complete at least two higher level SRTS projects from the approved list |

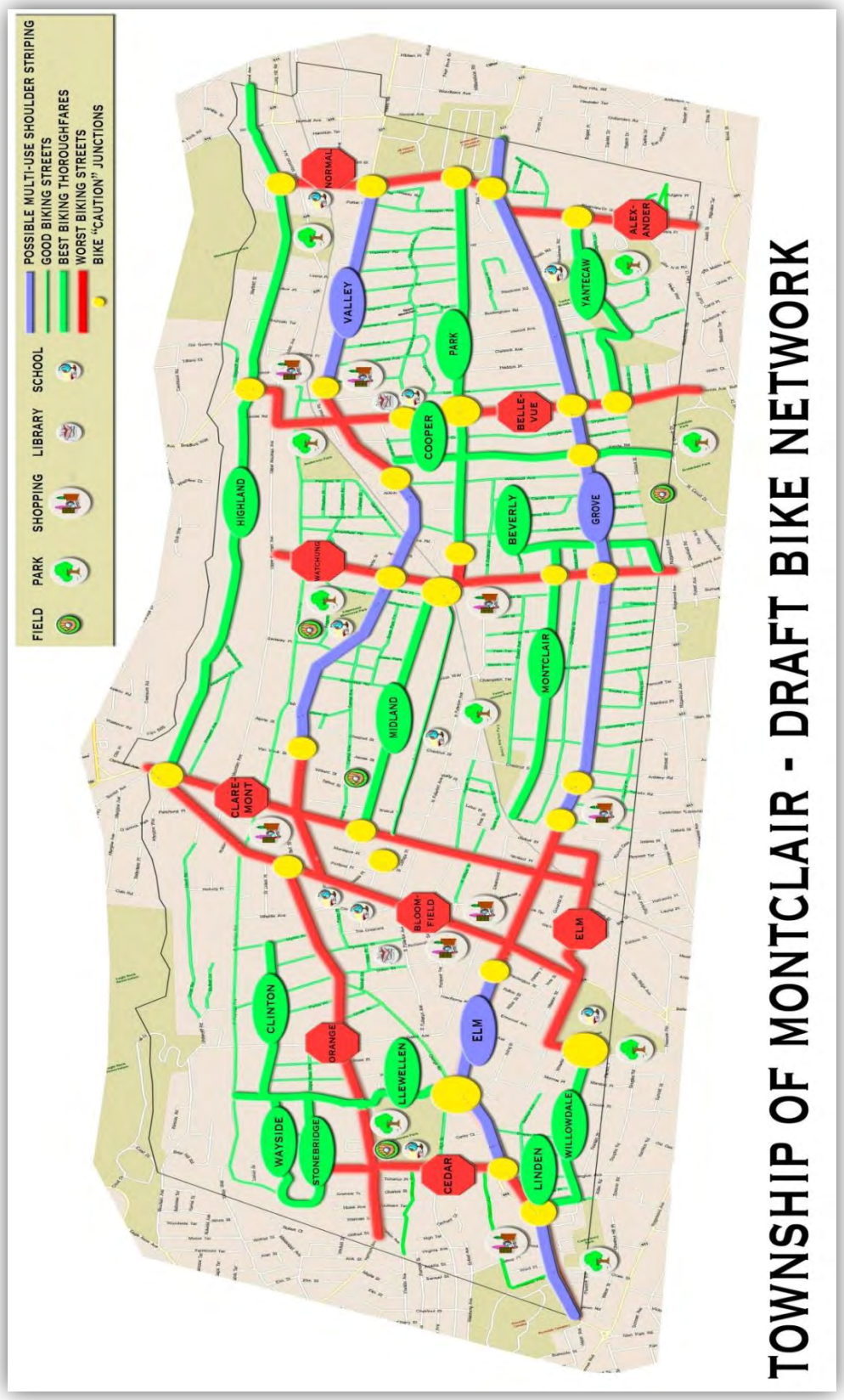
**Get started! Visit us at saferoutesnj.org for more information and to contact your regional coordinator.**

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.

# Appendix G. Montclair-Specific Resources

Township of Montclair Draft Bike Network Map




Source: Township of Montclair Bike/Ped Action Plan, Michael Baker Associates, 2005

Bike&Walk Montclair Bicycle Education Program

Bike &Walk Montclair
Bikes and Feet on Every Street!

# Smart Cycling Classes

## Learn to Ride Kids

Is your child at that age where he or she wants to ride a two-wheeler? If so, this class is for you.

This class teaches a safe, easy, effective way to learn to ride. Using this "balance first" method, Our facilitators help get these children rolling while the child does most of the work. Participants learn the basics of balancing, starting, stopping, and steering a bike, as well as proper helmet fit and adjustment. Most people learn to ride their bike while taking the class, but even if they don't, they will leave with an easy, hands-free, crash-free, and low-stress way to learn to ride.

## Learn to Ride Adults

This is the same course as the Kids Learn to Ride, but has been tailored specifically for adults.

## Ride Rodeo Workshop

This workshop takes those who have demonstrated that they can ride their bikes, and enhances their skill levels to be able to ride on the streets and trails. This is for young people and adults alike.

This year we are also reaching out to Safe Routes to School (SRTS) initiatives, as well as School PTAs and Church Groups in our area to offer customized Ride Rodeos as part of a larger bike safety awareness program. Contact us for details.

## Street Savvy Cyclist

Bike&Walk Montclair's goal is more bikes and feet on every street. We start by showing you how to be visible, predictable and courteous to motorists, pedestrians, and other cyclists. You'll see a short video about road safety from a "Kid's Eye View" of the road. We'll take you through the proper way to enter and progress through intersections. Most importantly, we all go out on a short ride through the streets of Montclair. We encourage families to take the class together. Learn the safe way to be smart cyclists, individually, and as a group. Once the class is over, we will help you find a group ride for your skill set and schedule.

## All Classes & Workshops

**All classes and workshops, whether Learn to Ride or organization-specific Ride Rodeos, are taught by Certified Instructors from the League of American Bicyclists (LCIs)**

**Learn to Ride:** Weekends April through September

Montclair High School Faculty Parking Lot
North Fullerton Avenue
(at Chestnut Street)

**Duration:** Approximately 2 hours

**Refreshments Provided**

## Registration

Online registration is requested for the Learn to Ride classes prior to the class to insure enough instructors are on hand:
*http://bikewalkmontclair.org/bike-edu/smart-cycling-course/*

Registration at Rideo Rodeos through the SRTS initiatives, and through Church groups will be handled through the school PTAs and the specific organizational bodies invloved.

## Contact

**Education Committee**
*education@bikewalkmontclair.org*
or phone (973) 280-9686
for more information