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INTRODUCTION

The purpose of the Edgemont 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 Edgemont 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 Edgemont School (Grades K – 5).

Edgemont 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.

In developing the Edgemont 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)
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

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

The Edgemont 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.
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 Edgemont School SRTS Partner Organizations List includes:

### Edgemont SRTS Partner Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Role/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edgemont School</td>
<td>Cheryl Hopper, Principal P: (973) 509-4162 E: <a href="mailto:chopper@montclair.k12.nj.us">chopper@montclair.k12.nj.us</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Edgemont School</td>
<td>Blythe Eaman, SRTS Team Leader E: <a href="mailto:blytheeaman@gmail.com">blytheeaman@gmail.com</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Edgemont School</td>
<td>Sara Santora and Aleksandra Mihajlovic, Health and Wellness Committee E: <a href="mailto:healthandwellness@edgemontpta.org">healthandwellness@edgemontpta.org</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Edgemont School</td>
<td>Tori Weston and Quay Moreno, PTA Leaders E: <a href="mailto:ptapres@edgemontpta.org">ptapres@edgemontpta.org</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Montclair Township</td>
<td>Alex Kent, Safe Routes to School Coordinator P: (917) 841-1516 E: <a href="mailto:aken@montclairnjusa.org">aken@montclairnjusa.org</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Montclair SRTS Task Force</td>
<td>Janice Talley, Township Planner, SRTS Task Force Coordinator P: (973) 509-4953</td>
<td>Township SRTS Coordination</td>
</tr>
<tr>
<td>Montclair Township</td>
<td>Kimberli Craft, Township Engineer P: (973) 509-5707 E: <a href="mailto:kcraft@montclairnjusa.org">kcraft@montclairnjusa.org</a></td>
<td>Engineering Project Implementation</td>
</tr>
<tr>
<td>Montclair Police Department</td>
<td>Sergeant Stephanie Egnezzo, Traffic Bureau P: (973) 509-4718 E: <a href="mailto:segnezzo@montclairnjusa.org">segnezzo@montclairnjusa.org</a></td>
<td>Safety Education, Enforcement, and Crossing Guard Assignment</td>
</tr>
<tr>
<td>Montclair Board of Education</td>
<td>Felice Harrison, BOE Special Projects E: <a href="mailto:fharrison@montclair.k12.nj.us">fharrison@montclair.k12.nj.us</a></td>
<td>BOE SRTS Coordination</td>
</tr>
</tbody>
</table>
## Montclair Safe Routes to School Program

### Safe Routes to School Travel Plan – Edgemont Elementary School

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Role/Responsibility</th>
</tr>
</thead>
</table>
| 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
The Edgemont Elementary School is located at 20 Edgemont Road in the Upper Mountain neighborhood in the northwestern section of town. The school is bordered by Edgemont Road to the east, N. Mountain Avenue to the west, Watchung Avenue (CR655) to the north and Berkeley Place to the south. Across the street from the school is Edgemont Memorial Park, a 15.5 acre municipally-owned park, which serves as the school’s playground and is bordered by Valley Road (CR621), a major connector to Routes 3 and 46.

Edgemont Elementary is part of the Montclair Public School District and has a school population of approximately 295 students in grades K-5. In Montclair’s magnet school system, all schools have a theme. Edgemont’s theme is “Montessori” which reflects the school’s relaxed teaching style of letting students naturally develop interests and activities rather than use formal teaching methods.

The primary entrance for students walking or bused is located along Edgemont Road, across from Edgemont Memorial Park. 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.
Edgemont School

Map 1 - School Location Map

Legend
- 1 Mile Radius
- Crossing Guards
- Crosswalks
- Primary Walking Route
- Secondary Walking Route
- Streets to Avoid
- Pedestrian Alley

Scale (in feet)
School Demographic Information

- **Student Demographics**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Edgemont</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>43%</td>
<td>54%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>36%</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Asian</td>
<td>10%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: [www.greatschools.net](http://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.

<table>
<thead>
<tr>
<th>Free or reduced-price lunch program</th>
<th>Edgemont</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students eligible for free or reduced-price lunch program</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: [www.greatschools.net](http://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.

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Edgemont</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

Source: NJDOE 2010-2011 Report Card
Language Diversity

<table>
<thead>
<tr>
<th>Limited English Proficient (LEP)</th>
<th>Edgemont</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Limited English Proficient students</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

*Source: NJDOE 2010-2011 Report Card*

<table>
<thead>
<tr>
<th>Language Spoken At Home</th>
<th>Edgemont</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>91.2%</td>
</tr>
<tr>
<td>Spanish</td>
<td>4.1%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1%</td>
</tr>
<tr>
<td>Korean</td>
<td>1%</td>
</tr>
<tr>
<td>French</td>
<td>1%</td>
</tr>
<tr>
<td>Polish</td>
<td>0.7%</td>
</tr>
<tr>
<td>Dutch</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

*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 295 students that attend Edgemont, 207 students are eligible for busing. This leaves approximately 90 students who could likely walk or bike to school.

As part of the efforts to increase walking and bicycling, the school hosts monthly walk to school days and participates in International Walk/Bike to School Day. The school also has a solar-powered Boltage machine that electronically registers the backpack tag of those students who have committed to arriving to school by walking or biking.

Drop-Off/Pick-Up Procedures

There are at least 11 staff members that assist with arrival and dismissal – ranging from managing buses to dismissing children. Cars are not permitted to enter the circle in front of the school until after the buses have arrived (after 8:10am). No cars are allowed in the circle at dismissal.

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

Although there are currently no crossing guards assigned to the school, police officers often assist with the school crossing at Valley Road and Central Avenue.

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.

EVALUATING OPPORTUNITIES AND CONSTRAINTS

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

PTA/Parent Wish List

- Crosswalk at Midland/Vera Place
- More crosswalk warning/children crossing signs

Parents’ Thoughts

- Parents would like a mechanism to know if their child has made it to school
- Post SRTS info on the District website
Montclair Safe Routes to School Program  
Safe Routes to School Travel Plan – Edgemont Elementary School

**Neighborhood Mapping**

**Team Observation**

Prior to the community workshop, the project team performed a field investigation to observe the conditions around the Edgemont 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 students at Edgemont to discuss obstacles to walking and bicycling in their school 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

- **No speed limit sign**
- **People need to be notified on where they can park**
- **Clean up litter**
- **Bushes stick out into sidewalk**
- **Crosswalk should be more visible**
- **Raise awareness**

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

- **Clean up paths**
- **Re-paint crosswalks**
- **Cut back bushes and trees**
- **School zone speed limit sign**
- **There should be a crosswalk at each end of the park**
- **Exercise more often and go to the park**
- **Walk More**
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

In calling out specific ‘hotspots’ here’s what the students had to say:

<table>
<thead>
<tr>
<th>Location</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Along Edgemont Road</td>
<td>People don’t always obey no parking signs</td>
</tr>
<tr>
<td></td>
<td>No speed limit signs</td>
</tr>
<tr>
<td>In front of school</td>
<td>Fix sidewalk at front of school</td>
</tr>
<tr>
<td></td>
<td>Crosswalk in front of school should be repainted so it is more visible</td>
</tr>
</tbody>
</table>

Parents should obey all road signs

Crosswalk should be more visible

Need a school zone speed limit sign
Community Workshop

**Observation of Student Arrival**
The project team met at the Edgemont Elementary School at 7:45 am on Tuesday, September 25th, 2012 to observe arrival of Edgemont’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 Edgemont “World” Room. Members of the Edgemont school community and local community attended the workshop to discuss Safe Routes to School program at Edgemont. 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 Edgemont in their discussion and through the mapping exercise facilitated by the project team.
**Vision**

- Increase in air quality
- Remove barriers to walking/biking
- More people walking and biking
- Get message out community-wide
- “Walking and biking is a right” – find ways to co-exist
- Parent education on better choices
- Kids should feel safe to get out and enjoy school neighborhood
- Walk to School Day is something a community can do

*Walk to School Day signs on display at Edgemont Workshop*
CREATING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

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

**Top SRTS Priority Recommendations**

A full listing of the recommendations are provided as options for the Edgemont 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**
- Investigate driveway circulation and potential for widening or changes to Edgemont Road in front of the school
- Install additional state-of-the-art bike racks
- Plan alternative drop-off/ pick-up area, potentially along North Mountain Avenue behind the school

**Enforcement**
- Invite Montclair Police Department to give safety presentation at Back to School night
- Post signs about Leash Law in Edgemont Park and reinforce to park visitors
- Send out E-blast to reinforce bus/drop-off/pickup procedures

**Education**
- Invite NJ TRANSIT to give their SAFETY RULES! Assembly presentation every year
- Integrate walking and safety education into classroom curriculum. (see Appendix E for sample lesson plan information)
- Create and distribute “warm fuzzies” to thank parents and/or drivers for exhibiting model behavior.
- Promote Bike&Walk Montclair’s Courteous Driving Pledge

Source: www.amazon.com
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

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 classroom activities focused on walking and biking safety.
- Utilize the school website to advance Safe Routes to School safety campaign/messages.
- Conduct a student photo contest for a sidewalk sign reinforcing speed and rules
- Circulate Time Radius Map and Travel Plan Report on school website.

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
- Continue using Boltage system to track the number of bicyclists riding to school and set yearly goals for increasing ridership
Incentives
To encourage families to arrive by foot, bike or any other form of active transportation, Edgemont’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 bicycle and pedestrian safety themed incentives, such as stickers, to Edgemont 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, Edgemont 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**
  Edgemont 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, Edgemont 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**
  Edgemont should continue to distribute parent/caregiver take-home attitudinal surveys to evaluate parents’ attitudes towards walking and bicycling to school over time. Using the 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. Edgemont’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.
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

• **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. Edgemont 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.

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 Edgemont 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](http://www.saferoutesinfo.org).
Creating a plan at the onset of the program will be most beneficial in setting goals for your program and determining strategies to help you attain those goals.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>• Plan the program /Collect Information</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>• Write Objectives</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>• Decide what, how and when to measure</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>• Conduct the program and monitor progress</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>• Collect Information and interpret findings</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>• Use results</td>
</tr>
</tbody>
</table>
The walking environment around Edgemont 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 26), 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. Traffic & Circulation: Investigate driveway circulation and potential for widening
2. Enhance: Install additional bike racks
3. Traffic & Circulation: Plan alternative drop-off/pick-up area along North Mountain Ave
4. Traffic & Circulation: Investigate traffic calming concepts along Edgemont Road, near Parkway
5. Enforcement: Post signs in Edgemont Park about ‘Leash Laws’
ACTION PLAN MATRIX

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

To give the Edgemont SRTS program more depth, it is recommended that these concepts be reinforced beyond the immediate school neighborhood. Edgemont’s SRTS program can best realize full success if its community and municipal partners implement the township-wide action items that support Edgemont’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 – Edgemont School Neighborhood Specific

<table>
<thead>
<tr>
<th>No.</th>
<th>Action</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Investigate driveway circulation and potential for widening or changes to Edgemont Road in front of the school</td>
<td>Board of Education/ Montclair Engineering</td>
<td>Short-term</td>
<td>Medium</td>
<td>Develop Concepts</td>
</tr>
<tr>
<td>2</td>
<td>Post signs about Leash Law in Edgemont Park and reinforce to park visitors</td>
<td>Montclair Police/Montclair DPW</td>
<td>Short-term</td>
<td>Low</td>
<td>Sign should include language citing children’s safety, ordinance number and the fine for violation</td>
</tr>
<tr>
<td>3</td>
<td>Provide traffic cones to staff to place along Edgemont Road to prevent parking adjacent to the driveway area</td>
<td>Montclair Engineering/Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Update current drop-off/pick-up procedures with:</td>
<td>PTA/Montclair Engineering (sign layout)/Montclair DPW/Meadowlink TMA</td>
<td>Short-term</td>
<td>Low</td>
<td>Share the plan/map via school web site</td>
</tr>
<tr>
<td></td>
<td>- Map, rules and procedures for driving along local streets within school campus and any school driveway access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Signs on street</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sign “Cell Phone Free” zones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Invite NJ TRANSIT to give their SAFETY RULES! Assembly presentation every year</td>
<td>Board of Education</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>[<a href="http://www.njtransit.com/rg/rg">www.njtransit.com/rg/rg</a> servlet.srv?hdnPageAction=SafetyTo]</td>
</tr>
<tr>
<td>6</td>
<td>Invite Montclair Police Department to give safety presentation at Back to School night</td>
<td>Montclair Police</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>Contact Sgt. Egnezzo</td>
</tr>
</tbody>
</table>
## Montclair Safe Routes to School Program

### Safe Routes to School Travel Plan – Edgemont Elementary School

<table>
<thead>
<tr>
<th>No.</th>
<th>Action</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Integrate walking and safety education into classroom curriculum</td>
<td>Meadowlink TMA / Board of Education/PTA/Safety Coordination</td>
<td>Short-term</td>
<td>Low</td>
<td>See Appendix E for sample lesson plans</td>
</tr>
<tr>
<td>8</td>
<td>Host classroom activities focused on walking and biking safety</td>
<td>SRTS Coordinator/PTA/Meadowlink TMA</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>Include rail safety</td>
</tr>
<tr>
<td>9</td>
<td>Install additional state of the art bike racks</td>
<td>Montclair Engineering/Bike&amp;Walk Montclair</td>
<td>Short-term</td>
<td>Medium</td>
<td>See Appendix F for bike rack considerations</td>
</tr>
<tr>
<td>10</td>
<td>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</td>
<td>Board of Education/Meadowlink TMA</td>
<td>Mid-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Send out E-blast to reinforce bus/drop-off/pickup procedures</td>
<td>PTA</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Utilize the school website to advance Safe Routes to School safety campaign/messages</td>
<td>Board of Education</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Circulate Time Radius Map and Travel Plan Report on school website</td>
<td>Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Continue the SRTS team/group</td>
<td>PTA</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Conduct a Pedestrian Decoy Operation to target unsafe drivers, especially during school commute time</td>
<td>Montclair Police/Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Reinforce “No Parking” areas during school commute times</td>
<td>Montclair Police/Montclair Engineering</td>
<td>Short-term</td>
<td>Low</td>
<td>Consider curb striping and/or traffic cones</td>
</tr>
<tr>
<td>17</td>
<td>Plan an alternative drop-off/pick-up area, potentially along North Mountain Avenue behind the school</td>
<td>Board of Education/Montclair Police/Montclair Engineering</td>
<td>Short-term</td>
<td>Low</td>
<td>Ensure ADA compliance</td>
</tr>
<tr>
<td>Lead Entity: PTA</td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>Conduct a student photo contest for a sidewalk sign reinforcing speed and rules</td>
<td>Principal</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Host monthly I-Walk style activities</td>
<td>Board of Education/Principal</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Reinforce “Cell Phone Free” zones</td>
<td>Principal</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Provide SRTS information at Awareness Day</td>
<td>Board of Education/Principal</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>Share Travel Plan and have families sign up for SRTS activities</td>
</tr>
<tr>
<td>22</td>
<td>Share current arrival and dismissal procedures with map via PTA website</td>
<td>Principal</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Utilize the PTA website to advance SRTS safety campaign/messages</td>
<td>Principal/Board of Education</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Circulate Travel Plan on PTA website, especially the Map of Major Walking Routes with Time Radius</td>
<td>Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Create a doortag or flyer to encourage school neighbors to shovel snow and trim vegetation along school route sidewalks</td>
<td>Meadowlink/Township Code Enforcement</td>
<td>Short-term</td>
<td>Low</td>
<td>See Appendix E for example of door tag</td>
</tr>
<tr>
<td>26</td>
<td>Complete “Achievements” as part of the SRTS Recognition Program to reach the Gold Level</td>
<td>Meadowlink TMA/SRTS Coordinator</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>See Appendix F for details on achievements</td>
</tr>
<tr>
<td>27</td>
<td>Provide incentives as encouragement for families biking and walking</td>
<td>Meadowlink TMA</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>Examples include magnets, pedometers, bike lights</td>
</tr>
<tr>
<td>28</td>
<td>Promote Bike&amp;Walk Montclair’s Courteous Driving Pledge</td>
<td>Bike&amp;Walk Montclair/Township</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Start a “Walking School Bus” and a “Bicycle Train” – can be started on I-Walk day, or any day</td>
<td>SRTS Team Leader/ Meadowlink TMA</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>
# Montclair Safe Routes to School Program

## Safe Routes to School Travel Plan – Edgemont Elementary School

|   | Report any crossing guard issues to Traffic Bureau (973-744-1234)  
- Schedule  
- Procedure | Board of Education/Montclair Police | Short-term | Low |
|---|---|---|---|

### Lead Entity: Township Engineering

<table>
<thead>
<tr>
<th></th>
<th>Investigate driveway circulation and potential for widening or changes to Edgemont Road in front of the school</th>
<th>Board of Education/Principal</th>
<th>Short-term</th>
<th>Medium</th>
<th>Develop Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Stripe a crosswalk across Edgemont Road connecting the school and Edgemont Park</td>
<td>Board of Education/Principal</td>
<td>Short</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Add Centerline “Stop for Pedestrians” signs at school crosswalks</td>
<td>Board of Education/Principal</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Investigate traffic speeds around the school, posted limits and develop traffic calming concepts on Edgemont Road such as speed humps or curb extensions</td>
<td>Board of Education/Principal/Meadowlink TMA Montclair Police</td>
<td>Short-Mid-term</td>
<td>Mid-High</td>
<td>Consider speed table at new crossing</td>
</tr>
<tr>
<td>34</td>
<td>Investigate installing school zone signs augmented with flashing beacons along Valley Road at Central Avenue, Parkway Avenue at Watchung Avenue; Watchung Avenue at Edgemont Road</td>
<td>Board of Education/Principal/Essex County/Montclair DPW</td>
<td>Short-term</td>
<td>Low-Medium</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Investigate striping bike lanes or shared lane markings along neighborhood school commute roadways</td>
<td>PTA/Principal/Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Evaluate the sidewalk network for potential curb extensions or other traffic calming concepts</td>
<td>PTA/Board of Education/Meadowlink TMA</td>
<td>Short-Mid-term</td>
<td>Low-Medium</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Confirm School Zone signs adequately identify the school area</td>
<td>Board of Education/Principal/Essex County/Montclair DPW</td>
<td>Short-term</td>
<td>Low-Medium</td>
<td>Consider pavement legends to augment the signs</td>
</tr>
</tbody>
</table>
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. **Primary Entrance.** This is the main access to the school for all students.

2. **Edgemont Park.** This park is a destination for the students, residents of the neighborhood and other visitors. Gym classes walk from Montclair High School to this park for outdoor activities. Edgemont students walk through this park on their way to and from school.
1. **Boltage Unit.** There is a pedestrian/bicyclist counter mounted on this post that the students have to walk past in order for the "walk/bike to school" to be tallied.

2. **Playground.** Students are brought across the street to the park for various activities, recess etc.

3. **Bicycle Racks.** This is the bicycle parking for the students.

4. **"Short Cut" access to school.** There is a gate and stairs at this location that connects the field behind the school up to North Mountain Road.

5. **"Short Cut" access to school.** This is the short cut to the field behind the school. Gate appears to be unlocked during school hours.
Bike Issue - Major

1. **Narrow parking shoulder.** Narrow parking shoulders cause parked cars to stick out into travel lanes and could be a hazard to cyclists.

2. **Speeding.** Speeding along this street makes it feel unsafe to ride.
Driver Behavior - Bad

1. **Speeding.** Vehicles speed through this area in front of the school. In addition, during pick-up, cars often idle here blocking the roadway entirely.

2. **Narrow parking shoulder.** Narrow parking shoulders (6’) cause drivers to pull two wheels on the curb to get out of the travel lane.

3. **Speeding.** Speeding and cut-through Parkway

4. **Low stop compliance in crosswalk.** Drivers do not stop for pedestrians in crosswalk.

5. **Heavy vehicular traffic.**

6. **Speeding.** Cars speed around turn while cutting-through from Watchung to Valley.
1. **Dogs off-leash.** Parents are concerned about dogs being off-leash in park.
Intersection - Bad

1. Crosswalk / Curb Ramp. This intersection lacks crosswalk or curb ramps linking the west side of Edgemont Road (the side with sidewalk) to the park.

2. Obstructed Sightlines. Overgrown shrubs crowd the corner and prevent pedestrians, cyclists and cars from seeing oncoming cars.

3. Crosswalk / Curb Ramp. No safe crosswalk or curb ramp is provided from west side of Edgemont Road.

4. Crosswalk / Curb Ramp. This is the main pedestrian crossing from the school to the park. Students have to walk in the school driveway as well as a private driveway in order to cross here.
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

5. Crosswalk / Curb Ramp. This access point into the park has no curb ramp or crosswalk.

6. Curb Ramp. Intersection lacks curb ramps and corners are in poor condition.

7. Crosswalk / Curb Ramp.

8. Crosswalk / Curb Ramp.
1. **Crosswalk / Curb Ramp.** Visible, prominent cross walks and curb ramps at this primary crossing.

2. **Unobstructed Sightline.** The property owner on this corner has taken particular care in ensuring that the sight triangle is clear for oncoming cars, bikes and pedestrians.
1. **Curb Ramp.** Intersection is in good condition with visible crosswalks, curb ramps and 'yield to pedestrian' signs - but lacks tactile pavers on curb ramps.

2. **Crosswalk.** Intersection lacks crosswalks.

3. **Crosswalk.** Crosswalks are worn and no longer visible.
1. Sidewalk. Ample sidewalks and buffer are provided along this segment of Valley Road.

2. Sidewalk. Continuous sidewalk, ample width in good condition.
1. **Obstructed Sightlines.** Overgrown shrubs crowd the corner and prevent pedestrians, cyclists and cars from seeing oncoming cars.

2. **No Sidewalk.** No sidewalk is provided on the east side of the street. This is the same side as the park so it is natural for pedestrians to want to walk on this side of the road going to or from the park.

3. **No sidewalk.** Streets within this area do not have sidewalks although vehicular traffic appears to be minimal.
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

Pedestrian Issue – Minor

1. **Obstructed Sidewalk.** Shrubs are slightly overgrown in this area.

2. **Sidewalk.** Sidewalk on west side of the street is in ok condition with areas of cracking and heaving.

3. **Cracked/Heaving Sidewalk.** There are some areas of cracked and heaving sidewalks along Edgemont Road.

4. **Cracked/Heaving Sidewalk.** There are some areas of cracked and heaving sidewalks along Edgemont Road.

5. **Obstructed Sidewalk.** Overgrown shrubbery near the school.
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

6. **Narrow Sidewalk.** The sidewalk along Valley Road is narrow, hugs the curb and has some obstructions from street signs etc.

7. **Sidewalk.** Sidewalks along park are cracking and heaving.

8. **Sidewalk Gap.** There are no sidewalks on the north side of Berkley Place for this segment.

9. **Sidewalk.** Sidewalk along Midland Avenue consists of some older bluestone walks and is cracked and heaving in many locations.
Edgemont School

Map 3 - Neighborhood Analysis
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

Neighborhood Area Photography

1. Many activities occur at the neighboring University.
2. No safe crosswalk or curb ramp is provided from west side of Edgemont Road.
3. There are areas of cracked and heaving sidewalks along Edgemont Road.
4. Overgrown shrubbery near the school.
5. Shrubs are slightly overgrown in this area.
6. This park is a destination for the students, residents of the neighborhood and other visitors.
7. Intersection lacks crosswalks across Valley Road.
8. Intersection lacks crosswalks.
9. Sidewalk along Midland Avenue consists of some older bluestone walks and is cracked and heaving in many locations.
School Area Photography

10. Streets within this area do not have sidewalks although vehicular traffic appears to be minimal.

11. Crosswalks are worn and no longer visible.

12. Intersection lacks curb ramps and corners are in poor condition.
Appendix B. Student Travel Mode Survey
## Safe Routes to School Students Arrival and Departure Tally Sheet

**Key**

- Sunny, Rainy, Snowy
- Number in class when count made

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

<table>
<thead>
<tr>
<th>AM</th>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sample AM</td>
<td>S</td>
<td>N</td>
<td>20</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

### Step 2.
AM - "How did you arrive at school today?" Record the number of hands for each answer.

<table>
<thead>
<tr>
<th>PM</th>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample PM</td>
<td>R</td>
<td>15</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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)
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*
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

<table>
<thead>
<tr>
<th>Road Name or Location</th>
<th>Date</th>
<th>Weather</th>
<th>Start Time</th>
<th>End Time</th>
<th>Name(s) of Counters &amp; Recorders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNT THE NUMBER OF CARS</th>
<th>HOW MANY CHILDREN IN EACH CAR?</th>
<th>COUNT THE BICYCLISTS (WITH HELMETS)</th>
<th>COUNT THE BICYCLISTS (WITHOUT HELMETS)</th>
<th>COUNT THE NUMBER OF CHILDREN WALKING</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Appendix D. Action Plan Matrix – Township-wide
## Action Plan Matrix – Township-wide

<table>
<thead>
<tr>
<th>Timeframe Definition</th>
<th>Cost Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-term</strong> = less than 3 months</td>
<td><strong>Low</strong> = Less than $2,000</td>
</tr>
<tr>
<td><strong>Mid-term</strong> = between 3 to 6 months</td>
<td><strong>Medium</strong> = between $2,000 and $10,000</td>
</tr>
<tr>
<td><strong>Long-term</strong> = longer than 6 months</td>
<td><strong>High</strong> = more than $10,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
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<th>Partners</th>
<th>Timeframe</th>
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<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Install pedestrian countdown signal heads and R10-3e placards with instructions for use at appropriate locations</td>
<td>County</td>
<td>Short-term</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Install pedestrian crossing signs with school children symbols at unsignalized school crossings</td>
<td>County</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Establish, through ordinance, all school zones as “Zero Tolerance” areas where fines for speeding are doubled</td>
<td>County</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Post “Zero Tolerance” signs in all school zones</td>
<td>County</td>
<td>Mid-term</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>Evaluate appropriate locations for pedestrian scale lighting paying special attention to existing and future sidewalks</td>
<td>County</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>Install pedestrian scale lighting - paying special attention to existing and future sidewalks</td>
<td>County</td>
<td>Short-term</td>
<td>Medium - High</td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>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</td>
<td>County</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Action (Township-wide)</td>
<td>Partners</td>
<td>Timeframe</td>
<td>Cost</td>
<td>Notes</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>A8</td>
<td>Install ADA-compliant curb ramps with detectable warning surfaces at locations where they are missing</td>
<td>County</td>
<td>Short-term</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>Provide high visibility crosswalks fluorescent, yellow-green advanced school crossing and school warning signs within school zones and along designated school routes</td>
<td>County</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A10</td>
<td>Install signage within the school zones clearly denoting the school zone speed limit, associated fines for speeding and applicable hours</td>
<td>Township</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

**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   |       |
## Montclair Safe Routes to School Program

### Safe Routes to School Travel Plan – Edgemont Elementary School

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
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<th>Timeframe</th>
<th>Cost</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A15</td>
<td>Circulate school walking and bicycling event information with municipal utility or tax bills.</td>
<td>Board of Education</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A16</td>
<td>Include the health benefits of conducting a SRTS program in Teacher Training programs</td>
<td>School Superintendent/SRTS Coordinator</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A17</td>
<td>Promote Bike &amp; Walk Montclair’s Courteous Driving Pledge</td>
<td>Bike &amp; Walk Montclair/PTA</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td>Should have pledges and magnets on hand at the Municipal Bldg &amp; Community Services Bldg</td>
</tr>
<tr>
<td>A18</td>
<td>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</td>
<td>Township Code Enforcement</td>
<td>Short-term</td>
<td>Low</td>
<td>See Appendix E for sample</td>
</tr>
<tr>
<td>A19</td>
<td>Educate parents to let their children out of the car curbside instead of in the street</td>
<td>SRTS Team Leader/PTA/Meadowlink TMA/School Safety Patrol</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A20</td>
<td>Create web-based traffic safety quizzes that include bicyclist, pedestrian and motorist safety questions on the school website</td>
<td>Board of Education/Meadowlink TMA</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>
## Montclair Safe Routes to School Program

### Safe Routes to School Travel Plan – Edgemont Elementary School

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<tbody>
<tr>
<td>A21</td>
<td>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</td>
<td>Meadowlink TMA</td>
<td>Short-term</td>
<td>Low - Medium</td>
<td></td>
</tr>
<tr>
<td>A22</td>
<td>Provide better training for the aid on the school bus</td>
<td>SRTS Coordinator/Board of Education/</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

### 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              |                     |
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

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</tr>
</thead>
<tbody>
<tr>
<td>A27</td>
<td>Strictly enforce the 25 mph speed limit on all Township streets</td>
<td>Police Department</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

**Encouragement**

<table>
<thead>
<tr>
<th>No.</th>
<th>Action</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A28</td>
<td>Host a poster contest for International Walk and Bike to School Day</td>
<td>SRTS Coordinator</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A29</td>
<td>Circulate school walking and bicycling event information with municipal utility or tax bills.</td>
<td>SRTS Coordinator</td>
<td>Short-term/On-going</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A30</td>
<td>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.</td>
<td>SRTS Coordinator/NJ SRTS Advocacy Organizer</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A31</td>
<td>Have designated walking school bus meeting points mapped and signed for all elementary and middle schools</td>
<td>Police Department/ Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A32</td>
<td>Create and publish a press release detailing the school's involvement in the SRTS program and the Travel Plan developed for the school.</td>
<td>SRTS Coordinator</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A33</td>
<td>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</td>
<td>SRTS Coordinator</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A34</td>
<td>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.</td>
<td>Board of Education/SRTS Coordinator/Meadowlink TMA/NJDOT</td>
<td>Short-term</td>
<td>Low</td>
<td>Use Florida DOT’s SchoolPool as an example.</td>
</tr>
</tbody>
</table>
## Evaluation

<table>
<thead>
<tr>
<th>No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A38</td>
<td>Conduct student travel surveys in all schools to determine and measure how students travel to school</td>
<td>Board of Education/Rutgers VTC</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A39</td>
<td>Designate weeks on the school calendar to conduct traffic counts at the beginning and end of the school year</td>
<td>SRTS Coordinator/Board of Education/SRTS Team Leader</td>
<td>Short-term/On-going</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E. Samples of SRTS Educational Materials
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

SRTS Curriculum


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.
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

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 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
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary 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

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!

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!

Source: [www.cityofchicago.org](http://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

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

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
Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Edgemont Elementary School

Community Pledge

**Safe Routes to School**

**Pledge to Edgemont 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.*

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 undesirable outcomes, such as 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 binding 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.

### Safe Routes to School in New Jersey Info Sheet

| Description | NJ DOT 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. |
| Contact if you are looking for: | Statewide Bike/Ped coordinator | 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, ride sharing, 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 goals are: |
| Websites and social media: | Information on infrastructure grants | The NJ SRTS Resource Center provides: | TMA SRTS Coordinators provide: | Leverage funding & increase obligation rates of federal funding |
| | Information on statewide projects | Web-based resources on SRTS in New Jersey | Technical Assistance | Facilitate Complete Streets policies and implementation |
| | Contact with the State SRTS Coordinator | A recognition program to acknowledge SRTS successes | Assistance with walk and bike to school and education events | Advance port-user/shared use agreements |
| | Contact with the Bike/Ped Coordinator | Primary research | Guidance for creating School Travel Plans | Publications |
| | | Helpdesk assistance | Help with grant writing | | |
| | | Technical Assistance | Promote Complete streets policies | | |
| | | Tools and Training | | | |
| Contact Information: | Ellie Bremner, NJ DOT State SRTS Coordinator | Website: http://www.safeprograms.nj.gov | Website: http://www.safeprograms.nj.gov/about/regional-coordinator-form | Website: http://safeprograms.nj.gov/ |
| | Sheree Davis—Bicycle and Pedestrian Coordinator | Email: info@njdot.state.nj.us | Email: info@njdot.state.nj.us | Email: info@njdot.state.nj.us |
| | David Kuhl—Assistant Commissioner, Capital Investment, Planning and Grant Administration | Telephone: 609-727-7401 | Telephone: 609-727-7401 | Telephone: 609-727-7401 |
| | bicycle.advocate@dot.state.nj.us | Telephone: 609-727-7401 | Telephone: 609-727-7401 | Telephone: 609-727-7401 |
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| | | Telephone: 609-727-7401 | Telephone: 609-727-7401 | Telephone: 609-727-7401 |
| Funded by: | Federal Highway Administration (FHWA) | NJDOT/FHWA | NJDOT/FHWA | The Robert Wood Johnson Foundation |
| | | | | |
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.
Appendix G. Township of Montclair Draft Bike Network Map
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Edgemont Elementary School

Township of Montclair Draft Bike Network Map

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