Safe Routes to School
Travel Plan
Mt. Hebron Middle School

Prepared By:

RBA

In Association with:

Arterial

ezride

May 2013
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

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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 Mt. Hebron Middle 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 Mt. Hebron 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 Mt. Hebron Middle School (Grades 6 – 8).

Mt. Hebron Middle 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

<table>
<thead>
<tr>
<th>Montclair Elementary Schools</th>
<th>Montclair Middle Schools</th>
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<tbody>
<tr>
<td>1. Bullock</td>
<td>1. Glenfield</td>
</tr>
<tr>
<td>3. Edgemont</td>
<td>3. Renaissance at Rand</td>
</tr>
<tr>
<td>4. Hillside</td>
<td></td>
</tr>
<tr>
<td>5. Nishuane</td>
<td></td>
</tr>
<tr>
<td>6. Northeast</td>
<td></td>
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<tr>
<td>7. Watchung</td>
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</table>
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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 Mt. Hebron 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 Mt. Hebron a safer and more appealing option than taking the car.

The Mt. Hebron Middle 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 Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

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 closely with the SRTS Team Leader, the project team was able to set the stage for the Team Leader to move forward on his own and maintain ownership of the SRTS program. Each SRTS Team Leader was given several tasks:

- 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.

After gathering key information about the school through interim SRTS Team Leader, the project team needed to assemble active community groups and organizers whose missions...
Montclair Safe Routes to School Program

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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 Mt. Hebron School SRTS Partner Organizations List includes:

**Mt. Hebron School SRTS Partner Organizations**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Role/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mt. Hebron School</td>
<td>Jill Sack, Principal P: (973) 509-4220 E: <a href="mailto:jsack@montclair.k12.nj.us">jsack@montclair.k12.nj.us</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Mt. Hebron School</td>
<td>Laura Torchio, SRTS Team Leader E: <a href="mailto:torchiolaura@gmail.com">torchiolaura@gmail.com</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Mt. Hebron School</td>
<td>Emily Becker, Health &amp; Wellness Liaison E: <a href="mailto:healthandwellness@mthebronpta.org">healthandwellness@mthebronpta.org</a></td>
<td>Programmatic Activity and Implementation</td>
</tr>
<tr>
<td>Mt. Hebron School</td>
<td>Walter Springer and Liza Cohn, PTA President E: <a href="mailto:ptapres@mthebronpta.org">ptapres@mthebronpta.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:akent@montclairnjusa.org">akent@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 Police Department</td>
<td>Officer John Timchak, Traffic Bureau Crossing Guard Supervisor P: (973) 509-4752 E: <a href="mailto:jtimchak@montclairnjusa.org">jtimchak@montclairnjusa.org</a></td>
<td>Safety Education, Enforcement, and Crossing Guard Issues</td>
</tr>
<tr>
<td>Montclair Dept. of Community Services (Public Works &amp; Parks)</td>
<td>Steve Wood, Director P: (973) 509-5711 E: <a href="mailto:swood@montclairnjusa.org">swood@montclairnjusa.org</a></td>
<td>Streets, public property and parks, snow and leaf removal, all community infrastructure, pothole repair</td>
</tr>
</tbody>
</table>
# Safe Routes to School Travel Plan – Mt. Hebron Middle School

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Role/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montclair Board of Education</td>
<td>BOE Special Projects <a href="http://www.montclair.k12.nj.us">www.montclair.k12.nj.us</a></td>
<td>BOE SRTS Coordination</td>
</tr>
<tr>
<td>Montclair Board of Education – Transportation Office</td>
<td>Gisela Aultmon, Transportation Manager <a href="mailto:gaultmon@montclair.k12.nj.us">gaultmon@montclair.k12.nj.us</a></td>
<td>School Bus Coordination</td>
</tr>
<tr>
<td>Meadowlink Transportation Management Association</td>
<td>SRTS Program Manager <a href="mailto:srts@ejb.rutgers.edu">srts@ejb.rutgers.edu</a></td>
<td>Travel Plan Implementation, Programmatic Activity, SRTS Program Assistance/Resource, Grant Writing Assistance</td>
</tr>
<tr>
<td>Voorhees Transportation Center/NJ SRTS Resource Center</td>
<td>Leigh Ann Von Hagen, Research Specialist <a href="mailto:srts@ejb.rutgers.edu">srts@ejb.rutgers.edu</a></td>
<td>Web-based resources, Technical Assistance, SRTS Recognition Program, Helpdesk assistance, and SRTS Tools, Tips and Training</td>
</tr>
<tr>
<td>Safe Routes to School National Partnership</td>
<td>Nora L. Shepard, NJ Advocacy Organizer <a href="mailto:nora@saferoutespartnership.org">nora@saferoutespartnership.org</a></td>
<td>Advocacy, Event and Encouragement Activities, Policy Change, Best Practices &amp; Technical Assistance, Publications</td>
</tr>
<tr>
<td>Bike&amp;Walk Montclair</td>
<td>Rika Alper, President <a href="mailto:info@bikewalkmontclair.org">info@bikewalkmontclair.org</a></td>
<td>Advocacy, Event, Education and Encouragement Activities</td>
</tr>
<tr>
<td>NJ Department of Transportation - SRTS</td>
<td>Elise Bremer-Nei, NJDOT SRTS Program Coordinator <a href="mailto:elise.bremer-nei@dot.state.nj.us">elise.bremer-nei@dot.state.nj.us</a></td>
<td>State SRTS Program Assistance; Non-Infrastructure Grant Funding</td>
</tr>
<tr>
<td>Essex County Planning Department</td>
<td>David Antonio, County Planner <a href="mailto:dantonio@essexcountynj.org">dantonio@essexcountynj.org</a></td>
<td>SRTS Program Assistance</td>
</tr>
<tr>
<td>Essex County Board of Chosen Freeholders</td>
<td>Brendan W. Gill, Freeholder, District 5 <a href="mailto:bgill@freeholders.essexcountynj.org">bgill@freeholders.essexcountynj.org</a></td>
<td>County SRTS Coordination</td>
</tr>
</tbody>
</table>
SCHOOL PROFILE

School Description
The Mt. Hebron Middle School is located at 173 Bellevue Avenue in Upper Montclair. This section of Montclair is primarily residential but has a commercial district, known as Upper Montclair Business District, located around the intersection of Valley Road and Bellevue Avenue. NJ TRANSIT’s Upper Montclair Train Station is also located nearby the school. The school is bordered by Bellevue Avenue to the south, Lorraine Avenue to the north, Norwood Avenue to the west and Park Street to the east.

Mt. Hebron Middle is part of the Montclair Public School District and has a school population of approximately 560 students in grades 6-8. In Montclair’s magnet school system, all schools have a theme. Mt. Hebron’s theme is “The STEM Magnet” which describes their educational style that involves integrating the areas of Science, Technology, Engineering and Math across the curriculum.

The primary entrance for students walking or being dropped-off by the school bus is located along Bellevue Avenue. Map 1 – School Location identifies key features of the school neighborhood such as the location of crossing guards, primary and secondary walking routes and crosswalks.
Map 1 - School Location Map
Montclair Safe Routes to School Program
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School Demographic Information

- **Student Demographics**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Mt. Hebron</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>48%</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>39%</td>
<td>54%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</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>Mt. Hebron</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students eligible for free or reduced-price lunch program</td>
<td>25%</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>Mt. Hebron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

Source: NJDOE 2010-2011 Report Card

- **Language Diversity**

  **Limited English Proficient (LEP)**

<table>
<thead>
<tr>
<th>Language Spoken At Home</th>
<th>Mt. Hebron</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>95.5%</td>
</tr>
<tr>
<td>Spanish</td>
<td>2.1%</td>
</tr>
<tr>
<td>Cree</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Source: NJDOE 2010-2011 Report Card
<table>
<thead>
<tr>
<th>Language Spoken At Home</th>
<th>Mt. Hebron</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>0.5%</td>
</tr>
<tr>
<td>French</td>
<td>0.3%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>0.3%</td>
</tr>
<tr>
<td>Arabic</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Source: NJDOE 2010-2011 Report Card
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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 560 students that attend Mt. Hebron, approximately 50 students walk to school, 6 students ride bikes, 464 ride the school buses, and 40 students are driven to school by an adult.

There are approximately fourteen (14) buses that provide service to the Mt. Hebron 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 since 2006.

Drop-Off/Pick-Up Procedures

Bellevue Avenue serves as the location for school bus arrival and departure and is the front door to the school. Buses are expected to arrive at Mt. Hebron before 7:40am and bus drivers are required to line up in their assigned location. Each day school staff (the Assistant Principal) has a checklist to ensure that all buses have arrived for school arrival and departure. Car drop-off takes place on both Bellevue Avenue and Lorraine Avenue (parallel to Bellevue, behind the school).

School Hours

The official hours of instruction at the school are 7:40am-2:09pm. On abbreviated days, dismissal time is 12:40pm.

Crossing Guards

There is one crossing guard in the immediate school vicinity posted along Bellevue Avenue at the intersection of Norwood Avenue that provides assistance during arrival and dismissal.

EVALUATING OPPORTUNITIES AND CONSTRAINTS

The information gathering process for the Mt. Hebron Middle 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. During the process of gathering information for this Travel Plan, SRTS Team Leaders were also asked to gather insight about problems locations within the school vicinity. In the Mt. Hebron Middle School, some areas of concern (“hot spots”) within the school neighborhood were identified. Their verbatim thoughts are included below:

PTA/Parent Wish List
- Get rid of crosswalk in front of the school
- Lorraine/Norwood needs to have a 4-way stop or traffic signal.
- Speed monitoring sign on Lorraine.

Parents’ Thoughts
- Crosswalk in front of the school is dangerous.
- Kids run across Bellevue after being dropped off or run across to be picked up without looking.

SRTS Team Leader
- Parents drop-off students in several places
  - Lorraine Ave in front of school
  - Bellevue Ave in front of the houses between the school and Park St.
  - On Bellevue Ave on the opposite side of the school
- Norwood Ave. between Bellevue and Lorraine is one-way North during school hours
- St. Cassian’s School is across the street, arrival and dismissal times don’t conflict
- In the mornings the buses drop off students and the students wait outside until the doors open
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- Norwood Ave is the more quiet route for bikers and walkers
- A lot of students walk up Bellevue
- Fridays are crazy
  - Many students go to hang out in Upper Montclair
  - Students also go to The Side Door at Union Congregational Church on Cooper Ave
  - Laura recommended a Bicycle Officer be sent out to the Upper Montclair area on Fridays when the weather is nice

- Upper Montclair Center is busy and is also the location of a train stop, drawing many morning commuters. Drivers often don’t “expect” pedestrians crossing and rarely yield or stop when crossing guards aren’t present.
- Heaving or slippery slate sidewalks, unshoveled snow or lawn sprinklers are barriers to walking
- Hills, heavy backpacks, cold weather and potholes/unpaved roads are barriers to bicycling.
- Intersections at busy streets and railroad can be considered barriers especially where crossing guards aren’t present (Grove, Park, Valley, Upper Mountain, Watchung, Bellevue)
- The north/south corridors are heavily traveled by car traffic – morning work commute. There are several commuter bus routes/stops in the vicinity of the school. Grove Street, Valley Road and Upper Mountain Ave are n/s roads most heavily traveled by car. Park St, North Mountain Avenue, are more lightly traveled. All other n/s roads are relatively light.
Montclair Safe Routes to School Program
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*Neighborhood Mapping*

**Team Observation**

Prior to the community workshop, the project team performed a field investigation to observe the conditions around the Mt. Hebron Middle 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 eight Mt. Hebron students to discuss obstacles to walking and bicycling in their school neighborhood. In talking with these students about reasons why they walk or bike to school, here’s a summary of notes from that discussion:

General Discussion

- Most walk, usually when it is nice weather
- A couple bike/longboard
- Most have bikes
  - Reasons they don’t bike:
    - Flat tire
    - No lock
    - Lots of kids walk home, so it is better to walk with friends
- Some students don’t walk because they are lazy and want to sleep later
- More students walk home from school than to school
- Fridays, especially when the weather is nice, are crazy
  - Most students go to uptown Montclair on Valley Rd.
    - Dunkin Donuts, Starbucks, Diner
    - The Side Door
    - Anderson Park
  - A police officer on bike on Wednesdays and Fridays would be helpful
    - Drivers don’t behave well without police presence
  - Better school zone identification

Is the walk pleasant?

- Students like the social aspect of walking
  - They like walking home more because more of their friends are walking too
  - The walk seems a lot longer when they are alone
- In the mornings the garbage men give strange looks and are unfriendly
- Summer/Spring walking will be more fun
- Interesting characters around town
  - Rock wall guy – rocks cause a tripping hazard
  - Other interesting people always around town - some fun, some creepy.
- One bad experience where student was being followed, called cops when he got home.
Montclair Safe Routes to School Program  
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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 “top issues” verbally and in written form. Here’s what the students said:

⚠️ Identify Main Issues

- People drive too fast
- Uptown crosswalk, Valley Road and Cooper Avenue
- Uneven sidewalks
- Not enough stop signs
- Short crossing guard hours
- Crazy drivers by Watchung Plaza
- Need more speed bumps

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

- More stop signs so drivers go slower, especially on Park Street
- More flat and stable sidewalks
- Crosswalks with stop lights on Valley Road
- Better driving
- More room to walk
- Stop littering
- Crossing guards should stay a bit later on Fridays
- Lighter textbooks

Students participating in classroom activity
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>Park Street</td>
<td>Sidewalks in disrepair; sidewalks are pushed up from tree roots</td>
</tr>
<tr>
<td>Norwood Avenue</td>
<td>Lacking sidewalks</td>
</tr>
<tr>
<td>Grove Street</td>
<td>Isn’t very safe to walk on</td>
</tr>
<tr>
<td>Anderson Park</td>
<td>Needs more police officers</td>
</tr>
</tbody>
</table>

People drive too fast

Dangerous crosswalks uptown!!

We should install speakers in the trees to hear music on the walk

We need more speed bumps

I walk fast when I’m alone because I don’t want to be walking
Community Workshop

Observation of Student Arrival
The project team met at the Mt. Hebron Middle School at 7:15 am on Tuesday, March 12th, 2013 to observe arrival of Mt. Hebron’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 Mt. Hebron school community and local community attended the workshop to discuss Safe Routes to School program at Mt. Hebron. 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 Mt. Hebron in their discussion and through the mapping exercise facilitated by the project team.
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

**Vision**

- No more buses and cars at the front curb
- Parents drop-off across the street
- No more K-turns
- Security staff walk uptown with students on Fridays (pm)
- Increase of Montclair Police details on Fridays
- Families have a better understanding of the options available for allowing their children to walk or bike to/from school

Mt. Hebron students walking during recess
CREATING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

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

**Top SRTS Priority Recommendations**

A full listing of the recommendations are provided as options for the Mt. Hebron Middle 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**
- Restrict Drop-off and Pick-up to occur only along Lorraine Avenue.
- Construct a new internal sidewalk segment that connects the current sidewalk along Lorraine Avenue to the school entrance near the Greenhouse area.
- Investigate making Lorraine Avenue/Norwood Avenue a four-way stop.
- Pass an ordinance restricting U-Turns or K-turns along Bellevue Avenue between Norwood Avenue and Park Street and install resulting signage.

**Enforcement**
- Have crossing guards stay later on Friday afternoons, when many more students walk “up town” after school.
- Update the arrival and dismissal procedures with a map and text that defines drop-off/ pick-up traffic circulation plan, including rules and procedures for driving along local streets.
- Send out E-blast to reinforce bus/drop-off/pickup procedures.
- Reinforce “No Parking” areas during school commute times.

**Education**
- Invite Montclair Police Department to give safety presentation at Back to School night.
- 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).
Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Mt. Hebron Middle School

- Create and distribute "warm fuzzies" to thank parents and/or drivers for exhibiting model behavior.
- Promote Bike & Walk Montclair’s Courteous Driving Pledge.
- Invite Meadowlink TMA and Bike & Walk Montclair to help with bicycle and pedestrian education at assemblies or weekend Bike Rodeos.

Encouragement

- Organize Walking School Buses and/or Bicycle Trains.
- Host a classroom activities focused on walking and biking safety.
- Utilize the school website to advance Safe Routes to School safety campaign/messages.
- Establish carpooling groups.
- 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.

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:

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Mt. Hebron Middle School

- Conduct tracking exercises for distances students walk both on-line and in the classroom.

**Incentives**

To encourage families to arrive by foot, bike or any other form of active transportation, Mt. Hebron’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 Mt. Hebron 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, Mt. Hebron 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**
  
  Mt. Hebron 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, Mt. Hebron 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**

  Mt. Hebron 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 Form is included in Appendix B. Using survey information on the number of children that currently walk and bike to Mt. Hebron 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. Mt. Hebron’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. Mt. Hebron 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 Mt. Hebron SRTS Team should consider creating a mechanism for evaluation. As noted in the *Complete Safe Routes to School Guide*[^1]

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1[^1]: This guide is maintained by the National Center for Safe Routes to School at [www.saferoutesinfo.org](http://www.saferoutesinfo.org).

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

there is a six-step process that works best for evaluating SRTS programs and is demonstrated in the following graphic:

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 Mt. Hebron Middle 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 28), 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. Restrict Drop-off and Pick-up to occur only along Lorraine Avenue.
2. Construct a new internal sidewalk segment that connects the current sidewalk along Lorraine Avenue to the school entrance near the Greenhouse area.
3. Investigate making Lorraine Avenue/Norwood Avenue a four-way stop.
4. Pass an ordinance restricting U-Turns or K-turns along Bellevue Avenue between Norwood Avenue and Park Street and install resulting signage.
ACTION PLAN MATRIX

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

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

<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>
<th>Action</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Update arrival/dismissal procedures to restrict car drop-off/pick-up to Lorraine Avenue</td>
<td>PTA</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Share updated information on arrival/dismissal procedures with the school community including rules and procedures for driving along local streets within school campus and any school driveway access</td>
<td>PTA/Meadowlink TMA/BWM</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Refine and/or clarify bus parking procedures. Follow the “Bumper to Bumper” and assigned bus location process</td>
<td>Montclair BOE/Montclair Police</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Encourage students to either: - Take the bus - Walk or bike</td>
<td>PTA/Meadowlink TMA/BWM</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Coordinate with teachers to customize homework assignments on the night before walk to school events to not require textbooks.</td>
<td>Teachers/ PTA</td>
<td>Short-term</td>
<td>Low</td>
<td>Possibly use work sheets so backpacks will be much lighter those days.</td>
</tr>
<tr>
<td>6</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/r">www.njtransit.com/r</a> g/rg servlet.srv?hd nPageAction=Safet yTo](<a href="http://www.njtransit.com/r">http://www.njtransit.com/r</a> g/rg servlet.srv?hd nPageAction=SafetyTo)</td>
</tr>
<tr>
<td>7</td>
<td>Invite Meadowlink TMA and Bike&amp;Walk Montclair (BWM) to help with bicycle and pedestrian education at assemblies or weekend Bike Rodeos</td>
<td>Meadowlink TMA/ BWM/ PTA/ SRTS Coordinator</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Action</td>
<td>Partners</td>
<td>Timeframe</td>
<td>Cost</td>
<td>Notes</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Continue the SRTS team/group</td>
<td>PTA/ Meadowlink TMA</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Circulate Time Radius Map and Travel Plan Report on school website</td>
<td>Montclair BOE</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Integrate walking and safety education into classroom curriculum</td>
<td>Meadowlink TMA /Montclair BOE /PTA</td>
<td>Short-term</td>
<td>Low</td>
<td>See Appendix for sample lesson plans. Meadowlink can provide this training or provide training to trainers</td>
</tr>
<tr>
<td>12</td>
<td>Continue to conduct student travel surveys to measure how effective</td>
<td>Montclair BOE/ Meadowlink TMA</td>
<td>Mid-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the SRTS program has been in increasing the number of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>walking, biking, carpooling or taking transit to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lead Entity: PTA**

<p>| 13  | Establish Bike trains to help more families participate in biking to  | PTA / BWM                    | Short-term  | Low |                                                                       |
|     | school. Define preferred bike routes. Consider :                      |                               |             |      |                                                                       |
|     | - Duryea Rd, /Norwood Av./ Park Street to the north of school         |                               |             |      |                                                                       |</p>
<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>14</td>
<td>Participate in <a href="#">International Walk to School Day</a> in October and <a href="#">National Bike to School Day</a> in May and <a href="#">NJ Walk and Bike to School Day</a> in May</td>
<td>Principal/ Meadowlink TMA/ SRTS Coordinator/ SRTS Team Leader/ BWM</td>
<td>Short-term/ ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Include Crossing Guard Appreciation Day with every bike/walk to school event</td>
<td>Principal/ Meadowlink/ SRTS Coordinator/ SRTS Team Leader/ BWM</td>
<td>Short-term/ ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Share the updated arrival/dismissal procedures/walking and Bike Route maps via PTA web site</td>
<td>Principal/ Montclair Engineering/ BWM</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Circulate Time Radius Map and Travel Plan Report on PTA website</td>
<td>Montclair BOE</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Promote Bike &amp; Walk Montclair’s Courteous Driving Pledge</td>
<td>BWM</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Coordinate with BWM to offer Bike Safety Classes – Bike 101 for any students who want to ride to school</td>
<td>BWM</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Report any crossing guard issues to Traffic Bureau (973-509-4752)</td>
<td>Board of Education/ Montclair Police</td>
<td>Short-term</td>
<td>Low</td>
<td>Officer John Timchak</td>
</tr>
<tr>
<td>21</td>
<td>Complete “Achievements” as part of the SRTS Recognition Program to reach the Gold Level</td>
<td>Meadowlink/ BWM/ SRTS Coordinator</td>
<td>Short-term/ ongoing</td>
<td>Low</td>
<td>See Appendix F for details on Achievements</td>
</tr>
<tr>
<td>22</td>
<td>Construct a new internal sidewalk segment that connects the current sidewalk along Lorraine Avenue to the school entrance near the Greenhouse area</td>
<td>Montclair BOE</td>
<td>Mid-term</td>
<td>Medium</td>
<td>Staff lot resurfacing is already budgeted; this may be able to amended into that contract</td>
</tr>
</tbody>
</table>

**Lead Entity:** Montclair Engineering
## Montclair Safe Routes to School Program

**Safe Routes to School Travel Plan – Mt. Hebron Middle 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>23</td>
<td>Investigate making Lorraine Avenue/Norwood Avenue a four-way stop</td>
<td>Montclair Police</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department/Montclair Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Pass an ordinance to create a “No Stopping”/“No Standing” restriction on Bellevue Avenue – south / eastbound side across from the school between Norwood Avenue and Park Street</td>
<td>Montclair Town Council/Montclair DPW</td>
<td>Short-term</td>
<td>Low</td>
<td>This will discourage families from crossing mid-block.</td>
</tr>
<tr>
<td>25</td>
<td>Install “No Stopping”/“No Standing” signs on Bellevue Avenue – south / eastbound side across from the school between Norwood Avenue and Park Street</td>
<td>Montclair DPW</td>
<td>Mid-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Pass an ordinance restricting U-Turns or K-turns along Bellevue Avenue between Norwood Avenue and Park Street</td>
<td>Montclair Town Council</td>
<td>Short-term</td>
<td>Low</td>
<td>Ensure ordinance support sign placement</td>
</tr>
<tr>
<td>27</td>
<td>Install “No U-Turn” signs along Bellevue Avenue between Norwood Avenue and Park Street</td>
<td>Montclair DPW</td>
<td>Mid-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Relocate crosswalk from the front door of the school east to the field entrance</td>
<td>Montclair DPW</td>
<td>Short-term</td>
<td>Low</td>
<td>Expected to be completed during Summer 2013</td>
</tr>
</tbody>
</table>

**Lead Entity:** Montclair Police Department

<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>29</td>
<td>Include information on crossing bicyclists during annual crossing guard training</td>
<td>Meadowlink TMA/BWM</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Consider having crossing guards stay later on Fridays to monitor students going “uptown”</td>
<td>PTA/Principal</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Enforce “No U-Turns or K-turns” along Bellevue Avenue between Norwood Avenue and Park Street</td>
<td>PTA/Principal</td>
<td>Short-term</td>
<td>Low</td>
<td></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
Montclair Safe Routes to School Program

**Safe Routes to School Travel Plan – Mt. Hebron Middle School**

**Primary Destinations**

1. **Front Entrance.** This is used primarily by busers but also by drop-offs and walkers.

2. **Rear Entrance.** This entrance is used predominantly by students being dropped off by car.

3. **Side Entrance.** This is not a priority entrance but all students have access to it.

4. **Side Entrance.** Used on nice days.
1. **Ballfields.**

2. **Bus Drop-off Area.** Buses line this curb for drop-off and pick-up.

3. **Bicycle Racks.**

4. **Temporary One-Way.** Street is closed at this intersection between 7am-3pm and is one-way travelling north.

5. **Retail Destination/Hangout.** This area has some shops and cafes that the students frequent.
1. Crossing Guard.
1. **Car Drop-off.** Cars dropping off inter-mixed with buses.

2. **Traffic Congestion.** Cars get backed up during drop-off causing a dangerous vehicular and pedestrian situation.
1. **Parent drop off.** Parents drop-off too close to corner.
1. **Pedestrian Short-cut with Murals.**
1. **Visible crosswalks.** Good example of visible intersection and crosswalks.
1. **Dangerous Crossing.** Pedestrians that are dropped off across the street from the school are crossing in between buses and vehicular traffic.
1. **Cracked/Heaving Sidewalk.** Some sidewalks around the school are old slate sidewalks and are cracked and heaving.
1. **Good Crossing.** Safe, well defined intersection.

2. **Good sidewalks.** Sidewalks are in good condition around school property.
1. **Comfortable for Cyclists.** This stretch of Park Street is comfortable for cyclists north of Bellevue Ave.

2. **Awesome Bike Parking.** How great is Bike+Walk Montclair!!
Mt. Hebron School

Map 3 - Neighborhood Analysis
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

Neighborhood Area Photography

1. Pedestrian short-cut with murals.
2. This area has some shops and cafes that the students frequent.
3. Street is closed at this intersection between 7am-3pm and is one-way travelling north.
4. Sidewalks are in good condition around school property.
5. Some sidewalks around the school are old slate walks and are cracked and heaving.
6. Pedestrians that are dropped off across the street from the school are crossing in between buses and vehicular traffic.
7. Ballfields
Map 4 - School Campus Area Analysis

Legend
- School Boundary
- Secondary Access
- Primary Destination
- Pedestrian Issue - Minor
- Driver Behavior - Bad
- Intersection - Minor

Scale (in feet)

Legend:
- Temporary Street Closure
- Illegal Drop-off
- Poor Sidewalks
- Dangerous Crossing
- Front Entry
- Car Drop-off

North
Appendix B. Surveys – Travel Mode & Attitudinal
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

Classroom Travel Mode Survey for Students

### Safe Routes to School Students Arrival and Departure Tally Sheet

**CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Teacher's First Name:</th>
<th>Teacher's Last Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grades: (K, 1, 2, ...)**

<table>
<thead>
<tr>
<th>Monday's Date (Week count was conducted)</th>
<th>Number of Students Enrolled in Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday.
- 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, readdress 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 the 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

<table>
<thead>
<tr>
<th>Key</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>
<tr>
<td></td>
<td>Sunny</td>
<td>Numbers in class when count made</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Only with children from your family</td>
<td>Riding with children from other families</td>
<td>City bus, subway, etc.</td>
<td>Skateboard, scooter, etc.</td>
</tr>
</tbody>
</table>

**Sample AM**  
S, N, 2, 0, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 1

**Sample PM**  
R, 1, 0, 3, 3, 8, 1, 2, 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)
Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Mt. Hebron Middle School

Parent/Caregiver Attitudinal Survey

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

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 732-932-0130 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
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:

<table>
<thead>
<tr>
<th></th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle (only children in your family)</th>
<th>Carpool (with children from another family)</th>
<th>Public Transit</th>
<th>Other</th>
<th>Total = 5 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>2 days</td>
<td>1 day</td>
<td>2 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 days</td>
</tr>
<tr>
<td>Goes to School by...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaves from School by...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>Number of Minutes</th>
<th>Does not...</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td></td>
<td>walk... □</td>
<td>□</td>
</tr>
<tr>
<td>Bike</td>
<td></td>
<td>bike... □</td>
<td>□</td>
</tr>
<tr>
<td>School Bus</td>
<td></td>
<td>take school bus... □</td>
<td>□</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Walking</th>
<th>Biking</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Walk to school days</td>
<td>□ Bike to school days</td>
</tr>
<tr>
<td>□ School walking club</td>
<td>□ School bike club</td>
</tr>
<tr>
<td>□ Walking School Bus program</td>
<td>□ Bike rodeo</td>
</tr>
<tr>
<td>□ Providing walking route maps</td>
<td>□ Providing bike route maps</td>
</tr>
<tr>
<td>□ Distributing informative materials on walking</td>
<td>□ Distributing informative materials on biking</td>
</tr>
<tr>
<td>□ Don’t know</td>
<td>□ Don’t know</td>
</tr>
<tr>
<td>□ Other: ____________________</td>
<td>□ Other:</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Distance to and from school</th>
<th>Availability of sidewalks</th>
<th>Availability of bike paths and/or trail</th>
<th>Availability of bike parking</th>
<th>Amount of traffic on roads</th>
<th>Speed of traffic on roads</th>
<th>Availability of crossing guards</th>
<th>Weather</th>
<th>Availability of school bus</th>
<th>Unsafe crossings or intersections</th>
<th>Most Important Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Very Important</td>
<td>□ Somewhat Important</td>
<td>□ Neither Important or Unimportant</td>
<td>□ Somewhat Unimportant</td>
<td>□ Very Unimportant</td>
<td>□ Very Important</td>
<td>□ Somewhat Important</td>
<td>□ Neither Important or Unimportant</td>
<td>□ Somewhat Unimportant</td>
<td>□ Very Unimportant</td>
<td>□ Very Important</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Neither Important or Unimportant</th>
<th>Somewhat Unimportant</th>
<th>Very Unimportant</th>
<th>Most Important Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s before and after school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight of book bag</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of adult supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal safety (theft, gangs, abandoned buildings, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Stranger Danger&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 people 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 (A.A.: Associate in Arts)
   □ Four-year college degree (B.A. or B.S.: Bachelor of Arts/ Science degree)
   □ Graduate work, but no advanced degree
   □ Graduate degree (Masters, Ph.D., 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
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

<table>
<thead>
<tr>
<th>Road Name or Location</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name(s) of Counters &amp; Recorders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNT THE NUMBER OF CARS</th>
<th>HOW MANY CHILDREN IN EACH CAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Engineering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>
## Montclair Safe Routes to School Program

### Safe Routes to School Travel Plan – Mt. Hebron Middle School

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</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>9</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>10</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

<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>11</td>
<td>Sponsor and host bicycle rodeos for all students to improve their cycling skills</td>
<td>Meadowlink TMA/Bike Shops/Bike&amp;Walk Montclair/PTA</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Provide better training for aides on the school bus</td>
<td>SRTS Coordinator/Board of Education</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>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</td>
<td>School Superintendent</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>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</td>
<td>Meadowlink TMA/Bike&amp;Walk Montclair</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 – Mt. Hebron Middle School

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</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 – Mt. Hebron Middle School

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<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

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A23</td>
<td>Conduct a series of &quot;pedestrian decoy&quot; 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</td>
<td>Police Department/ NJHTS/Rutgers University</td>
<td>Short-term</td>
<td>Low - Medium</td>
<td></td>
</tr>
<tr>
<td>A24</td>
<td>Continue bicycle and pedestrian safety education within the school system</td>
<td>Board of Education/Police Department/Meadowlink TMA/Bike&amp;Walk Montclair</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A25</td>
<td>Use crossing guards to hand out safety information and information on the NJ Pedestrian Crossing Law</td>
<td>Police Department</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A26</td>
<td>Create a zero tolerance traffic enforcement program and assign extra patrol to these areas during arrival and dismissal</td>
<td>Police Department</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 – Mt. Hebron Middle School  

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</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>
<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>

Supporting materials: Use Florida DOT’s SchoolPool as an example.
## Montclair Safe Routes to School Program

### Safe Routes to School Travel Plan – Mt. Hebron Middle School

<table>
<thead>
<tr>
<th>No.</th>
<th>Action (Township-wide)</th>
<th>Partners</th>
<th>Timeframe</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A35</td>
<td>Create and sign a joint powers agreement for maintenance of bike/pedestrian facilities</td>
<td>County</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A36</td>
<td>Adopt a resolution endorsing the Mt. Hebron SRTS Travel Plan</td>
<td>Board of Education</td>
<td>Short-term</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>A37</td>
<td>Market/brand Montclair’s SRTS Program as “Montclair’s Active &amp; Safe Routes to School Program”</td>
<td>SRTS Coordinator/Board of Education/SRTS Team Leader</td>
<td>Short-term/ongoing</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation

<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>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 – Mt. Hebron Middle School

SRTS Curriculum

http://saferoutesmichigan.org/maketrax

Message:
- The adoption of a pedestrian/bicycle curriculum by a school or school district helps assure that children will receive repeated age-appropriate education.

Background:
Michigan Fitness Foundation’s Make Trax Curriculum is geared toward middle school aged children and making the SRTS program “cool.” The curriculum has 8 different lessons to hook the pre-teens’ interest including mapping technology, fieldwork lessons, how to gather data and photography.
SRTS Classroom Resources

Source: Coldfall Primary, London, UK provided by [www.iwalktoschool.org](http://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
For further information regarding File Preparation click on the link below:

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

Source: [www.cityofchicago.org](http://www.cityofchicago.org)
Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Mt. Hebron Middle School

Windshield Warning

[Image of a notice saying: NOTICE
YOU HAVE PARKED YOUR CAR IN A SCHOOL BUS LOADING ZONE AND PREVENTED ONE OR MORE BUSES 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
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

Student Pledge

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
Community Pledge

Safe Routes to School
Pledge to Mt. Hebron Middle 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 sixth grade 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 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 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 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

<table>
<thead>
<tr>
<th>Description:</th>
<th>Safe Routes to School in New Jersey Info Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJDOT supports Safe Routes to School and Complete Streets initiatives in NJ.</td>
<td>NJDOT provides infrastructure SRTS federal grant funding to schools and communities and provides assistance with non-infrastructure programs through the SRTS Resource Center.</td>
</tr>
<tr>
<td>NJDOT provides the following resources to communities:</td>
<td>These centers provide primary research, education, and outreach about best practices in policy and design to create safer and more accessible walking and bicycling.</td>
</tr>
<tr>
<td>- Statewide Bike / Ped coordinator</td>
<td>The NJ SRTS Resource Center provides:</td>
</tr>
<tr>
<td>- Statewide SRTS coordinator</td>
<td>- Web-based resources on SRTS in New Jersey</td>
</tr>
<tr>
<td>- Grants administered through the Division of Local Aid</td>
<td>- Regularly updated NJ SRTS blog</td>
</tr>
<tr>
<td>How does this affect New Jersey?</td>
<td>- A recognition program to acknowledge SRTS successes</td>
</tr>
<tr>
<td>Contacts if you are looking for:</td>
<td>- Primary research</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>- Helpdesk assistance</td>
</tr>
<tr>
<td>Elise Bremer, NJ State SRTS Coordinator</td>
<td>- Technical Assistance</td>
</tr>
<tr>
<td>David Kohn—Assistant Commissioner, Capital Investment Planning and Grant Administration</td>
<td>- Assistance with walk and bike to school and education events</td>
</tr>
<tr>
<td>Website:</td>
<td>- Guidance for creating School Travel Plans</td>
</tr>
<tr>
<td>Websites:</td>
<td>- Help with grant writing</td>
</tr>
<tr>
<td><a href="http://www.state.nj.us/transportation/community/srts">http://www.state.nj.us/transportation/community/srts</a></td>
<td>- Promote Complete streets policies</td>
</tr>
<tr>
<td>- <a href="mailto:Elise.bremer@dot.state.nj.us">Elise.bremer@dot.state.nj.us</a></td>
<td>- The partnership contributes to communities through:</td>
</tr>
<tr>
<td>- <a href="mailto:bicycle.advocate@dot.state.nj.us">bicycle.advocate@dot.state.nj.us</a></td>
<td>- Advocacy</td>
</tr>
<tr>
<td>- 856-697-9061</td>
<td>- Policy Change</td>
</tr>
<tr>
<td>- 856-697-9061</td>
<td>- Best Practices &amp; Technical Assistance</td>
</tr>
<tr>
<td></td>
<td>- Publications</td>
</tr>
<tr>
<td>Contact Information:</td>
<td></td>
</tr>
<tr>
<td>Contact Information:</td>
<td>Federal Highway Administration (FHWA)</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>NJDOT/FHWA</td>
</tr>
</tbody>
</table>
| Contact Information: | | | }
Enroll in the New Jersey Safe Routes to School Recognition Program

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

Level
Achievements

**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.)

**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

**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

**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. Montclair-Specific Resources
Montclair Safe Routes to School Program
Safe Routes to School Travel Plan – Mt. Hebron Middle School

Township of Montclair Draft Bike Network Map

Source: Township of Montclair Bike/Ped Action Plan, Michael Baker Associates, 2005
Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Mt. Hebron Middle School

Bike&Walk Montclair Bicycle Education Program

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**Smart Cycling Classes**

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**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.

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**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).

**Registration**

Online registration is required 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 Rodeo Rodeos through the SRTS initiatives, and through Church groups will be handled through the school PTAs and the specific organizational bodies involved.

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**Contact**

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