

New Jersey Safe Routes to School Program

Clifton School 2 Travel Plan

1270 VAN HOUTEN AVENUE, CLIFTON, NJ 07013



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DISCLAIMER

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U.S. Department of Transportation
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Executive Summary

A Safe Routes to School (SRTS) Travel Plan is a resource to encourage and increase the number of students walking or bicycling to school. It provides directions for schools, students, families and the city to build a safer walking and biking environment for residents.

School Travel Plans are site specific and describe the needs of each particular school being studied. The plan includes observations, ideas and an action plan to address issues and problem areas. The Plan covers five aspects of the Safe Routes to School program – Education, Encouragement, Enforcement, Evaluation, and Engineering.

The School Travel Plan outlines the timeframe and funding priorities to support a coordinated schedule of streetscape improvements. In fact, the New Jersey Safe Routes to School (SRTS) infrastructure funding program strongly recommends applicants to have an approved School Travel Plan in order to apply for a grant.

1. Goals

The goals of the Clifton School 2 Travel Plan are:

- a. Identify any issues that impact safety on the key travel routes used by students
- b. Provide a list of suggestions to improve the safety of the travel environment around school
- c. Prioritize the suggestions in terms of cost and time needed to make improvement.
- d. Propose solutions to encourage more students to walk and bike to school

2. Task Force

This School Travel Plan is the product of a robust and productive partnership. The Clifton School 2 SRTS Task Force came together out of a shared community interest in improving the lives of students and residents. The involvement of local stakeholders is an important part of ensuring the sustainability of the SRTS initiative and the enactment of the Action Plan.

3. Community Barriers to Health

According to the Community Health Needs Assessment Survey for Southern Passaic conducted in 2016 by St. Joseph's Regional Medical Center, many residents in Passaic County do not meet federal standards for healthy eating and physical activity. Top concerns identified in the report include:

- a. 30.5% of the population finds it "Very/Somewhat" difficult to buy fresh produce
- b. 33.6% of the population have no leisure-time physical activity
- c. 26.7% of children are overweight or obese with a BMI in the 85th percentile or higher

4. School Travel Data

In December 2017, Clifton School teachers conducted a School Travel Tally to determine how students travel to and from school. Typically 7 percent of students walk to school, 77 percent of students are driven to school, 6 percent carpool, and 9 percent use the school bus. At dismissal, 12 percent of students walk home, 66 percent of students are driven home, 13 percent use the school bus, and 8 percent carpool.

5. Barriers and Opportunities Identified for Safer Walking & Biking

The Safe Routes to School Taskforce and Community Partners conducted a detailed walkability assessment of the road conditions along the main routes used by the students to walk to school on October 10, 2017. The major roads surrounding the school are Van Houten Avenue, Broad Street, Grove Street, Priscilla Street, and Colfax Avenue.

Key opportunities for bicycle and pedestrian infrastructure improvement around Clifton School 2 include: re/painting new high visibility crosswalk striping, painting stop bars, installing and repairing sidewalks, adding /realigning truncated dome pads and curb ramps to meet Americans with Disabilities Act (ADA) compliance, and replacing faded signage.

6. Action Plan

The Safe Routes to School program categorizes the Action Plan into the “Five E’s:” Education, Encouragement, Enforcement, Evaluation and Engineering. This is a useful tool because it helps the school prioritize next steps. In a particular community, some of the action items may be more urgently needed than others, so the school can execute the recommendations in any order they choose. This School Travel Plan recommends a number of improvements that can be made to encourage safe walking and biking. The action plan can be used to support SRTS and other Federal or State grant applications to fund pedestrian and bicycle improvements.

Key Actions/Recommendations in Action Plan include:

- Add crosswalk in front of school across Van Houten Ave. to protect students/parents
- Use loop around school building for car drop-off to reduce traffic on Van Houten Ave.
- Reconsider bus drop off zone at front entrance to reduce congestion/idling fumes and consider using street behind school which will allow students a short walk in the AM
- Develop a second satellite safe drop off zone & policy for parents who pickup and drop-off students – perhaps at the neighboring church or restaurant
- Paint “SLOW SCHOOL ZONE” pavement markings on Van Houten Ave. and near school
- Repave and level/resurface sidewalks along Van Houten Avenue
- Paint/repaint high visibility crosswalks at Van Houten Avenue and Priscilla Street
- Add signals, pedestrian heads and crosswalk at Broad Street and Colfax Avenue
- Install new sidewalks, curb cuts and truncated dome pads, along most routes
- Repaint high visibility crosswalks and stop bars at most intersections along routes

1. Walking and Cycling to Health

1.1 The Challenge

Over the past few decades, a number of societal and environmental changes have limited children's access to safe places where they can walk, bike and play. For example, increased traffic, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students who walk or bike to school. Nationally, while 42 percent of children walked or biked to school in 1969, only 13 percent of children did so in 2001¹. Additionally, the popularity of television and video games as a means to entertain children has contributed to a more sedentary lifestyle. As a result, children and adolescents are less physically active than they were several generations ago.

The decrease in walking and biking to school and less physical forms of play has contributed to an alarming increase in childhood obesity. During the past four decades, the obesity rate for children ages 6 to 11 has more than quadrupled (from 4.2 to 17 percent), and the obesity rate for adolescents ages 12 to 19 has more than tripled (from 4.6 to 17.6 percent).

Developing policies and practices to address these environmental and social barriers to daily physical activity are critical to reducing and preventing obesity among children. Supporting "active transport" (or walking and bicycling) to school presents an excellent opportunity to increase daily physical activity among youth.¹

1.2. The Program

Safe Routes to School (SRTS) is a federal program that encourages, teaches, and enables parents and children to safely bicycle and walk to school. The program aims to help children be more physically active with the intent to reduce chronic disease and prevent and reduce obesity. SRTS focuses on increasing the number of children walking and bicycling to school by building and repairing infrastructure such as sidewalks, crosswalks, and bicycle lanes. The program also encourages changes in travel behavior, supports increased enforcement of traffic laws around schools, and educates communities on the benefits and safety aspects of active transport. This report summarizes research on active transport to school. It also explores the factors that influence walking and biking to school, including the impact of SRTS programs.

The SRTS Program is a collaborative effort of multiple stakeholders that include community members, elected officials, city planners, police departments, school staff, parents, and students. SRTS brings a community closer together by implementing programs such as walking school buses, walkability audits, bicycle rodeos and pedestrian safety presentations. The benefits of SRTS extend far beyond the schools into the community as a whole.

¹ Walking and Biking to School, Physical Activities and Health Outcomes, Robert Wood Johnson Foundation

A SRTS School Travel Plan “maps out” specific ways to improve pedestrian and bicycle travel to increase the number of students who walk and bike to school and to improve safety. A School Travel Plan identifies the following:

- Where do students currently walk and bike?
- Where would students walk and bike if they could?
- What changes need to be made so that students can and will walk and bike to school?

The School Travel Plan identifies short term solutions for immediate action and implementation as well as long term solutions that may require planning and additional funds. Benefits of developing a School Travel Plan include:

- Creating partnerships between the school and surrounding community;
- Generating ideas and actions to help make walking and bicycling safer;
- Building community excitement and support;
- Making an application for a SRTS grant more competitive by demonstrating a connection between goals, actions and targets.

1.3. The Team

The New Jersey Department of Transportation (NJDOT) funds and administers the SRTS program in New Jersey, and the Voorhees Transportation Center (VTC) at Rutgers University provides technical and administrative support. In New Jersey, Transportation Management Associations (TMAs) have taken the lead in coordinating the implementation of SRTS programs. TMAs are non-profit organizations whose mission is to implement transportation programs and services like carpools, vanpools, shuttles, biking and walking that reduce congestion and improve air quality.

EZ Ride

EZ Ride is one of eight TMAs in New Jersey and primarily serves Bergen, Essex, Monmouth, Passaic and Union counties.

EZ Ride visited Clifton School #2 on January 23, 2018 to conduct a pedestrian safety presentation for the 204 students in Kindergarten and First Grade. At safety presentations, students learn how to cross intersections and use crosswalks correctly, the importance of stopping, looking both ways, listening and making sure drivers see them before crossing, to understand signals, and how to dress to help them to be seen.

EZ Ride also held a Poster Contest in January 2018 and 50 students submitted pedestrian safety posters for the contest. Six winners were selected and awarded their choice of a bike helmet, bike bell, bike lights, or a reflective drawstring bag that will help them to be more visible as they travel.

Clifton School #2 will be receiving the Gold Safe Routes to School Award in 2018.

Clifton HSA

The HSA has been supportive of SRTS efforts including the Walk to School Day and bringing Walking Safety programs into the schools. The HSA President for Clifton School #2 helped to assess one route during the walkability assessment.

Background to Walkability Assessment

EZ Ride's partnership with the City of Clifton and School District began when the Clifton Health Department grantee of the NJ Healthy Communities Network Grant, contacted EZ Ride for assistance to conduct a walk audit and to promote a safer environment for students and residents to walk and bicycle. A meeting was arranged between EZ Ride's Bike & Ped Manager, the School District and the Health Department to plan.

Clifton School #2 was chosen for a walkability assessment after the Clifton School District Supervisor of Student Services identified School #2 as the best candidate because of its location on Van Houten Avenue which is a busy main street running through town. A follow up meeting was held with the Principal of School 2 to develop an action plan. The High School and Middle School are also located on Van Houten Avenue within a short proximity. Key members of city of Clifton health Department, Passaic County Planning department, school, NJ DOT and VTC were invited to participate in a walk audit on October 10. The Principal, Regional SRTS Coordinator, and a Health Department representative made a preliminary walk assessment around the perimeter of the school on October 7, 2017.

EZ Ride made a presentation to the task force team on October 10, 2017 entitled "How to Conduct a Walk Audit." Members of the group then conducted a SRTS Walk Audit to assess the neighborhood walking routes that students use.

A list of the Task Force who attended or gave input into the Assessment and who are crucial to the implementation of the project are included in the table below.

Clifton School 2 Travel Plan Task Force

Organization	Role/Responsibility	Contact
Clifton School 2	Program Activity and Implementation	Jennifer Lucas Principal 1270 Van Houten Ave, Clifton, NJ 07013 (973)470-2380 JLucas@cliftonschoools.net
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EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Lisa Lee Manager, Bike and Pedestrian Programs/ Safe Routes to School Coordinator EZ Ride

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EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Mateusz Pitrus <i>Safe Routes to School Asst. Coordinator</i> EZ Ride 144 Park Place East Wood-Ridge, NJ 07075 201-939-4242 ext. 122 mpitrus@ezride.org
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New Jersey Department of Transportation	Office of Bicycle and Pedestrians	William Riviere Principal Planner Office of Bicycle & Pedestrian Programs NJ Department of Transportation 1035 Parkway Avenue PO Box 600 Trenton, NJ 08625-0600 609-530-4646

2. District & School Profile

A school profile for Clifton School 2 was developed using data from the Clifton District website, the Clifton School 2 website, and the National Center for Education Statistics.

The City of Clifton is an attractive residential community located in north east New Jersey. The Clifton Public Schools serve approximately 9,291 students from Kindergarten – Grade 12. The district offers a comprehensive academic program, excellent pupil services, an experienced and highly qualified staff, and a wide variety of extracurricular athletics and activities. The district

has 14 elementary schools (Kindergarten– Grade 5), 2 middle schools (Grades 6 – 8), and 1 comprehensive high school (Grades 9 – 12). Student demographics are shown in Table 1.

Table 1. Clifton Public Schools – Student Demographics (2014-2015)

Ethnicity		# of Students
African-American		439
Hispanic		5084
Caucasian		3118
Asian/Pacific Islander		630
American Indian/Native American		8
Two or More Races		12
Male		4902
Female		4389
Primary (Kindergarten – Grade 5)		4973
Middle School (Grade 6 - 8)		1162
High School (Grade 9 - 12)		3156
Special Needs Students/Individualized Education Program		427

Academic Performance

A District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in school districts of New Jersey. DFGs were first developed by the New Jersey Department of Education in 1975 for the purpose of comparing student performance on statewide assessments across demographically similar school districts.

The Clifton School district is classified by the NJ Department of Education as District Factor Group “CD” the third lowest of eight groupings, indicating a community in need.

2.1. Clifton Health Profile – Southern Passaic County Health Assessment

In 2016, St. Joseph’s Health Care System worked with Professional Research Consultants, Inc. (PRC), a nationally-recognized healthcare consulting firm, to conduct a Community Health Needs Assessment. The survey instrument used for this study was based on the Centers for Disease Control and Prevention (CDC) Behavioral Risk Factor Surveillance System (BRFSS), as well as various other public health surveys and customized questions addressing gaps in indicator data relative to health promotion and disease prevention objectives. The study area for the survey was determined based on the areas from which recent

Map 1: Study Area with Zip codes

The map displays the Passaic River watershed, which is divided into several sub-watersheds. The sub-watersheds are color-coded and labeled with their respective numbers: 07470 (blue), 07508 (yellow), 07506 (yellow), 07512 (purple), 07424 (purple), 07502 (teal), 07522 (teal), 07514 (teal), 07504 (teal), 07501 (teal), 07513 (teal), 07503 (teal), 07410 (green), 07407 (green), 07011 (orange), 07013 (orange), 07012 (orange), 07014 (orange), and 07055 (orange). The map also shows the surrounding municipalities: Morris to the west, Bergen to the east, and Essex to the south. A legend in the bottom left corner identifies the colors for the sub-watersheds: Bergen (green), NW (yellow), Passaic/Cltior (orange), Paterson (teal), SW (purple), and Wayne/SW (blue). The map includes numerous other labels for surrounding areas, such as 07436, 07417, 07481, 07432, 07450, 07452, 07662, 07663, 07604, 07644, 07604, 07075, 07072, 07073, 07070, 07110, 07028, 07042, 07044, 07052, 07068, 07021, 07004, 07082, 07035, 07444, 07440, 07457, 07442, 07420, 07465, 07463, 07458, 07423, 07461, 07462, 07464, 07465, 07466, 07467, 07468, 07469, 07470, 07471, 07472, 07473, 07474, 07475, 07476, 07477, 07478, 07479, 07480, 07481, 07482, 07483, 07484, 07485, 07486, 07487, 07488, 07489, 07490, 07491, 07492, 07493, 07494, 07495, 07496, 07497, 07498, 07499, 07500, 07501, 07502, 07503, 07504, 07505, 07506, 07507, 07508, 07509, 07510, 07511, 07512, 07513, 07514, 07515, 07516, 07517, 07518, 07519, 07520, 07521, 07522, 07523, 07524, 07525, 07526, 07527, 07528, 07529, 07530, 07531, 07532, 07533, 07534, 07535, 07536, 07537, 07538, 07539, 07540, 07541, 07542, 07543, 07544, 07545, 07546, 07547, 07548, 07549, 07550, 07551, 07552, 07553, 07554, 07555, 07556, 07557, 07558, 07559, 07560, 07561, 07562, 07563, 07564, 07565, 07566, 07567, 07568, 07569, 07570, 07571, 07572, 07573, 07574, 07575, 07576, 07577, 07578, 07579, 07580, 07581, 07582, 07583, 07584, 07585, 07586, 07587, 07588, 07589, 07590, 07591, 07592, 07593, 07594, 07595, 07596, 07597, 07598, 07599, 07600, 07601, 07602, 07603, 07604, 07605, 07606, 07607, 07608, 07609, 07610, 07611, 07612, 07613, 07614, 07615, 07616, 07617, 07618, 07619, 07620, 07621, 07622, 07623, 07624, 07625, 07626, 07627, 07628, 07629, 07630, 07631, 07632, 07633, 07634, 07635, 07636, 07637, 07638, 07639, 07640, 07641, 07642, 07643, 07644, 07645, 07646, 07647, 07648, 07649, 07650, 07651, 07652, 07653, 07654, 07655, 07656, 07657, 07658, 07659, 07660, 07661, 07662, 07663, 07664, 07665, 07666, 07667, 07668, 07669, 07670, 07671, 07672, 07673, 07674, 07675, 07676, 07677, 07678, 07679, 07680, 07681, 07682, 07683, 07684, 07685, 07686, 07687, 07688, 07689, 07690, 07691, 07692, 07693, 07694, 07695, 07696, 07697, 07698, 07699, 07700, 07701, 07702, 07703, 07704, 07705, 07706, 07707, 07708, 07709, 07710, 07711, 07712, 07713, 07714, 07715, 07716, 07717, 07718, 07719, 07720, 07721, 07722, 07723, 07724, 07725, 07726, 07727, 07728, 07729, 07730, 07731, 07732, 07733, 07734, 07735, 07736, 07737, 07738, 07739, 07740, 07741, 07742, 07743, 07744, 07745, 07746, 07747, 07748, 07749, 07750, 07751, 07752, 07753, 07754, 07755, 07756, 07757, 07758, 07759, 07760, 07761, 07762, 07763, 07764, 07765, 07766, 07767, 07768, 07769, 07770, 07771, 07772, 07773, 07774, 07775, 07776, 07777, 07778, 07779, 07780, 07781, 07782, 07783, 07784, 07785, 07786, 07787, 07788, 07789, 07790, 07791, 07792, 07793, 07794, 07795, 07796, 07797, 07798, 07799, 07800, 07801, 07802, 07803, 07804, 07805, 07806, 07807, 07808, 07809, 07810, 07811, 07812, 07813, 07814, 07815, 07816, 07817, 07818, 07819, 07820, 07821, 07822, 07823, 07824, 07825, 07826, 07827, 07828, 07829, 07830, 07831, 07832, 07833, 07834, 07835, 07836, 07837, 07838, 07839, 07840, 07841, 07842, 07843, 07844, 07845, 07846, 07847, 07848, 07849, 07850, 07851, 07852, 07853, 07854, 07855, 07856, 07857, 07858, 07859, 07860, 07861, 07862, 07863, 07864, 07865, 07866, 07867, 07868, 07869, 07870, 07871, 07872, 07873, 07874, 07875, 07876, 07877, 07878, 07879, 07880, 07881, 07882, 07883, 07884, 07885, 07886, 07887, 07888, 07889, 07890, 07891, 07892, 07893, 07894, 07895, 07896, 07897, 07898, 07899, 07900, 07901, 07902, 07903, 07904, 07905, 07906, 07907, 07908, 07909, 07910, 07911, 07912, 07913, 07914, 07915, 07916, 07917, 07918, 07919, 07920, 07921, 07922, 07923, 07924, 07925, 07926, 07927, 07928, 07929, 07930, 07931, 07932, 07933, 07934, 07935, 07936, 07937, 07938, 07939, 07940, 07941, 07942, 07943, 07944, 07945, 07946, 07947, 07948, 07949, 07950, 07951, 07952, 07953, 07954, 07955, 07956, 07957, 07958, 07959, 07960, 07961, 07962, 07963, 07964, 07965, 07966, 0

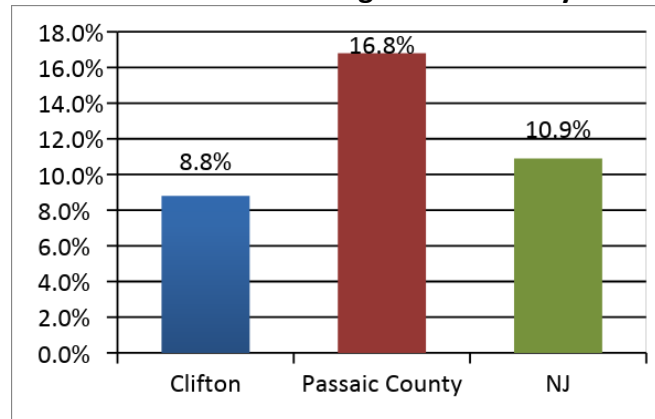
The study revealed that the top five community health needs were related to:

- ## Understanding Social Determinants of Health

11

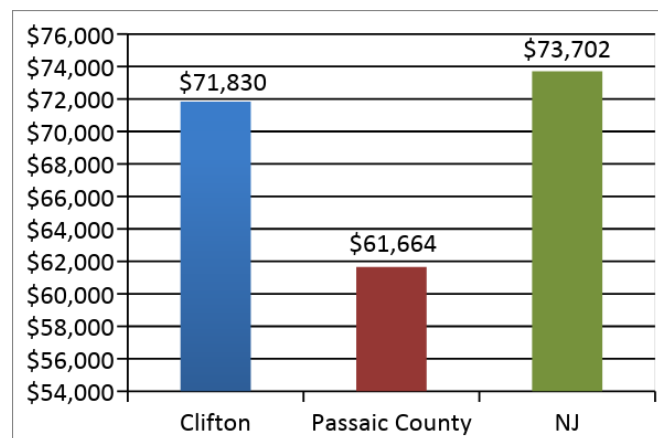
substandard education. By applying what we know about social determinants of health, we can not only improve individual and population health but also advance health equity. *Source: Centers for Disease Control and Prevention*

Chart 1: Individuals Living Below Poverty Level



Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Chart 2: Estimated Median Household Income

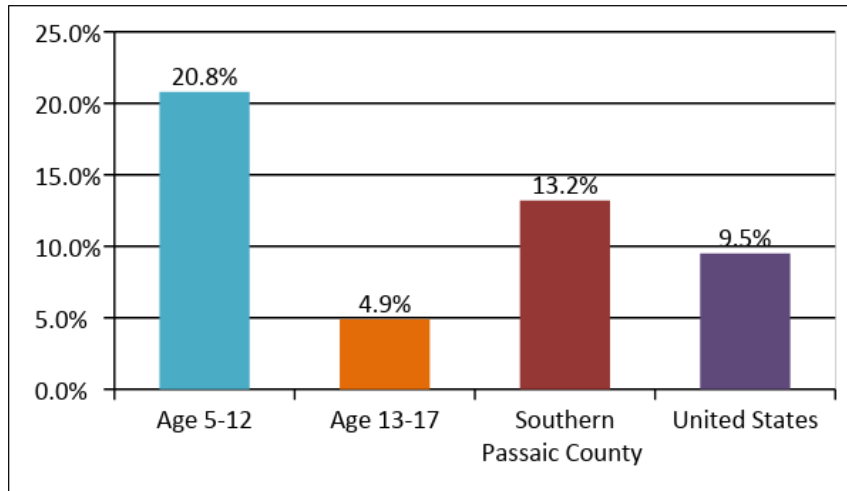


Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Childhood Obesity

Obesity is a factor contributing to chronic disease conditions. Physical activity like biking and walking can help to prevent and reduce obesity in both children and adults. Chart 3 depicts percent of children aged 5-17 with a BMI in the 95th Percentile or Higher. The Healthy People 2020 Target is 14.5 % or lower.

Chart 3: Total Childhood Obesity Prevalence

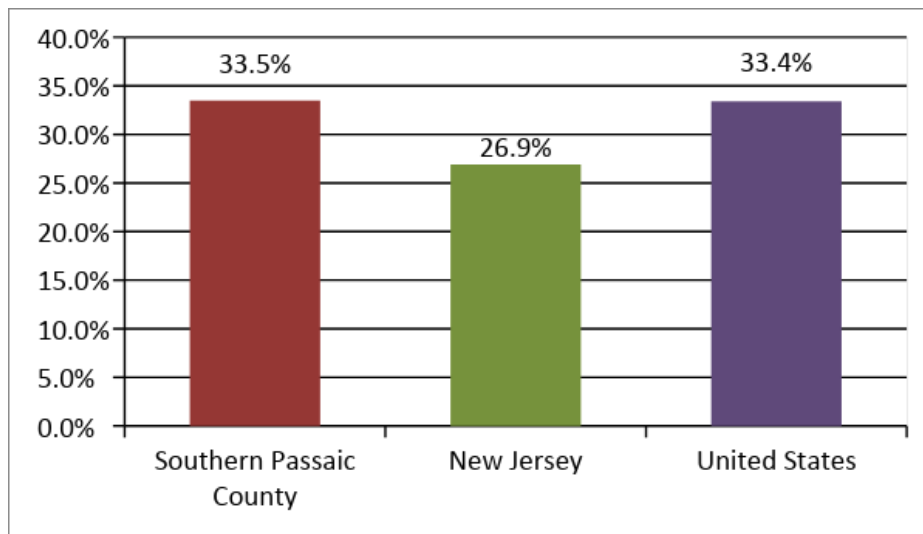


Source: Community Health Needs Assessment 2016-St Joseph's Regional Medical Center

Adult Obesity

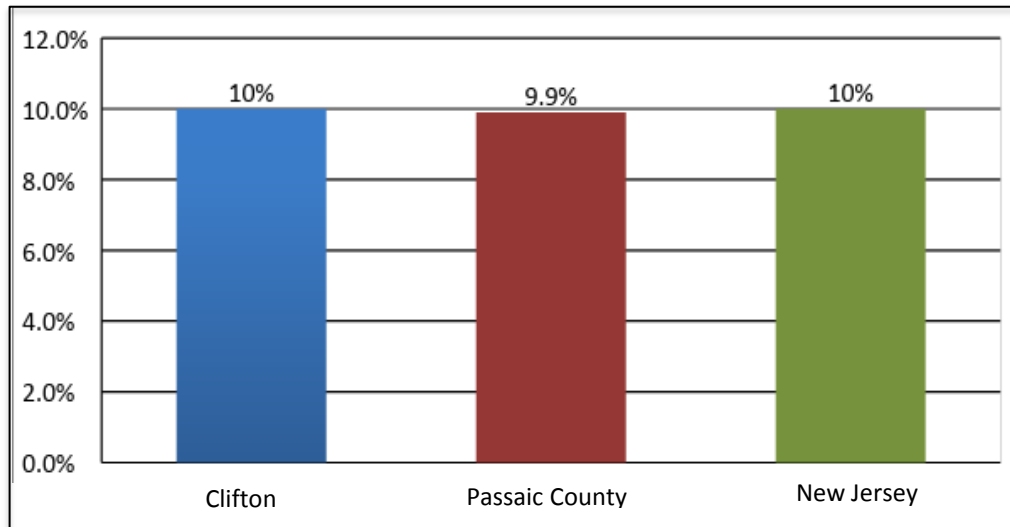
Chart 4 depicts percent of Adults of with a Body Mass Index of 30.0 or Higher. The Healthy People 2020 Target is 30.5 % lower.

Chart 4: Total Adult Overweight Prevalence



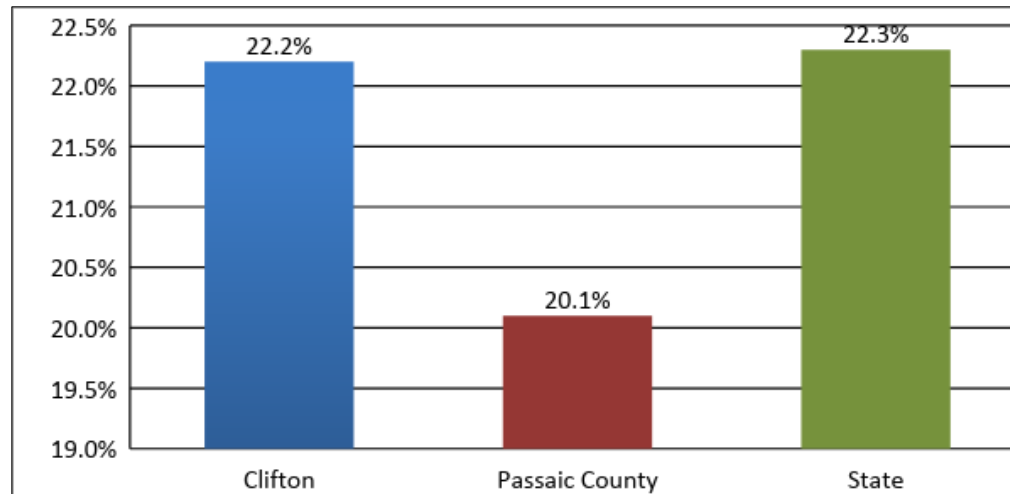
Source: Community Health Needs Assessment 2016, St. Joseph's Regional Medical Center

Chart 5: % Diagnosed with Hypertension or High Blood Pressure



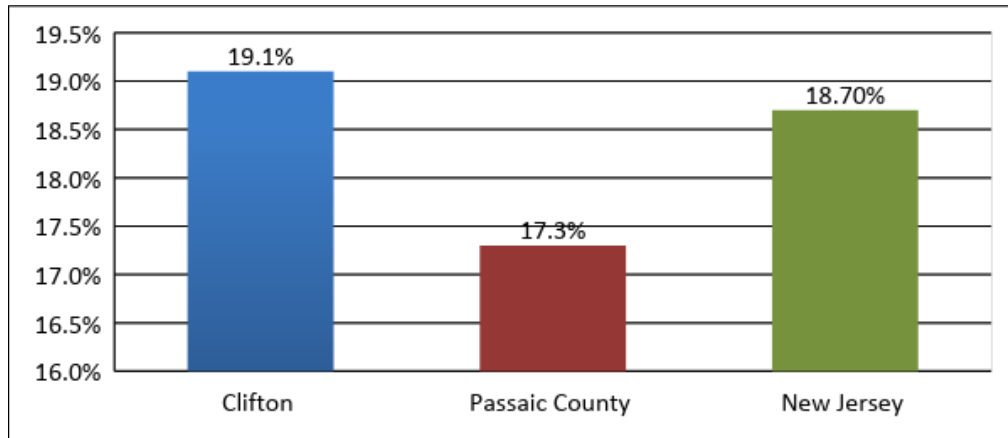
Source: <http://www.city-data.com/health-nutrition/Clifton-New-Jersey.html#ixzz57I4x1CDs>, 2016

Chart 6: % Diagnosed by a Doctor or Health Professional with Diabetes



Source: <http://www.city-data.com/health-nutrition/Clifton-New-Jersey.html#ixzz57I4x1CDs>, 2016

Chart 7: % Told by a Health Professional Their Blood Cholesterol was High



Source: <http://www.city-data.com/health-nutrition/Clifton-New-Jersey.html#ixzz57l4x1CDs>, 2016

The percentage of residents in Clifton with chronic disease conditions such as hypertension, diabetes and high blood cholesterol is high and trending higher than the County data. Increasing levels of physical activity using activities such as walking and biking can help patients lower their glucose, blood pressure, and blood cholesterol levels.

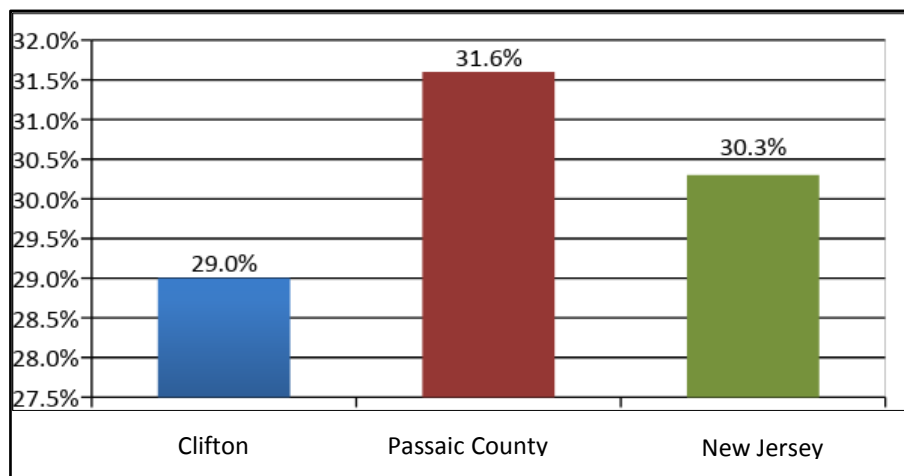
Media Viewing Habits

The American Academy of Pediatrics recommends that children spend a maximum of two hours per day on entertainment media like television, computers, and video games.

Exercise

The HHS 2008 Physical Activity Guidelines for Americans recommend that adults get at least thirty minutes of moderate to vigorous activity daily and that children get at least sixty minutes of moderate to vigorous physical activity daily. Chart 5 shows the percentage of individuals who walk or bike at least 10 minutes continuously to get to and from places.

Chart 8: % of People Walking or Bicycling



Source: <http://www.city-data.com/health-nutrition/Clifton-New-Jersey.html>, 2016

2.2 Clifton School 2

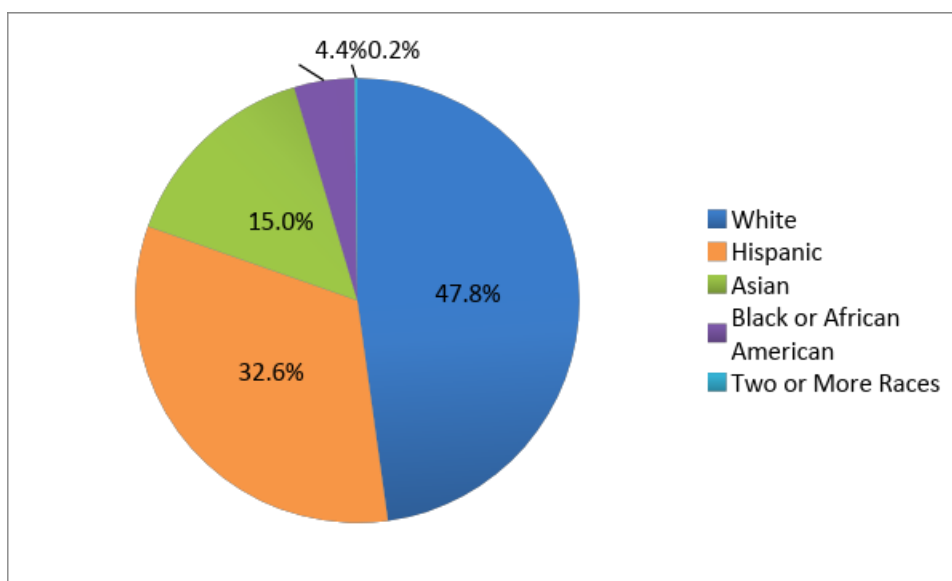
School Two is a K-5 elementary school, located on Van Houten Avenue in Clifton, New Jersey. It houses a population of approximately 420 students and 55 teaching staff members. School Two offers varied educational programs to meet the individual needs of students in both the eighteen general education classes and four special education classes. All students are provided a comprehensive elementary curriculum that is aligned to the New Jersey state standards in all subject areas.

School Two is very fortunate to have an involved and supportive Home and School Association (H.S.A.). The H.S.A. plays a critical role in organizing and promoting activities that create an enriching environment for the entire school community. These activities include field trips, assembly programs, family fun night, and field day. School Two is proud of its active parent organization and its outstanding supportive commitment. It is through these joint efforts that the students experience an enriching elementary school environment.

It is through the many fine programs, varied curricula, and educational experiences that students are prepared to become independent thinkers, problem solvers, and develop into productive citizens.

Clifton School 2 serves approximately 408 students from Kindergarten into Grade 5. As Chart 6 shows below, 47.8 percent of the students enrolled are Caucasian, 32.6 percent are Hispanic, 15 percent of students are Asian, 4.4 percent are African American, and 0.2 percent of students are Two or More Races.

Chart 9: Clifton School 2 Enrollment by Student Ethnicity 2016– 2017



<https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=31&district=0900&school=090&SY=161>

The number of students at Clifton School 2 has slightly decreased from 442 in 2015 to 436 in 2016. As shown in Table 2 below, English is the dominant language spoken by a wide margin at 78.9 percent of the students at home. Spanish is spoken by 8.1 percent by students in their home. Polish is spoken by 3.7 percent. Arabic and Gujarati are spoken by 2.5 percent. Finally, 3.9 percent identify “Other” as a language spoken at home.

Table 2. Student Language Diversity (2016 – 2017)

Language Diversity	
Percent of students who speak the following languages at home	
English	78.9%
Spanish	8.1%
Polish	3.7%
Arabic	2.5%
Gujarati	2.5%
Other	3.9%

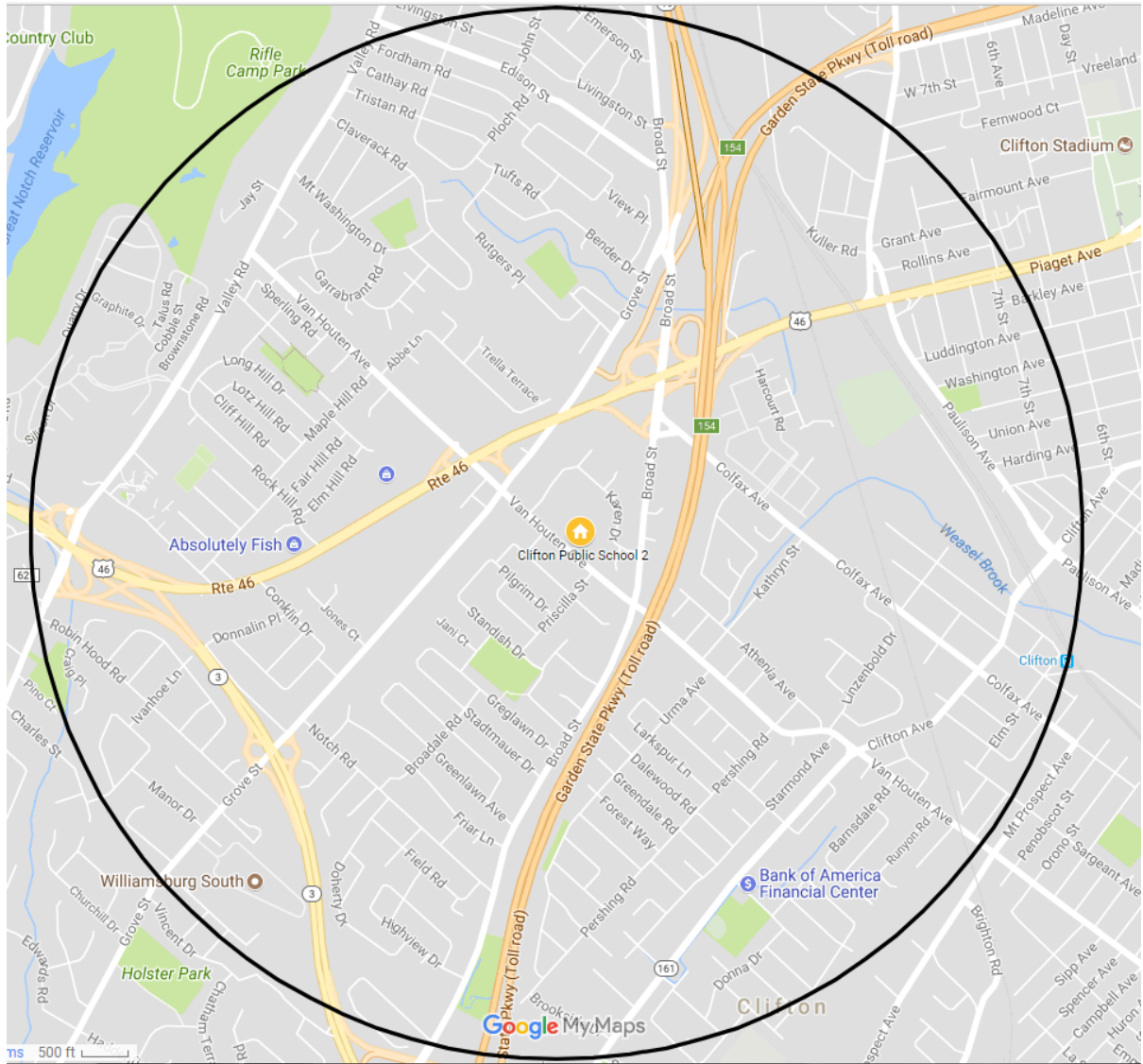
Source: <https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=31&district=0900&school=090&SY=1617&schoolyear=2016-2017>

3. Journey to School

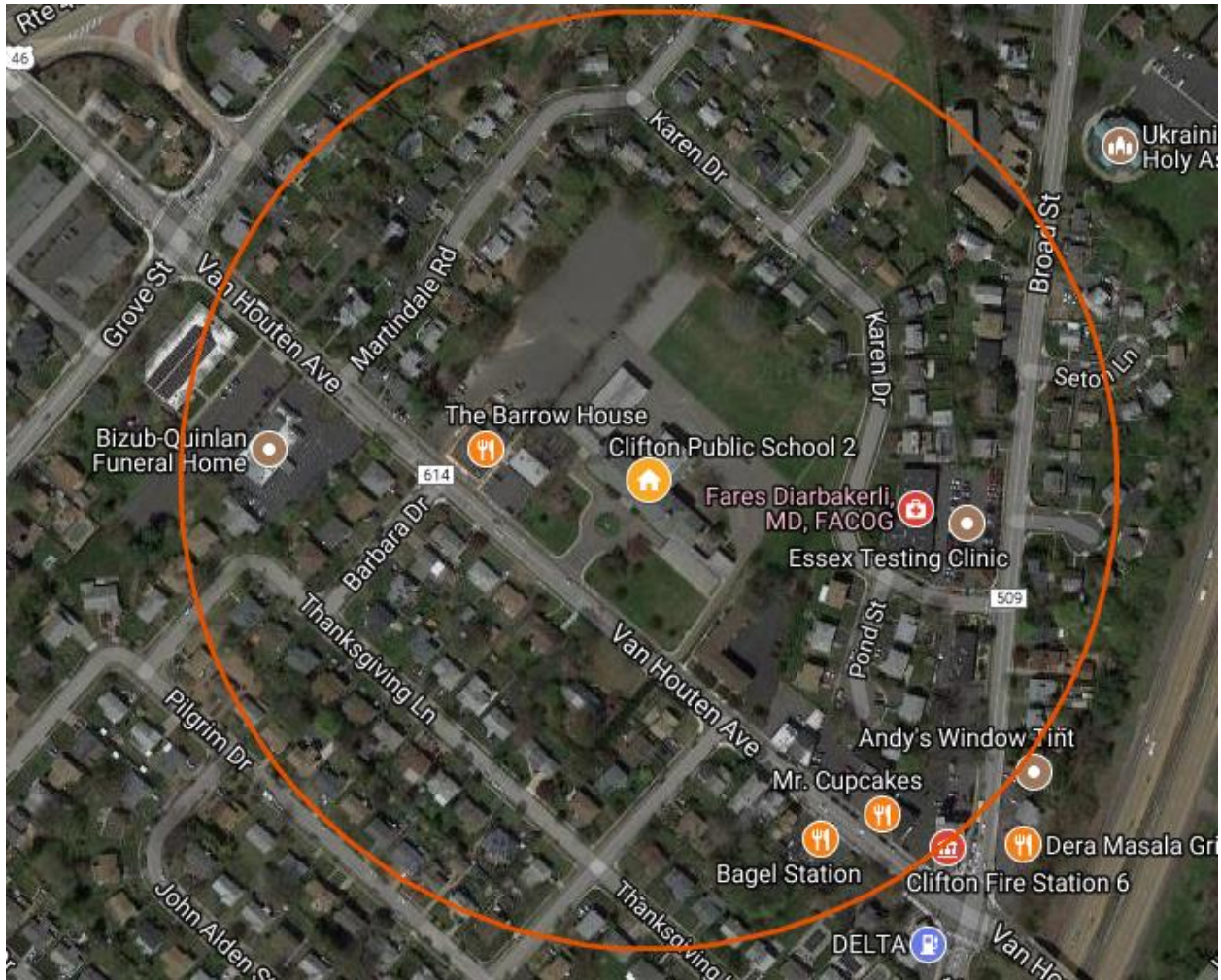
In the 1960s, about 50 percent of children in the United States walked or bicycled to school. Over the last few decades, concerns about vehicle traffic, safety for the children, and longer commutes have contributed to more and more parents driving their children to school. This results in more traffic on the road and less children who walk to school. Today, on average only about 15 percent of children walk or bike to school. Map 1 provides a broad overview of the residential area near Clifton School 2

Map 2: One Mile Radius around Clifton School 2

Maps 2 and 3 show a one-mile radius surrounding the school. The neighborhood is in close proximity to the Robin Hood Park and the Athenia Steel Recreation Complex. The area is divided by the Garden State Parkway and Route 46.



Map 3: Immediate Satellite View around Clifton School 2



3.1. Current Student Travel Environment

School Hours

The school day for students starts at 8:35 am and ends at 3:20 pm Monday through Friday. Students can attend extended learning programs at the school through after school programming Monday through Friday until 6:00 pm.

Drop-off/Pickup Procedure

Buses drop off and pick up students directly in the front of the school's entrance. Parents driving or walking their children drop off and pick up students in two locations: 1) On Van Houten Drive in front of the school or 2) on Karen Drive. Many parents park illegally, double

park in driveway, and drop off kids in the middle of the street in front of school allowing students to run across the street which is unsafe.

Crossing Guards

Crossing guards are stationed at the intersections of Van Houten Ave. & Grove St., Van Houten Ave. & Broad St., and Van Houten Ave. & Priscilla St. from 7:15 am to 8:35 am in the mornings and from 3:20 pm to 4:00 pm in the afternoons.

Student Travel Mode

In December 2017, the teachers at Clifton School 2 conducted a SRTS Student Travel Tally Survey to document how the children in their classes get to and from school. Tallies were taken by teachers three times during one week. A total of 2,379 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University.

As shown in Table 3, the analysis found that about 7 percent of children walk to school, 77 percent of the trips to school were in a family vehicle, 6 percent of students carpooled to school, 9 percent took the school bus, 0.2 percent used public transit and 0 percent biked to school. 12 percent of students reported walking home, 66 percent were driven home in a family vehicle, 13 percent took the school bus home, 8 percent carpooled home, 0 percent used public transit and 0.1 percent biked home.

Based on the data, it is clear that more students could be encouraged to walk or bike. If fewer children were driven to school they would get more daily exercise, it would decrease traffic congestion at pickup and drop off, and decrease idling and the resulting car exhaust which contributes to air pollution and childhood asthma.

Chart 10: Morning and Afternoon Travel Mode Comparison

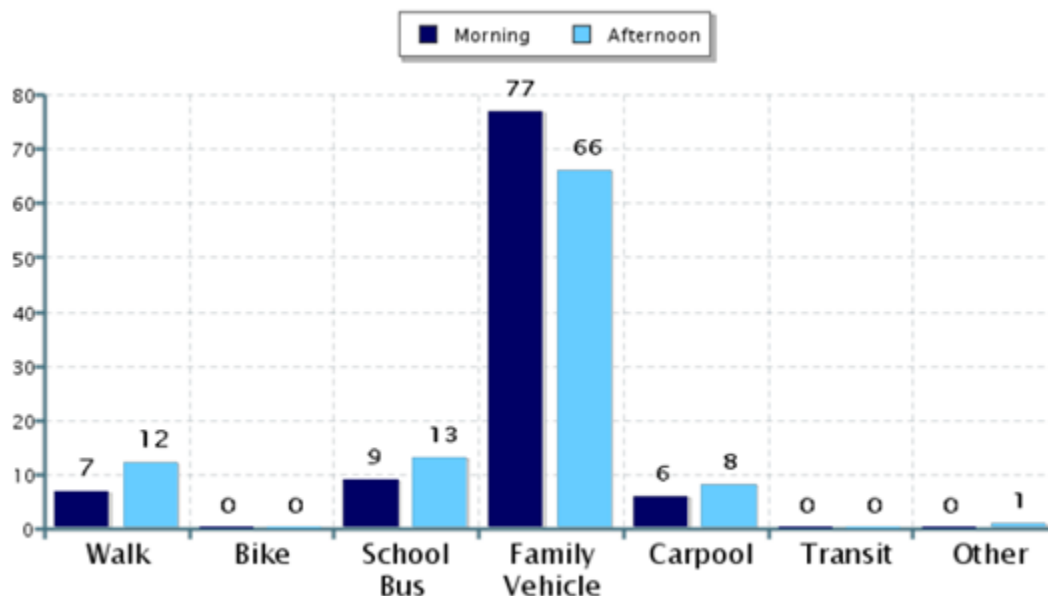


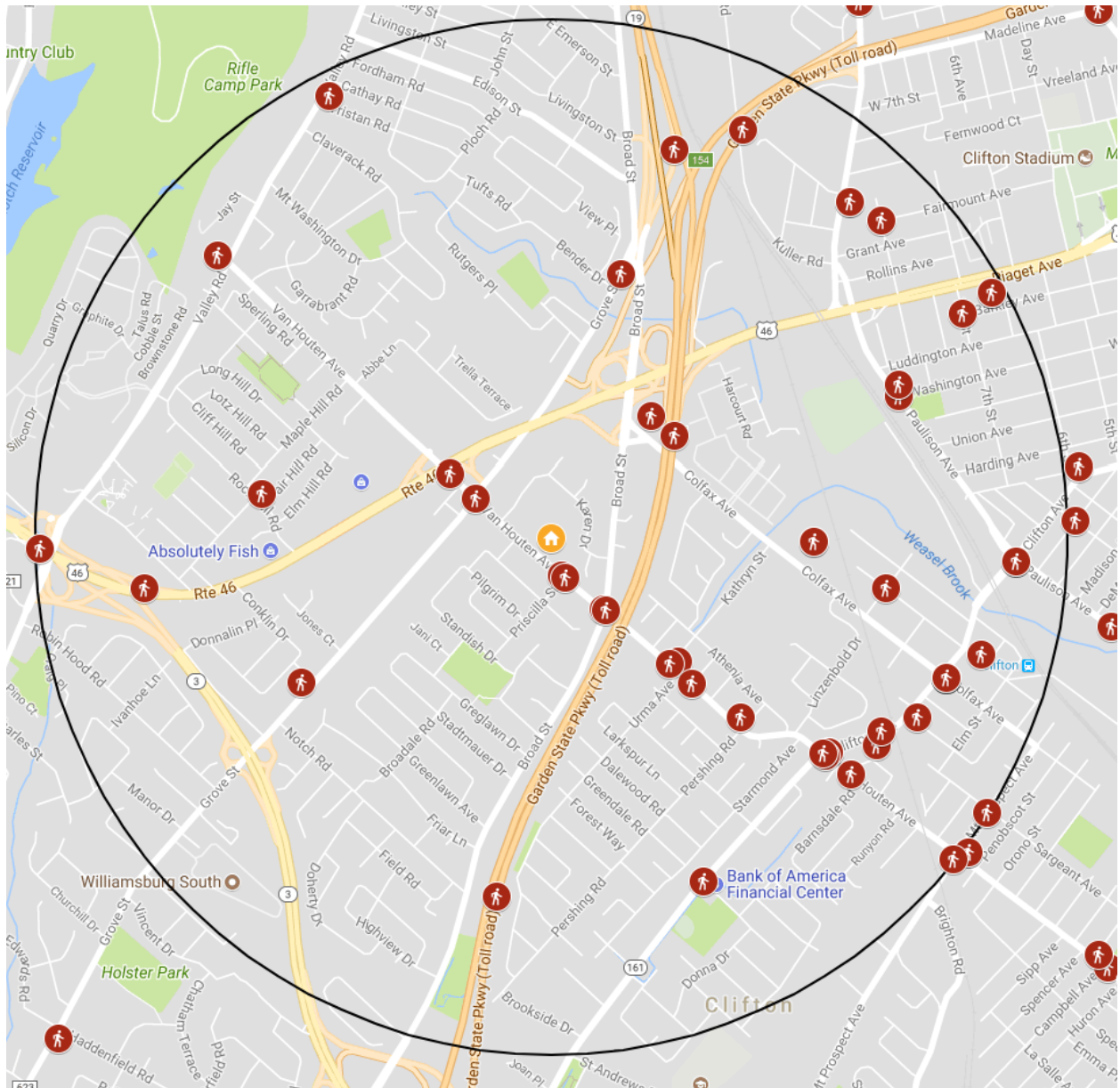
Table 3. Current Commute Mode

Mode	Arrival	Dismissal
Walk	7 %	12%
Driven in family vehicle	77%	66%
School Bus	9%	13%
Carpool	6%	8 %
Transit	0.2%	0%
Bike	0 %	0%
Other	0%	0%



EZ Ride conducted an analysis of the pedestrian-related crashes within a one-mile radius of the school over a 12-year period from 2003 to 2015 based on police incident reports. The reported incidents were plotted on Map 4.

Map 4: Pedestrian Crashes within One Mile of Clifton School 2, 2011-16



Clifton School 2



Pedestrian Crash Location

Table 4. Pedestrian Crashes by Age, In Clifton (2011-2016)

Age	2011	2012	2013	2014	2015	2016	Total	Percent
0-10	4	4	1	5	3	8	25	6.5
10-17	13	5	6	9	7	6	46	12
18-35	15	25	11	20	22	12	105	27.4
36-60	24	24	21	25	20	14	128	33.4
60+	8	14	20	16	12	9	79	20.6
Total	64	72	59	75	64	49	383	99.9

For the city of Clifton, there were 383 pedestrian crashes between the years 2011-16. On average, the city of Clifton had approximately 64 pedestrian crashes per year. While the majority of the crashes (60.8 percent) involved pedestrians aged 18-60, 18.5 percent (71) of the total incidents involved children in the 0-17 age group. In 2014, the pedestrian crashes were the highest, with 75 incidents per year an average of nearly 6 pedestrian crashes per month.

Areas of concern near the school are Van Houten Ave. & Grove St., Priscilla St. & Van Houten Ave. and the intersection of Broad St. & Colfax Ave.

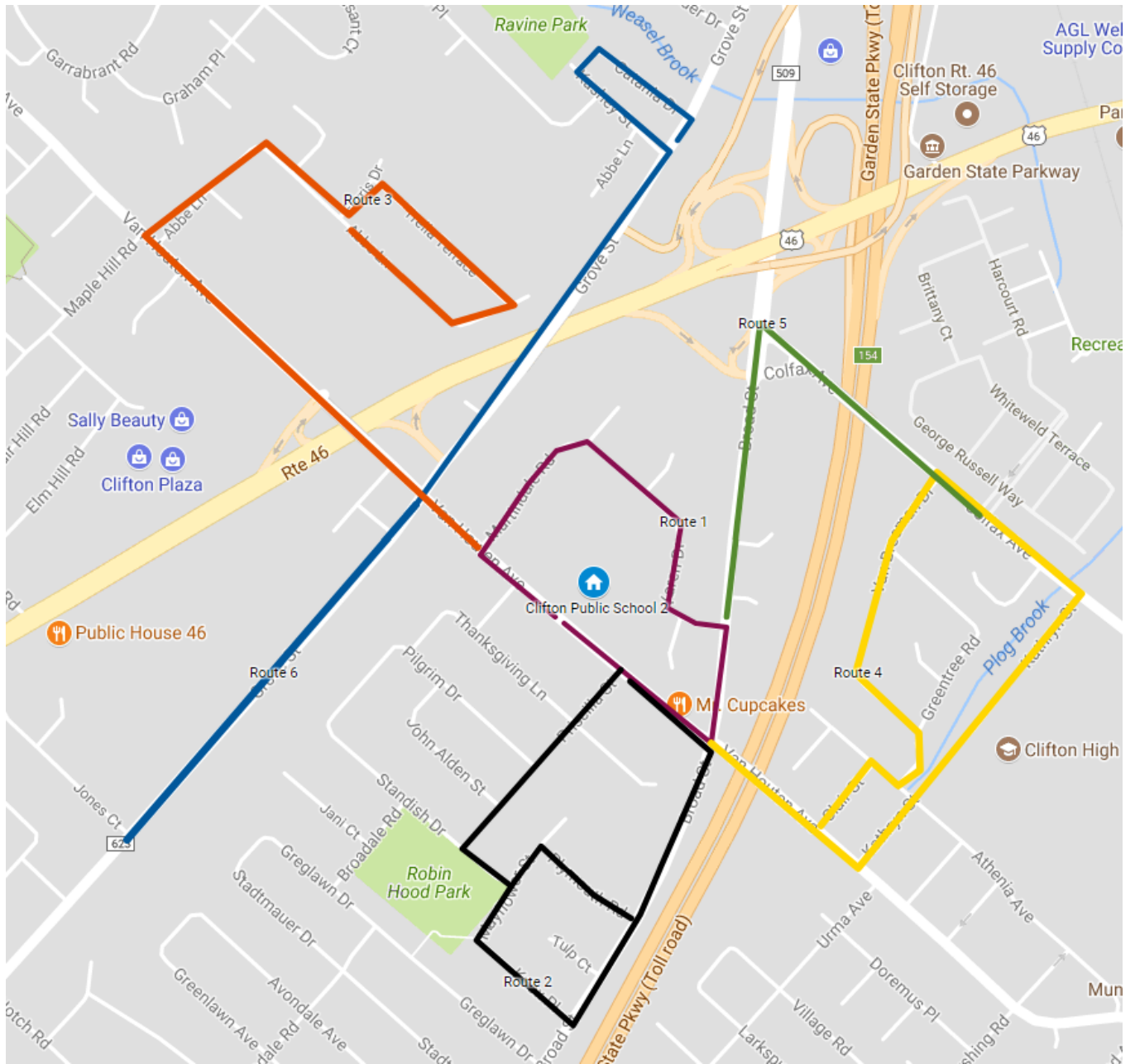
3.3 Walkability Assessment

The SRTS Task Force conducted a walkability assessment of the major routes used by students to get to Clifton School 2. School children and residents of all ages and abilities walk in and through the neighborhood. Map 5 below shows the walking routes which were assessed in the audit.

A Walkability Assessment evaluates the sidewalks, roads, crosswalks, lighting, signs, signals, and conditions of the walking environment along the walking route. A walkability assessment identifies pedestrian and bicycle infrastructure improvements that can be made and notes what is currently done well. The SRTS Taskforce took photos of areas on each route. Comments and recommendations are listed with each photo and are summarized in the Action Plan at the end.

Map 5, on the following page, shows all six of the walking routes which were assessed.

Map 5. Main Walking Routes



1. Good Practices



Bike Lanes/ Sharrows

Route 1

-Van Houten Ave.

Route 4

-Broad St.

Route 6

-Grove St.



Crossing Guards & High Visibility Crosswalks

Route 2

-Intersection of Van Houten Ave. and Priscilla St.

Route 3

-Intersection of Van Houten Ave. and Grove St.

Route 4

-Intersection of Van Houten Ave. and Broad St.

2. Common Problems

2.1 Crosswalk



Faded Crosswalk

Route 2

- Standish Dr. & Mayflower St.

Route 4

- Colfax Ave . & Van Breeman Dr.



Crosswalk

Route 2

- Priscilla St. & Thanksgiving Ln.
- Priscilla St. & Pilgrim Dr.
- Priscilla St. & John Alden St.

-Route 3

- Abbe Ln. & Trella Terrace

Route 5

- Broad St. & Colfax Ave.
- Broad St. & Karen Dr.

Route 6

- Catania Dr. & Grove St.

2. Common Problems

2.2 Sidewalks



Broken/ Uneven Sidewalk

Route 1

-Van Houten Ave.

Route 2

- Priscilla St.

Route 4

-Colfax Ave.



Narrow/ Missing Sidewalk

Route 1

-Karen Dr.

-Martindale Rd.

Route 2

-Broad St.

Route 3

-Abbe Ln.

Route 6

-Grove St.

-Catania Dr.

2. Common Problems

2.3 Streets and Truncated Dome Pads



Broken Streets/ Potholes in Bike Area

Route 1

-Van Houten Ave.

Route 2

- Priscilla St.

Route 6

-Grove St.



Misaligned / Missing Truncated Dome

Route 2

- Van Houten Ave. & Priscilla St.

Route 2

- Priscilla St. & Thanksgiving Ln.

- Priscilla St. & Pilgrim Dr.

- Priscilla St. & John Alden St.

Route 3

-Abbe Ln.

- Abbe Ln. & Trella Terrace

Route 4

- Van Houten Ave. & Broad St.

Route 5

-Keren Dr. & Broad St.

Route 6

- Van Houten Ave. & Grove St.

- Catania Dr. & Grove St.

1. Common Problems

2.4 Other



Blockage to Streets and Sidewalks

Overgrown Foliage

Route 3

-Abbe Ln.

Route 6

-Catania Dr.

Garbage Cans Blocking Street

Route 5

-Broad St.

-Colfax Ave.



Signage

Faded Signs-Need to Be Replaced

Route 2

-Intersection of Van Houten Ave. & Priscilla St.

Route 5

-Karen St.

Street Signs Obstructing Pedestrian Sign

Route 4

-Van Houten Ave. & Broad St.

4. Action Plan & Recommendations

The Safe Routes to School Action Plan is organized into the “Five E’s”: Education, Encouragement, Enforcement, Engineering and Evaluation. Additionally, each element of the Action Plan considers two parameters – time and cost as shown below. Together, they comprise a set of directions to help the community prioritize their action steps to increase safety for students. The tables below identify preliminary recommendations specific to Clifton School 2 and its immediate area. To realize the full benefit of the SRTS program, it is suggested that this School Travel Plan be used to apply for SRTS grant funds to assist with implementing the action steps.

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

- 1. Education:** Programs to educate students, parents and the public about safe walking and biking

Education Actions	Responsibility	Time Frame	Cost
Circulate Travel Plan Report on school website	Board of Education	Short-term, Mid-term, Long-term	No cost
Confirm School Zone signs adequately identify the school area	Board of Education	Short-term	Low
Create and update Family Handbook that defines arrival and dismissal procedures with map and text that defines drop-off/pick-up areas, rules and speed limit for driving/parking in school zone, where to park bicycles, student walker entrances and crossing guards – include and encourage walking and bicycling.	School, School Liaison, HSA	Short-term to Long term	Low
Notify parents/guardians and school staff on walking and bicycling by publishing information/updates in the Parent/Family Handbook, School Newsletters, and HSA meetings	School, HSA	Short-term, Mid-term, Long-term	Low
Invite EZ Ride to help with bicycle and pedestrian safety education with assemblies or Bike Rodeos	School, EZ Ride	Short-term, Mid-term, Long-term	No Cost
Integrate walking and safety education into HSA meeting plans	School, EZ Ride, HSA	Short-term, Mid-term, Long-term	Low

Leverage Social Media and website to spread awareness of drop-off/ pick –up policies and enforcement activities	School Action Team, HSA	Short-term, Mid-term, Long-term	Low
Develop new drop-off / pick-up policy and zones to reduce length of car lines, crashes, and conflicts and students walking and bicycling	School, HSA, Principal, District Safety Officer	Short-term, Mid-term, Long-term	Low
Develop a cell phone free zone campaign- In school, Outside during arrival and dismissal	Principal, District	Short-term, Mid-term, Long-term	No Cost

2. Encouragement: Programs to encourage or promote walking and biking

Encouragement Actions	Responsibility	Time Frame	Cost
Pass Complete Streets Policy	City	Mid-term	No cost
Hold a student safety poster contest about Walking and Biking to school	School, EZ Ride	Short-term, Mid-term, Long term	No cost
Circulate Travel Plan Report via the school website	School	Short-term, Mid-term	No cost
Host Bike/Walk to School Days throughout the school year	School, HSA, School Liaison, EZ Ride	Short-term, Mid-term, Long-term	None
Participate in International Walk to School Day in October, National Bike to School Day, and NJ Walk and Bike to School Day	School Action Team, HSA, EZ Ride	Short-term, Mid-term, Long-term	No cost
Utilize the school website to advance Safe Routes to School safety messages	EZ Ride, School Tech Coordinator	Short-term, Mid-term, Long-term	No cost
Conduct StreetSmart safety education and enforcement campaign	City, Police	Short-term, Mid-term	No cost
Establish and organize Walking School Bus groups to connect students and families who are already walking or are considering walking/biking	School, EZ Ride	Mid-term, Long-term	Low

3. Enforcement: Activities to improve safety and security for those walking and biking to school

Enforcement Actions	Responsibility	Time Frame	Cost
Conduct bicycle registration and helmet giveaways at Back to School night	School, Police, EZ Ride	Short-term, Mid-term, Long-term	None
Investigate training Walking School Bus volunteers	School Liaison, Police	Mid-term, Long-term	Low
Conduct speed studies along Van Houten Ave.	Police	Short-term, Long-term	Medium

Ask police to setup electric signs that post drivers speeds and remind people to not speed in school zone – twice a year	Police, School Liaison	Short-term, Long-term	None
Discuss property maintenance with owners/parents to keep existing sidewalks free of debris, plants, trees, and brush so as to not impede pedestrians' journey	City, HSA, Police	Short-term, Long-term	None
Pedestrian Decoy Operation – target unsafe drivers, especially during school commute time	Police	Long-term	Low

4. Engineering: Infrastructure upgrades that improve walking and biking environment

Engineering Actions	Responsibility	Time Frame	Cost
Install sturdy state of the art bike racks and skateboard racks near school's front and rear entrances	City Engineering, School	Mid-term, Long-term	Low
Post "School Zone" signs and paint "SLOW SCHOOL" on roadways surrounding the school	City and County Engineering, Police	Mid-term, Long-term	Low
Post signs and paint area on street to define Bus and Car drop-off zones	City and County Engineering, School	Short-term, Mid-term, Long-term	Low
Investigate driveway and parking around school, enact measures for safety for students walking and biking	School	Short-term, Mid-term, Long-term	Low
Paint or repaint high visibility crosswalks at Standish Dr. & Mayflower St., Colfax Ave. & Van Breeman Dr., - Priscilla St. & Thanksgiving Ln., Priscilla St. & Pilgrim Dr., Priscilla St. & John Alden St., Abbe Ln. & Trella Terrace, Catania Dr. & Grove St. Broad & Colfax, and Karen Dr.	City and County, Engineering, Police	Short-term, Mid-term, Long-term	Low
Repair signs and fix sidewalks along Van Houten Ave., Karen Dr., Martindale Rd., Priscilla St., Colfax Ave., Broad St., Abbe Ln. Grove St. and Catania Dr.	City, and County Engineering	Short-term, Mid-term, Long-term	Low-High
Install signals, pedestrian heads and crosswalk at Colfax Ave. and Broad St.	County and City Engineering	Short-term, Mid-term, Long-term	Medium-to High
Paint sidewalks where unmarked at Catania Dr.	City and County Engineering	Short-term, Mid-term, Long-term	Medium-High
Re-align truncated domes, along roads such on Van Houten Ave. & Priscilla St., Priscilla	City and County Engineering	Short-term, Mid-term, Long-term	Medium-High

St. & Thanksgiving Ln., Priscilla St. & Pilgrim Dr., Priscilla St. & John Alden St., Abbe Ln. & Trella Terrace, Van Houten Ave. & Broad St., Keren Dr. & Broad St, Van Houten Ave. & Grove St. - Catania Dr. & Grove St.			
Investigate traffic speeds around the school and post speed limit signs as traffic calming concepts	City and County Engineering, Police	Short-term, Mid-term, Long-term	Low
Install School Zone signs that define the school area; install signs with augmented flashing beacons	City and County Engineering, Police	Short-term, Mid-term, Long-term	Low-Medium

5. Evaluation: Efforts to monitor and evaluate progress towards the achievement of SRTS goals

Evaluation Actions	Responsibility	Time Frame	Cost
Assess Complete Streets Policy and School Travel Plan Implementation	City, School	Mid-term, Long-term	Low
Continue to conduct student travel tallies to measure how effective the SRTS program has been in increasing the number of students walking, biking or carpooling	School, EZ Ride	Short-term, Mid-term, Long-term	No cost
Conduct speed studies to determine if speed has been reduced after changes made	Police	Mid-term, Long-term	Low
Improve communications regarding pedestrian and bicycle safety between school officials and families by establishing a convenient mechanism to share information and get feedback	School Action Team, HSA, School Tech Coordinator	Short-term, Mid-term, Long-term	No cost

Conclusion

Community priorities should include the development of a better plan and policies for car and bus drop-off before/ after school, alternative entrance for students coming to school on foot or in bicycle, improve infrastructure which includes repairing of faded crosswalks and school crossing signs to increase visibility for drivers and safety for students. As 77% of students are dropped off by car in the morning and only 9% arrive by bus, creating a better drop-off plan like being able to use the circle in front of the school entrance and the roadway around the school building for car drop off could definitely help to alleviate traffic congestion on Van Houten Avenue and prevent pedestrian crashes on Van Houten Avenue. Another suggestion could be to arrange a drop off zone a short distance from the school to prevent traffic in front of the school and to encourage the students to walk a short distance every AM. A short walk would enable students to get additional daily physical activity. Widening, fixing, and ensuring that current sidewalks are level and unobstructed is also an issue. There is a need to install sidewalks where they are missing on travel routes, to paint or repaint stop bars, and to realign truncated dome pads so they do not direct the visually impaired into the middle of the intersections. Moreover, speeding cars, poor sidewalks, and low visibility crosswalks have a negative impact on students and residents who try to walk or bike to school.

The walkability audit demonstrated that the area around Clifton School 2 is an attractive community but is less safe due to the crowded and chaotic drop-off and pick up situation. While the school has set guidelines, very few parents are respecting them and are resorting to dropping kids off in the middle of Van Houten Avenue on both sides, double parking in the driveway, making K-turns in front of the school and using the circle even though there is a sign prohibiting its use by cars.

The measures that are recommended in this travel plan will improve the city's walkability, increase pedestrian and student safety, encourage students and parents to walk or bike to school, and improve opportunities for better long term health outcomes. Through increased use of active transportation, residents can make Clifton a more appealing community by reducing air pollution and traffic congestion. Additionally, if more students are encouraged to safely walk and bicycle, they may be more active and healthy. EZ Ride is proud to work with the community to improve safety and bring SRTS programming to the schools. It is hoped that recommendations from this School Travel Plan report will be implemented and that the Travel Plan will be used by the City to apply for an SRTS, TAP or Bikeways infrastructure grant to Improve the safety of the travel environment. Ultimately, the goal is to make the intersections, sidewalks, and streets in Clifton safer for students to walk and bike to school.

Appendix
Typical Opportunities for Improvement



LONG CROSSING DISTANCES

Long crossing distances prolong the exposure time of pedestrians to motorists and make it difficult to see the pedestrian signal head on the other side of the road.



PEDESTRIAN OBSTRUCTIONS

Obstructions in the pedestrian right-of-way impede pedestrian movement and safety.



LACK OF CURB CUTS

Sidewalks without curb cuts are an obstacle to parents with baby carriages as well as people with disabilities.



POOR MAINTENANCE

Without maintenance pedestrians can trip, it can be a liability issue, and people with disabilities can have trouble negotiating the area.

Typical Bicycle/Pedestrian Treatments



SHARED-USE ROADWAY

Can be a safe for bicyclists when:

- Width is sufficient
- Speeds are low
- Traffic volumes are low



BICYCLE LANE

- Provides a safe and comfortable environment for bicyclists
- An area that is delineated, but not separated from the roadway
- Typically 4' wide with a bicycle stencil



SHARED USE PATH (TRAIL)

- Offers connections and opportunities not provided in the roadway system
- Can provide valuable connections and recreational opportunities
- Typically 8'-10' wide



OTHER FACILITIES

- Bicycle Lockers
- Bicycle Racks on Transit
- Bicycle Racks
- Bicycle Safety Programs

Typical Bicycle/Pedestrian Treatments



SIDEWALKS

- A portion of the road ROW for the preferential or exclusive use of pedestrians
- Typically at least 5' wide
- Should be free of obstructions along its width and 80" high



CROSSWALKS

- Provides a designated crossing point
- Helps provide more predictable pedestrian movements
- Alerts drivers to pedestrian areas



SIGNAGE AND STRIPING

- Can help define pedestrian realm
- Provide visual cues for pedestrians and motorists
- Can augment other facilities



AMENITIES AND AESTHETICS

- Lets pedestrians know area was designed for their use
- Helps provide a safe and comfortable environment
- Helps provide sense of "place"

Typical Bicycle/Pedestrian Treatments



CURB EXTENSION

- Reduces Vehicle Speeds
- Reduces Pedestrian Crossing Distance
- Increases Pedestrian Visibility
- Protects Parking Area & Prevents Parking Close to Intersection



FULL CLOSURE

- Can be used to eliminate neighborhood cut-throughs
- Eliminates vehicular access
- Allows pedestrian and bicycle access and egress



MID-BLOCK CROSSING

- Reduces Vehicle Speeds
- Increases Pedestrians Visibility
- Reduces Pedestrian Crossing Distance
- Connects Pedestrian Generators



RAISED MEDIAN GATEWAY

- Provides Defined Entry
- Provides Cue to a Transition Area
- Aesthetically Pleasing
- Provides Pedestrian Refuge
- Reduction in Vehicle Speeds

Typical Traffic Calming Devices



GATEWAY

- Provides Defined Entry
- Provides Cue to a Transition Area
- Aesthetically Pleasing



CURB EXTENSION REDUCED TURNING

- Reduces Vehicle Speeds
- Reduces Pedestrian Crossing Distance
- Increases Pedestrian Visibility
- Protects Parking Area & Prevents Parking Close to Intersection



RAISED

- Reduces Vehicle Speeds
- Increases Pedestrians Visibility
- Reduces Pedestrian Crossing Distance
- Provides Pedestrian Refuge



BIKELANE

- Reduces Vehicle Speeds
- Produces Designated Lane for Bicyclists
- Provides Additional Buffer for Pedestrians

Typical Traffic Calming Devices



CURB EXTENSION

- Reduces Vehicle Speeds
- Reduces Pedestrian Crossing Distance
- Increases Pedestrian Visibility
- Protects Parking Area & Prevents Parking Close to Intersection



MEDIAN REFUGE

- Reduces Vehicle Speeds
- Reduces Pedestrian- Vehicle Conflict
- Reduces Pedestrian Crossing Distance
- Improves Aesthetics if well-maintained



MID-BLOCK CROSSING

- Reduces Vehicle Speeds
- Increases Pedestrians Visibility
- Reduces Pedestrian Crossing Distance
- Connects Pedestrian Generators



Sidewalks and Access

- Simplifies Crossing Movement
- Reinforces pedestrian priority
- Improves visibility
- Provides safe accessibility