

**New Jersey Safe Routes to School Program**

**Amerigo A. Anastasia Elementary  
School Travel Plan**

92 7<sup>th</sup> Avenue Long Branch, NJ 07740



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## **DISCLAIMER**

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**NEW JERSEY**  
**Safe Routes to School**



U.S. Department of Transportation  
**Federal Highway Administration**

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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 and 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 urges applicants to have an approved School Travel Plan in order to apply for a grant.

### **1. Goals**

The goals of the Amerigo A. Anastasia Elementary School 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 school travel environment (improve safety, reduce congestion) and encourage more students to walk and bike to school
- c. Categorize the suggestions in terms of cost and time needed to make repairs
- d. Implement solutions to encourage more students to walk and bike to school

### **2. Task Force**

This School Travel Plan is the product of a valuable partnership. The Amerigo A. Anastasia Elementary School SRTS Task Force consists of local stakeholders and 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 Improvement Plan (CHIP) conducted 2016 by the Health Improvement Coalition of Monmouth County (HICMC) and partner Meridian Health, many residents in Monmouth County do not meet federal standards for healthy eating and physical activity. Overweight issues indicate that more exercise is a key need for County residents. Top concerns identified include:

- a. Physical fitness is limited and needs to be encouraged and increased.
- b. The current percentage of children who are overweight or obese is 28.7%.
- c. The current percent of overweight and obese adults in Monmouth County is 62.2%.

#### **4. School Travel Data**

In January 2018, the Amerigo A. Anastasia Elementary School teachers conducted a School Travel Tally to determine how students travel to and from school. Despite parental concerns regarding traffic safety, seven percent of students walk to school, 48 percent of students are driven to school, one percent carpool, and 43 percent use the school bus.

#### **5. Barriers and Opportunities Identified for Safer Walking & Biking**

The Safe Routes to School Task Force, and Community Partners from the City of Long Branch conducted walkability assessments of the road conditions around the school on December 1st, 2017 after school. The major intersections near the school which students use include: Dudley Street and Broadway, Washington Street and Joline Avenue, 7<sup>th</sup> Avenue and Joline Avenue, and Rockwell Avenue and Joline Avenue.

Key opportunities for street improvement include: repairing sidewalks, installing sidewalks, painting or repainting high visibility crosswalks, restriping low visibility crosswalks to high visibility crosswalks, installing or realigning truncated dome pads, installing curb ramps, repairing and/or installing pedestrian signal heads, and adding School Zone signs.

#### **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 E’s 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 municipal roadway improvements.

##### Key Actions/Recommendations in Action Plan include:

- Install sidewalks and crosswalks which are missing on John St., Hendrickson Ave., Conover Place, along 7<sup>th</sup> Ave., and on Atlantic Ave. to protect students who are walking on busy streets.
- Install/ repair pedestrian signal heads on North 5<sup>th</sup> Ave. & Broadway to help students cross.
- Paint high visibility crosswalk striping at many intersections and across 7<sup>th</sup> Avenue by school exit.
- Install street lights on corners where students cross so they can be seen in the dark and Winter.
- Add “Slow School Zone” street markings/signs on 7<sup>th</sup> Ave., Conover Pl., Rockwell, Joline & Hendrickson.
- Lengthen crossing gates at Washington St. & Joline Ave. to stop pedestrians from crossing when train approaching.
- Ensure ADA compliance by installing or repairing curb ramps and truncated domes.
- Add stop sign and stop bar at Lippincott Avenue & Halberton Place, Dudley St. & Kamm Way.
- Ensure owners maintain property, trim shrubs and shovel snow on sidewalks to enable walking.
- Remind students in school to use crosswalks, obey signals when crossing Joline Ave., Broadway.

## **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 2001<sup>1</sup>. 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 resulted in 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) in the United States.

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.<sup>1</sup>

### **1.2. The Program**

Safe Routes to School (SRTS) is a federal program that encourages, teaches and enables 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, physical activity levels and health outcomes. It also explores the factors that influence walking and biking to school, including the impact of SRTS programs.

In the 2013 book, Designing Healthy Communities, Dr. Richard Stockton and Stacey Sinclair note that "walking to school is good for children's cognitive health and learning ability. It improves children's concentration, boosts moods and alertness, and enhances memory, creativity and overall learning".

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<sup>1</sup> Walking and Biking to School, Physical Activities and Health Outcomes, Robert Wood Johnson Foundation

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

In addition to keeping residents physically active and healthy, community spaces that promote walking can draw people together safely and provide more opportunities for people of all ages and abilities to stay socially connected and engaged. Local areas with good pedestrian networks can also have substantial economic and environmental benefits to a local area. Towns and cities that develop recreational programming and encourage the use of pedestrian networks, infrastructure, trails, or walkable facilities can help revitalize a downtown, increase private investment, increase property values, promote tourism, and support the development of a good business climate. A growing body of research connects higher property values and economically sound communities to better walkability and closer proximity among certain neighborhood destinations, including houses, parks, schools, businesses, services, and social venues. Main streets can benefit economically from well-maintained sidewalks and the ability to easily and safely peruse shops, restaurants, and local services.

An SRTS Walkability Assessment and 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 is a report resulting from the Walkability Assessment and identifies the following:

- Where students currently walk and bike?
- Where students would 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.

The actual implementation of the SRTS program and walkability assessment at the Amerigo A. Anastasia Elementary School and Gregory Elementary School was undertaken by a group of organizations: the SRTS team at EZ Ride, the School District's PE & Health team, school administrators, the PTO President, City of Long Branch employees, the local police, six local students, a VTC team member, a representative from NJDOT, and representatives from Habitat for Humanity and Monmouth Medical Center.

### **EZ Ride**

In New Jersey, Transportation Management Associations (TMAs) have taken the lead in coordinating the implementation of the 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 is one of eight Transportation Management Associations (TMAs) in New Jersey and primarily serves Bergen, Essex, Monmouth, Passaic and Union counties.

The Safe Routes to School program has been very active in the Long Branch School District.

<b>2016: 27 Events, 3843 Participants</b>		
<b>Month</b>	<b>School</b>	<b>Events &amp; Participants</b>
May	AAA	PSP (242), BSP (237)
	Gregory	PSP (242), BSP (321)
June	GLC	2 PSPs (146), 2 BSPs (176), Poster (12)
July	Gregory	PSP (129), BSP (171), Rodeo (25), Poster (64)
	AAA	PSP (200), BSP (131), Rodeo (57)
November	AAA	2 PSPs (435)
December	GLC	3 PSPs (593)
	Gregory	3 PSPs (535), Poster (7)
	Morris Ave	PSP (120)



	LB Middle School	Walk Audit (SRTS Staff)
<b>2017: 9 Events, 3281 Participants</b>		
<b>Month</b>	<b>School</b>	<b>Events &amp; Participants</b>
January	LB Middle School	PSP (1136), Poster (10)
July	Gregory	BSP (345), Rodeo(42)
August	LB City Hall	National Night Out (35)
November	LB Middle School	BSP (1100)
December	AAA	Walk Audit (14)
	Gregory	BSP (552)
	LB Middle School	Poster (47)
<b>2018: 10 Events, 520 Participants</b>		
<b>Month</b>	<b>School</b>	<b>Events &amp; Participants</b>
May	LB Library	PSP (15)
June	Morris Ave	PSP (120)
July	GLC	BSP (120), PSP (60), Poster (10)
August	Slocum Park	National Night Out (39)
September	LB PD	BSP (7), Rodeo (7)
October	Gregory	W2SD (75)
	LB Library	LB Day/Rodeo (67)

EZ Ride has also been working on promoting healthy food access in the city at two corner stores and three beach hut boardwalk vendors. Eating healthier snacks, food, and drinks is promoted to students in the safety presentations as additional means to health and wellness.

### **Long Branch School District**

The District has provided a cadre of SRTS Champions in the PE & Health Supervisor, School Administrators, and PE Teachers. The Superintendent has given his approval for the SRTS team to implement walking and biking safety assemblies, bike rodeos and walk audits around all the Elementary Schools in the District. EZ Ride is looking to encourage the District to pass a supportive SRTS walking and biking policy.

### **City of Long Branch**

The City is providing support from the Office of Economic Development, the Health Officer, City Zoning, the Police, and Special Events Coordinator for wellness efforts. They provide space for the Healthy Community Network – Shaping Long Branch planning team to meet bimonthly and several were part of the walkability assessment team and group to support the healthy corner store initiative. City staff helped implement a small Street Smart safety education and enforcement campaign and is working to promote walking and biking via implementing three new bike loops as per the Master Plan and their Complete Streets resolution.

### **Habitat for Humanity**

The Community Development and Leadership team at Habitat is working on neighborhood revitalization in Long Branch and has joined the Shaping Long Branch - Healthy Community Network team. They are providing support to improve walkability and infrastructure improvements in the City and are willing to partner to build sidewalks where needed for the community to be able to walk.

### **Monmouth Medical Center**

The Monmouth Medical Center/RWJ Barnabas has been an outstanding partner for SRTS work in Long Branch. They partnered with EZ Ride using a Safe Kids grant to promote safety for children. As collaboration evolved, they supplied nursing staff to help conduct health screening at all corner store and beach hut health events in Long Branch.

### **Background to Walkability Assessment**

As part of EZ Ride's Healthy Community Network and Shaping Long Branch efforts, the SRTS team agreed to do a walk audit each year for the community to assess walkability and safety for student and resident pedestrians and cyclists. The team decided on the Amerigo A. Anastasia Elementary School after completing an audit and travel plan for the Middle School in 2016.

EZ Ride made a presentation after school to a group from the school, City, and students from the High School on December 1<sup>st</sup> entitled "How to Conduct a Walk Audit". Members of the group then conducted a walk audit to assess the local walking routes that students use. The photo below shows the audit group debriefing and discussing findings afterward.



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

**Amerigo A. Anastasia Elementary School Travel Plan Task Force**

Organization	Role/Responsibility	Contact
Amerigo A. Anastasia Elementary School	Principal	Francisco Rodriguez 92 7th Avenue Long Branch, NJ 07740 (732) 571-3396 <a href="mailto:frrodriguez@longbranch.k12.nj.us">frrodriguez@longbranch.k12.nj.us</a>
Amerigo A. Anastasia Elementary School	Vice Principal	Michelle Merckx 92 7 <sup>th</sup> Avenue Long Branch, NJ 07740 (609) 276-7909 <a href="mailto:mmerckx@longbranch.k12.nj.us">mmerckx@longbranch.k12.nj.us</a>
Amerigo A. Anastasia Elementary School	PTO President	Marjorie Chulsky <a href="mailto:mchulsky@longbrank.k12.nj.us">mchulsky@longbrank.k12.nj.us</a>
Long Branch High School	Former AAA Student	Steven Pahon
Long Branch High School	Former AAA Student	Guillherme DeOlivera
Long Branch High School	Former AAA Student	Neidy Secunda
Long Branch High School	Former AAA Student	Christian Guzman
Long Branch High School	Student	Alexa Karpus
Long Branch High School	Teacher	Namail Navarn <a href="mailto:nnavarn@longbranch.k12.nj.us">nnavarn@longbranch.k12.nj.us</a> 732-229-7300
SRTS Champion	Program Activity and Implementation	Dr. Laurie Cancalosi Supervisor of Health and PE, K-12 <a href="mailto:lcancalosi@longbranch.k12.nj.us">lcancalosi@longbranch.k12.nj.us</a>
Habitat for Humanity	Grants Manager	Jackie Quigley 45 50 <sup>th</sup> Street Freehold, NJ 07728 732-216-3872

		<a href="mailto:iquigley@habitatmonmouth.org">iquigley@habitatmonmouth.org</a>
The City of Long Branch	Long Branch Police Department	Cpl. Joseph Graziano 344 Broadway Long Branch, NJ 07740 732-673-5807
The City of Long Branch	Long Branch Police Department	Lt. Josh Bard 344 Broadway Long Branch, NJ 732-222-1000 ext. 1300
Monmouth Medical Center	Director of Diversity	Dr. Alieu Nyassi MD 8300 2 <sup>nd</sup> Avenue Long Branch, NJ 732-923-5063
EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Lisa Lee <i>Safe Routes to School Coordinator</i> 144 Park Place East Wood-Ridge, NJ 07075 (201)-939-4242 <a href="mailto:llee@ezride.org">llee@ezride.org</a>
EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Gabriella Bacchus <i>SRTS Assistant Coordinator</i> 144 Park Place East Wood-Ridge, NJ 07075 (201)-939-4242 <a href="mailto:gbacchus@ezride.org">gbacchus@ezride.org</a>
EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Mateusz Pitrus <i>SRTS Assistant Coordinator</i> 144 Park Place East Wood-Ridge, NJ 07075 (201)-939-4242 <a href="mailto:mpitrus@ezride.org">mpitrus@ezride.org</a>
New Jersey Department of Transportation	Office of Bicycle and Pedestrian Programs	William Riviere Principal Planner Office of Bicycle & Pedestrian Programs NJ Department of Transportation 1035 Parkway Avenue PO Box 600 Trenton, NJ 08625-0600 <a href="tel:609-530-4646">609-530-4646</a>
Alan M. Voorhees Transportation Center/SRTS Resource Center	Web- based resources, Technical Assistance, SRTS	Trish Sanchez <i>Senior Research Specialist</i> Alan M. Voorhees Transportation Center

Edward J. Bloustein School of Planning and Public Policy, Rutgers The State University of New Jersey	Recognition Program, Helpdesk assistance, SRTS Tools, Tips and Training	Bloustein School-Planning & Public Policy 33 Livingston Avenue New Brunswick, New Jersey 08901 (848)-932-2376 <a href="mailto:trish.sanchez@ejb.rutgers.edu">trish.sanchez@ejb.rutgers.edu</a>
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## 2. Community Profile

### 2.1. Long Branch and Monmouth County Health Profile – Monmouth County Community Health Assessment

In 2017, the Health Improvement Coalition of Monmouth County worked with Meridian Health to conduct a Community Health Assessment of Monmouth and Ocean Counties. The Coalition invited representatives of health care providers, local health departments, nonprofit organizations and community members to participate in conducting the Community Themes and Strengths Assessment. Discussion groups identified the following themes affecting the communities within Monmouth County where they live or work:

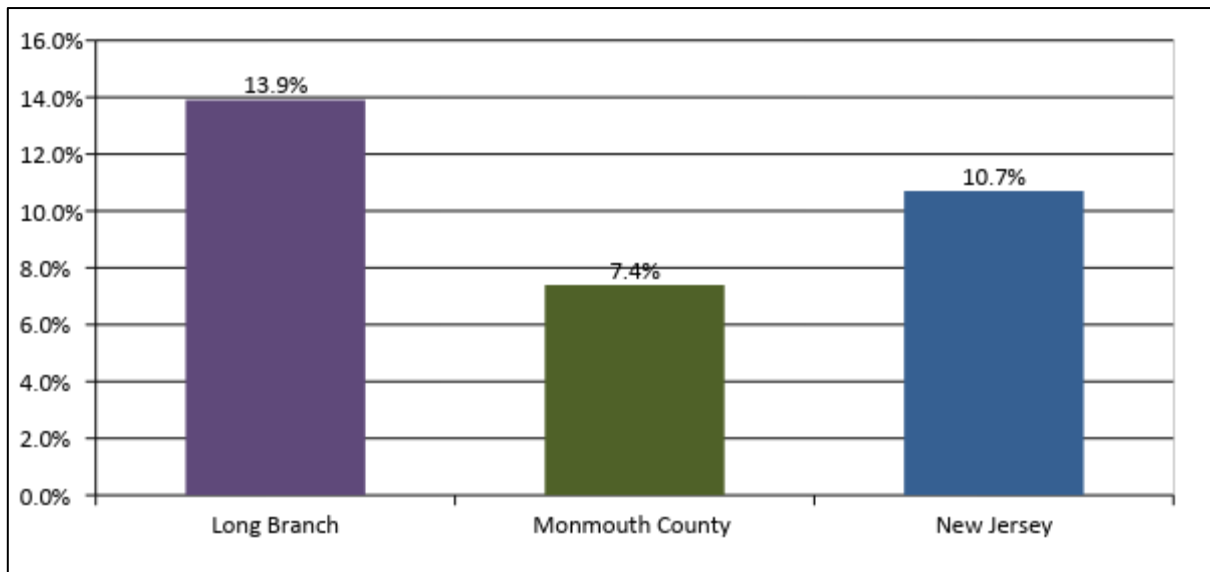
- Cost of living is high in Monmouth County. Some families struggle with paying for food, housing, caring for parents and lack of affordable insurance. This disparity is particularly pronounced with the undocumented population.
- There are distinct communities of “have and have-nots”. For affluent communities in the county, access to healthcare is more available and convenient. In socioeconomically- disadvantaged communities, health care may not be accessible or available and is therefore viewed as less important as people may not be aware they have health issues.
- Community should provide the proper environment and promote policies that encourage health behaviors.
- Physical fitness is limited for kids (neighborhood safety, limited access to fitness activities, overuse of TV and electronics).

### Understanding Social Determinants of Health

Conditions in the places where people live, learn, work, and play affect a wide range of health risks and outcomes. These conditions are known as social determinants of health. Poverty may limit healthy food access and coincide with unsafe neighborhoods and that more education is a predictor of better health. Differences in health are striking in communities with poor social determinants of health such as unstable housing, low income, unsafe neighborhoods, or substandard education. By applying social determinants of health, individual and population health not only improves but also advances health equity.

*Centers for Disease Control and Prevention*

**Chart 1: Percent of Families living in Poverty**

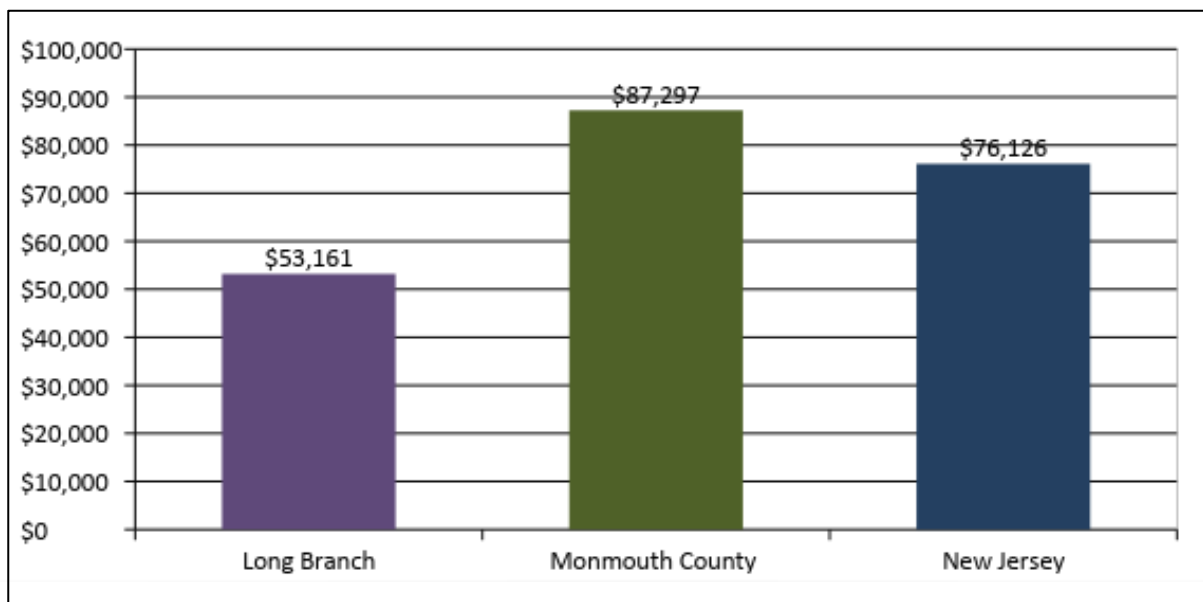


Monmouth Medical Center, Community Health Needs Assessment 2016

**In 2014, 13.9 percent of Long Branch residents were living in poverty**

- Greater than County and State percentages

**Chart 2: Estimated Median Household Income – Long Branch, NJ**

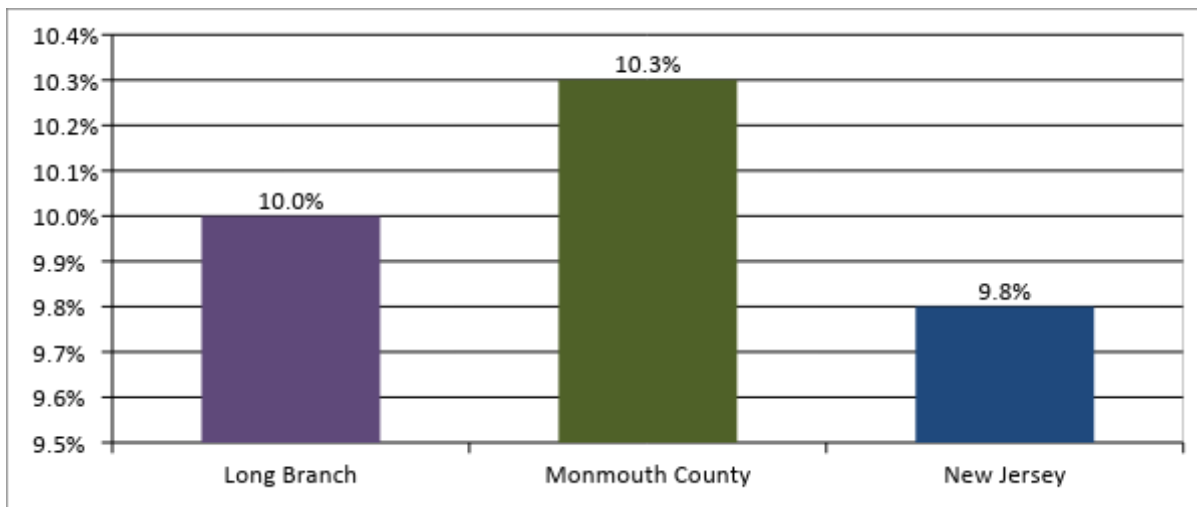


Citydata.com, 2016; US Census Bureau, 2016

Data suggests that Long Branch families earned approximately \$23,000 less than the median

New Jersey Household and \$34,000 less than the median Monmouth County Household.

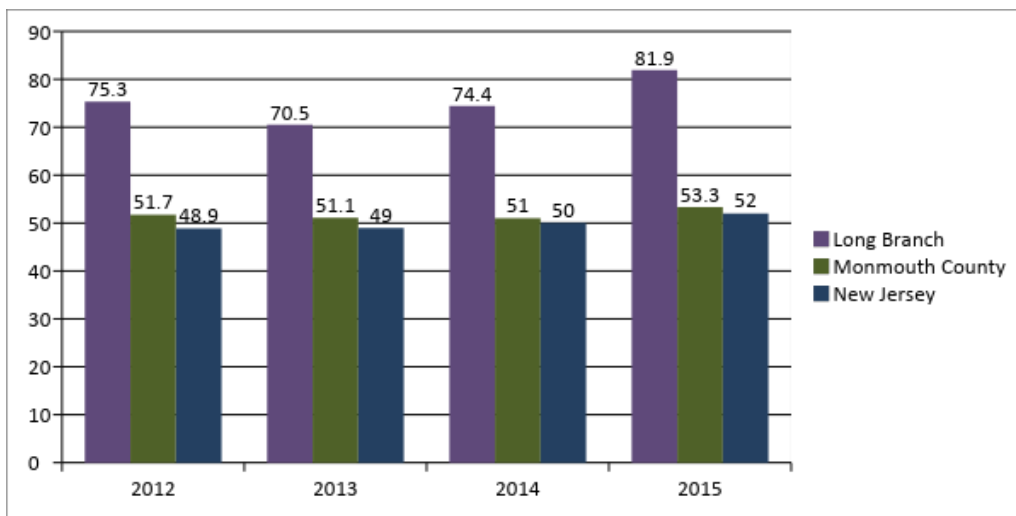
**Chart 3: Prevalence of Adult Asthma**



City-Data.com, 2013

As of 2013, approximately 10 percent of Long Branch residents suffer from asthma. This is slightly less than the County rate and greater than the State rate. These rates are much higher than neighboring Ocean County. Since 2011, asthma rates have increased in Monmouth County, yet in Ocean County, rates have decreased. Promoting walking and biking versus bussing and driving to school can reduce air pollution and make it easier for students to breathe.

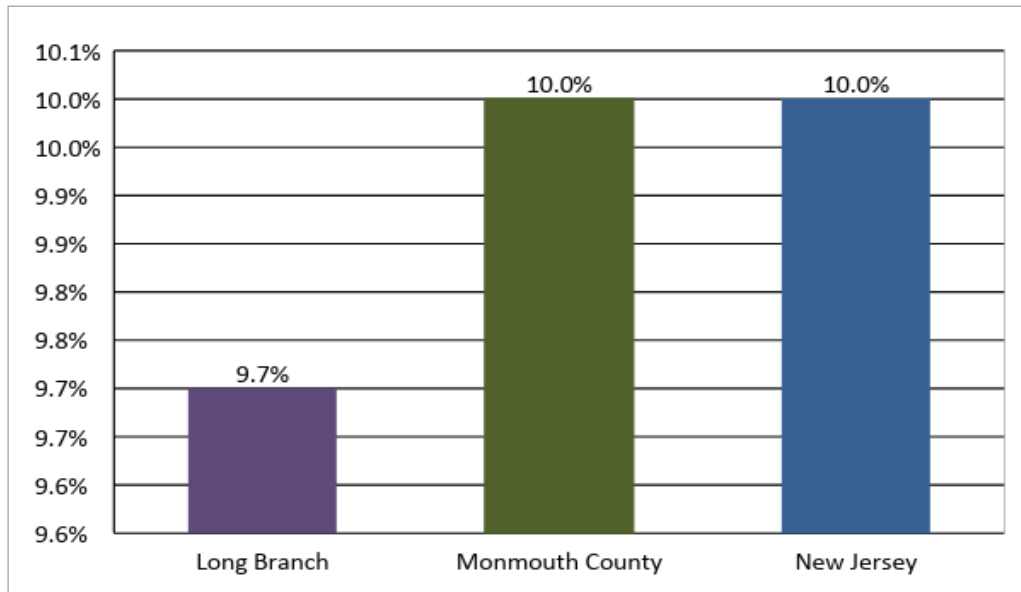
**Chart 4: Diabetes Rate based on ER Discharges**



Monmouth Medical Center, Community Health Needs Assessment 2016

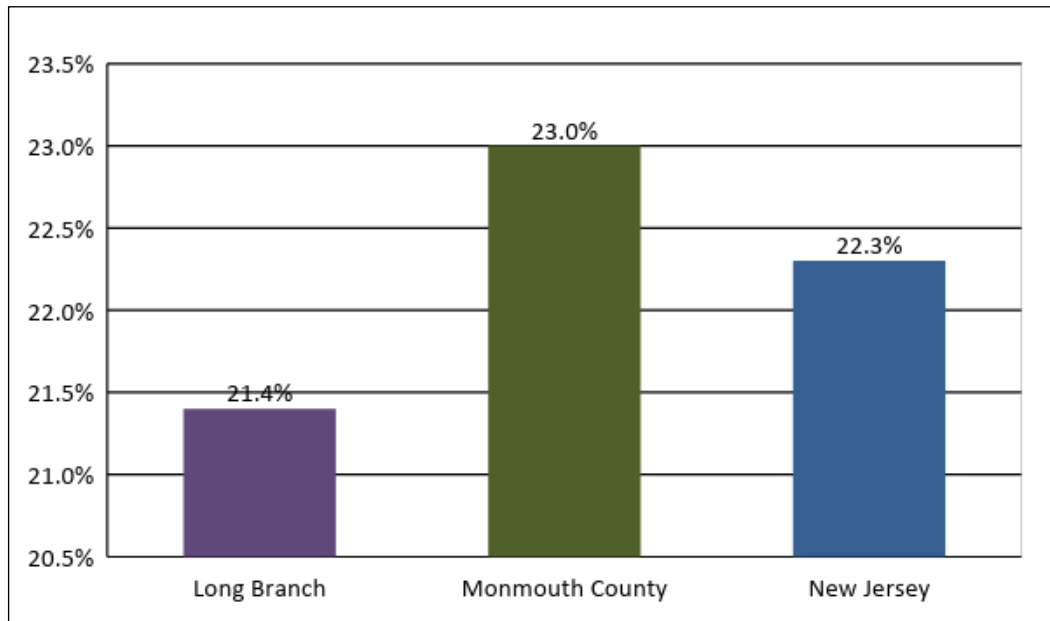
- Long Branch rates are significantly higher than both County and State
- Long Branch had an 8.8 % increase from 2012 – 2015

**Chart 5: Residents Diagnosed with Diabetes**



Citydata.com, <http://www.city-data.com/health-nutrition/Long-Branch-New-Jersey.html>, 2012-16

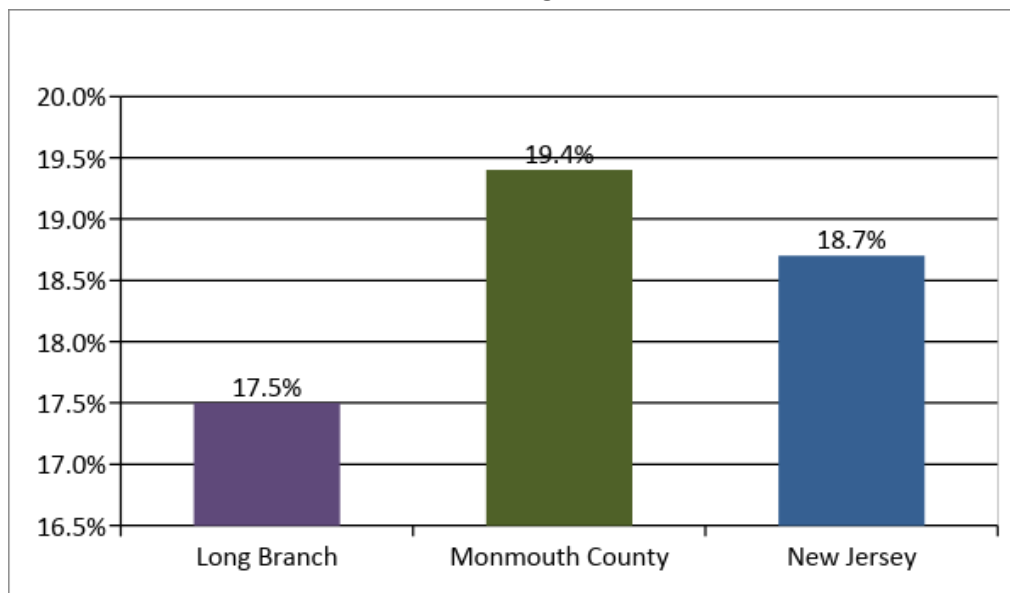
**Chart 6: Rate of High Blood Pressure**



<http://www.city-data.com/health-nutrition/Long-Branch-New-Jersey.html>, 2012-16



**Chart 7: Rate of High Cholesterol**

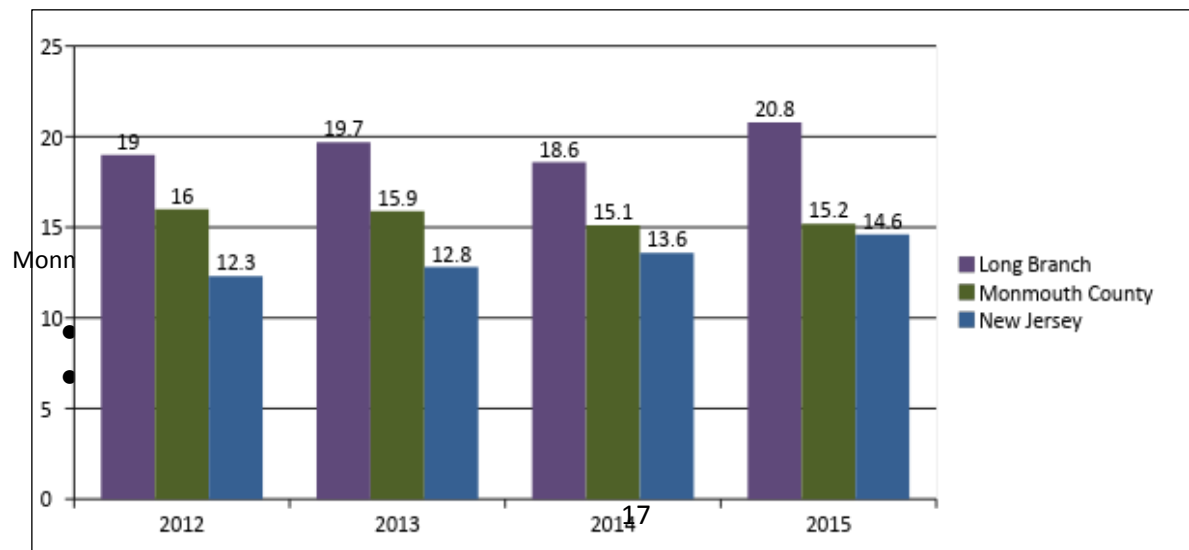


Citydata.com, <http://www.city-data.com/health-nutrition/Long-Branch-New-Jersey.html>, 2012-16

### Childhood Obesity

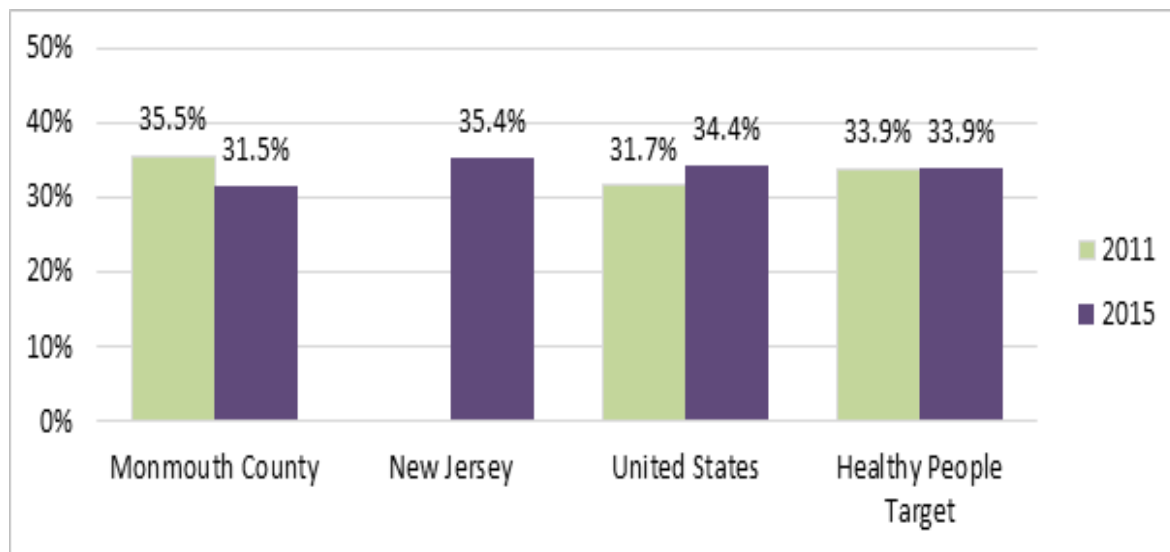
In 2011, 28.7% of children ages 6-17 in Monmouth County were overweight or obese (85<sup>th</sup> percentile or higher), as per height/weight data collected from surveyed parents. In comparison 25.2% of Ocean County children ages 6-17 were overweight or obese, resulting in a total area overweight/obesity prevalence of 27.3%. The current childhood overweight/obesity prevalence is 24.6%. Findings are comparable by county and to the national prevalence. Childhood overweight/obesity prevalence is statistically unchanged over time.

**Chart 8: Obesity Rate based on ER Discharges**



Increasing levels of physical activity and encouraging activities such as walking and biking can help /students and residents lose or maintain weight and lower their blood sugar, blood pressure, and blood cholesterol levels. Promoting walking and biking can potentially help residents and students with long term health outcomes.

**Chart 9: Percent of Adults at a Healthy Weight (BMI 18.5-24.9)**



Meridian Health Community Health Needs Assessment, 2016

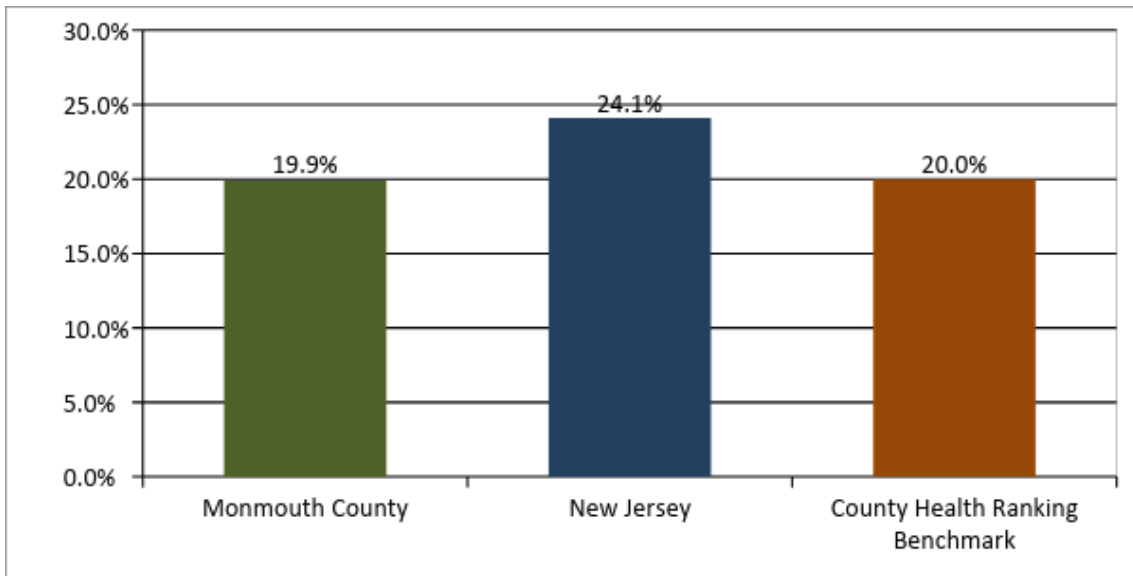
**31.5% of Monmouth County Adults believe they are at a healthy weight as per self-reported height and weight data; however, the actual BMI data does not support that.**

- Below state and national percentages
- Does not satisfy Healthy People 2020 Target
- There has been a significant decrease in healthy weight over time

## 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 10: No Reported Physical Activity within the Past Month**



Monmouth Medical Center, Community Health Needs Assessment, 2016

## 2.2 District & Amerigo A. Anastasia Elementary School Profiles

A school profile for Amerigo A. Anastasia Elementary was developed using data from the School District website, the Elementary School Website, the National Center for Education Statistics, and the New Jersey State Education Department website.

**Table 1: Long Branch District – Student Demographics**

<b>Ethnicity</b>	<b># of Students</b>
African-American	1,518
Hispanic	2,820
Caucasian	1,175
Asian/Pacific Islander	71
American Indian/Native American	11
Two or More Races	80
<b>Gender</b>	<b># of Students</b>
Male	2,918
Female	2,757
<b>Grade Level</b>	<b># of Students</b>
Primary (Pre-Kindergarten – Grade 4)	3,134
Middle School (Grade 5 - 8)	1,076
High School (Grade 9 - 12)	1,227
Special Needs Students/Individualized Education Program	238

Source: National Center for Education Statistics, 2016

### District Academic Performance Ranking

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. This rating is based on neighborhood criteria such as poverty rate, incidence of crime and violence, and limited municipal resources due to low tax revenues. NJDOT has directed that SRTS programs in disadvantaged communities should be given high priority.

The Long Branch School District has been classified by the NJ Department of Education as District Factor Group “B.”

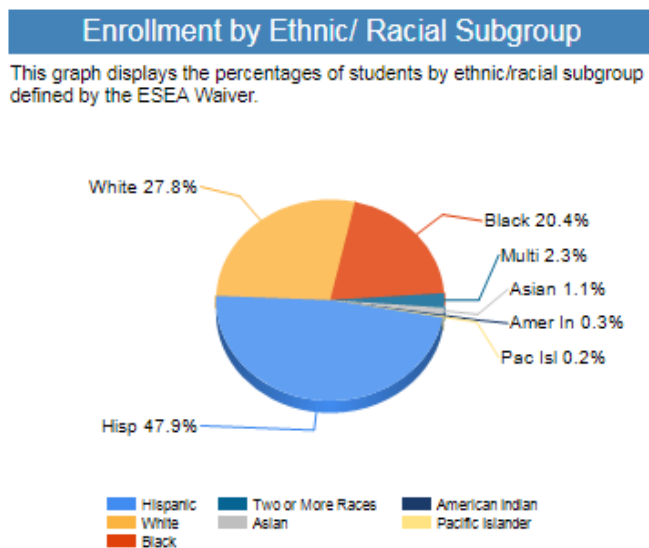
## Amerigo A. Anastasia Elementary School

Edited from 2015 – 2016 State Performance Report Narrative written by Principal Rodriguez: “The Amerigo A. Anastasia School is strongly committed to the belief that all children are capable of learning, that each child possesses unique talents, and that all students have the right to a quality education. The AAA School provides and maintains a nurturing school climate that enables children to learn and play in a positive, safe, non-threatening environment. The school’s purpose is to educate the whole child to their fullest potential and to develop productive individuals who will become lifelong learners and responsible citizens.

The Anastasia School is a state-of-the-art facility that provides all students with outstanding educational experiences. Teachers and staff are dedicated to immersing students in challenging and exciting learning experiences that will promote high achievement and positive leadership in the twenty-first century.

Students at all grade levels participate in activities that focus on science, engineering and technology as they work towards meeting rigorous science standards. Students actively engage in scientific and engineering practices and apply these ideas to real life applications in their environment. Many of the investigations are conducted in small cooperative learning groups in which students plan and find solutions with other students. Students have opportunities to experiment, hypothesize, analyze research, test, and talk, explain, and justify their ideas. Students take part in an annual Family Science Night to present their projects and to engage in presentations from area environmentalist.”

Amerigo A. Anastasia Elementary School is a public elementary school located in Long Branch NJ. It enrolls approximately 609 students in grades K through 5 in 2015 – 2016.



**Chart 11: Student Ethnicity**

Source: NJ School Performance Report, <https://rc.doe.state.nj.us/report.aspx?County=25&District=2770&School=065&SchoolYear=2015-2016&SY=1516>

As shown in Table 2 below, English is the predominant language spoken at home by approximately 52 percent of the students. Spanish is second with approximately 34 percent of students speaking it at home. Portuguese is third with approximately 13 percent of students speaking it at home. Approximately .2 percent of students speak Abkhazian.

**Table 2: Student Language Diversity (2015-16)**

Language Diversity	
Percent of students who speak the following languages at home	
English	52.2%
Spanish	34.3%
Portuguese	13.3%
Abkhazian	0.2%

Source: NJ School Performance Report,

<https://rc.doe.state.nj.us/report.aspx?County=25&District=2770&School=065&SchoolYear=2015-2016&SY=1516>

### 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 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.

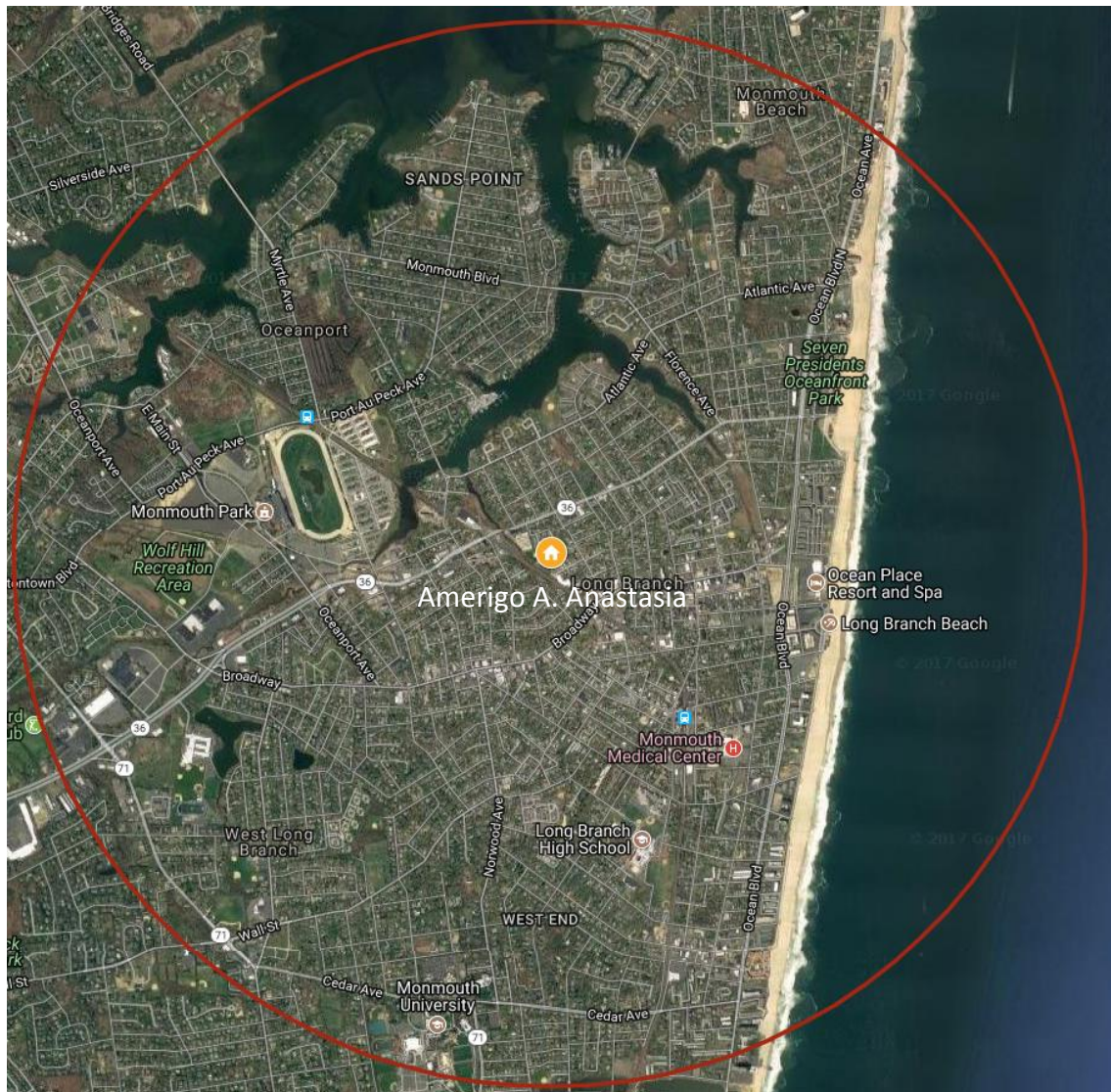


***“A new sign points out the lack of a crosswalk across 7<sup>th</sup> Avenue in front of the school-it’s recommended that a high visibility crosswalk be painted to help students cross safely.”***



Map 1 provides a two mile area of the surrounding area. Map 2 provides a closer look at immediate area near the school. Map 3 provides a pedestrian crash map within a 1 mile radius of the school.

**Map 1: Two Mile Area Surrounding Amerigo A. Anastasia Elementary School**



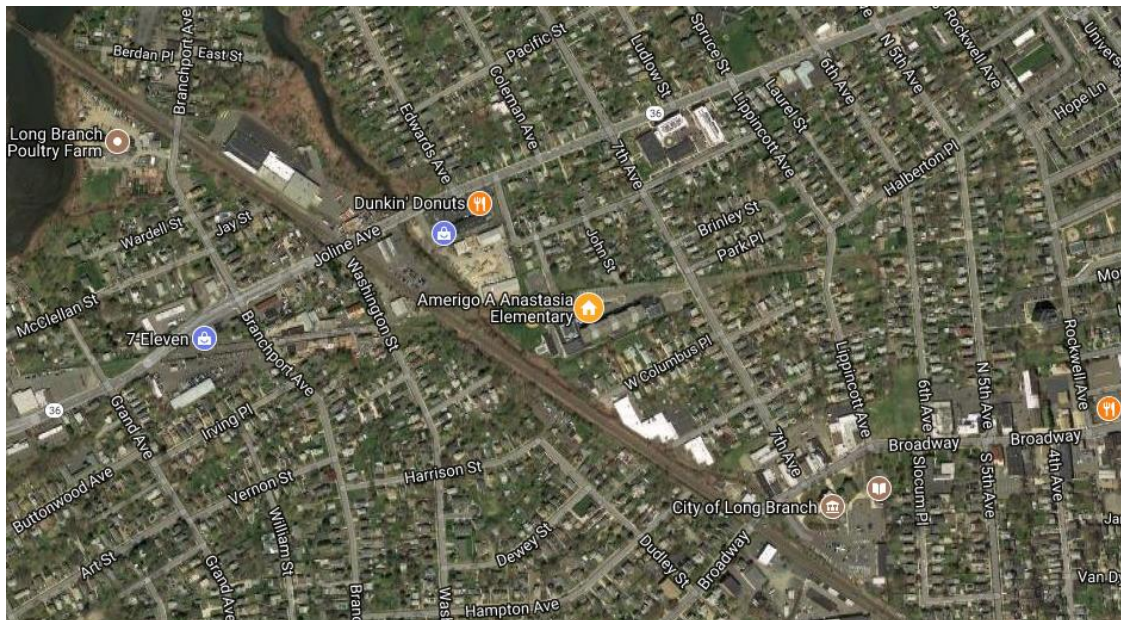
Source: Google Maps; Freemaptools.com

### **3.1. Current Student Travel Environment**

The school is located off of 7<sup>th</sup> Ave. in a residential area across from the Community Garden. It is near Joline Ave. or Rt. 36 which is a very busy main thoroughfare that students may need walk along or to cross to get home. Many cars use Rt. 36 during commute times and traffic moves quickly. There is a large senior apartment complex located at the corner of 7<sup>th</sup> Ave. &

Joline Ave. which was formerly the Gregory School. It has 117 apartments, ten of which are designed for those who have special needs. It was noted during the walk audit that the corner directly attached the senior complex does not have curb ramp so any one in a scooter or wheelchair would have difficulty. A NJ Transit railroad crossing is located on Joline Ave. close to AAA school and some students must cross the tracks everyday as they walk. There is a strip plaza on Route 36 with a second entrance on Conover Pl. which leads to John St., the only entrance into the school parking lot. The Dunkin Donuts in the mall has a drive thru which creates traffic, congestion, and points of conflict in the AM for pedestrians, cars and school busses as waiting cars extend into and block Conover Place which leads to the school's entrance. All school traffic exits onto 7<sup>th</sup> Avenue from the school.

**Map 2: Area Surrounding Schools**



Source: Google Maps

## **Amerigo A. Anastasia Elementary School**

### **School Hours**

The school day for students starts at 7:50 am and ends at 2:30 pm Monday through Friday. There is an afterschool program until 4:00 pm and a separate aftercare program until 6:00 pm. Busing is provided for the afterschool program but not the aftercare program.

### **Drop-off/Pick-up Procedure**

Students are lined up outside by grade. Parents can enter with vehicles via John Street, stay right, and pick up students in front of the school and exit onto 7<sup>th</sup> Avenue.

### **Crossing Guards**

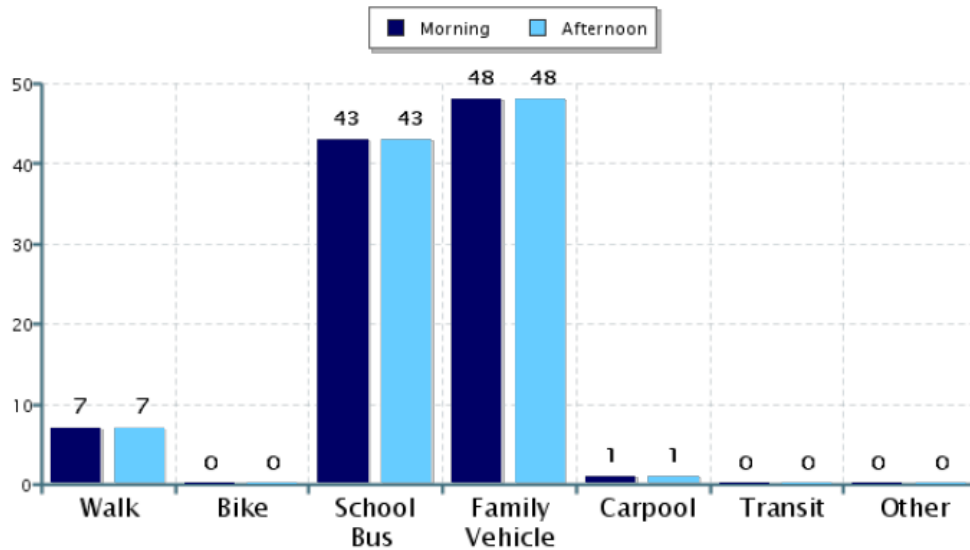
Two crossing guards stationed at 7<sup>th</sup> Avenue and Joline Avenue, and 7<sup>th</sup> Avenue and School exit.



## Student Travel Mode

In January 2018, the teachers at Amerigo A. Anastasia Elementary School conducted a Travel Tally 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 3,388 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University.

Morning and Afternoon Travel Mode Comparison



As shown in Table 3, the analysis showed that about seven percent of children walk to school, 48 percent are driven in a personal car, 1 percent carpool, and 43 percent use the school bus.

Table 3: Current Commute Mode

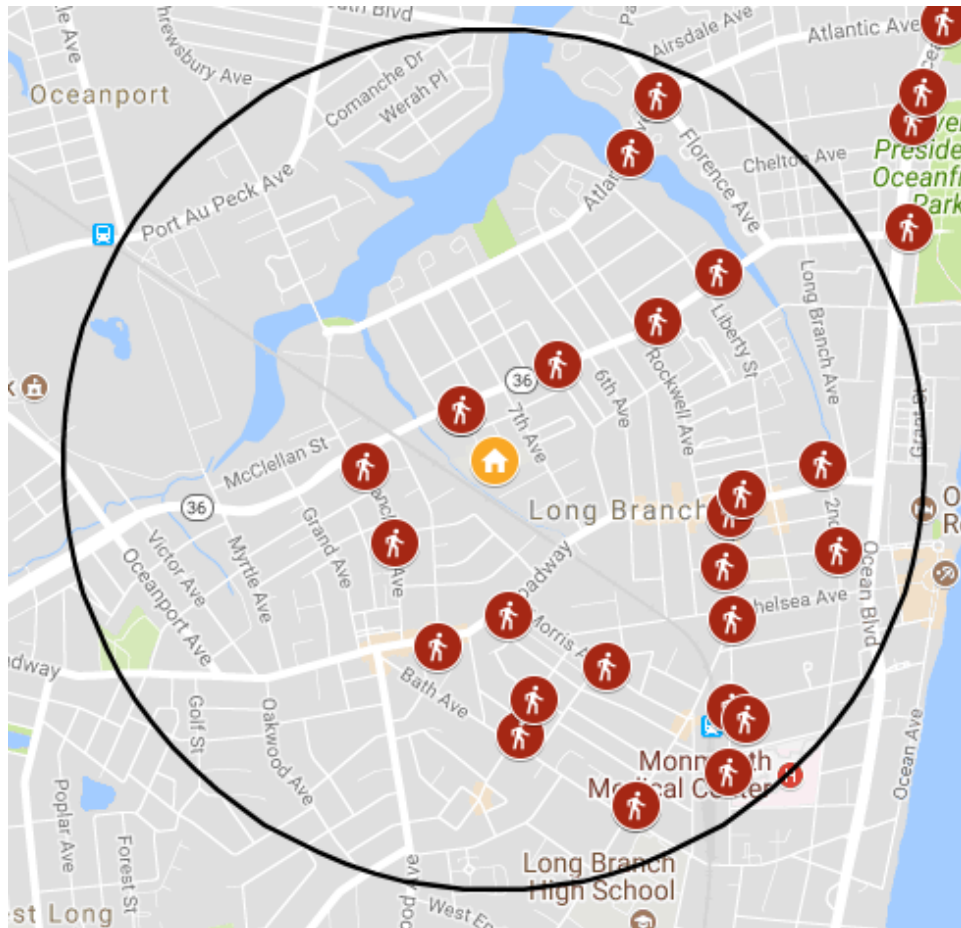
Mode	Arrival	Dismissal
Walk	7 percent	7 percent
School Bus	43 percent	43 percent
Driven in personal car	48 percent	48 percent
Public Transit	0 percent	0 percent
Carpool	1 percent	1 percent
Bike	0 percent	0 percent





### 3.2 Pedestrian Safety

EZ Ride's SRTS team conducted an analysis of the pedestrian-related accidents within a one-mile radius of the school over a 5-year period from 2011 to 2016 based on police incident reports. The reported incidents were plotted on Map 3.

**Map 3: Pedestrian Crashes within One Mile of Amerigo A. Anastasia Elementary School**



Map Created via Google Maps, Numetric Crash Data 2011 - 2016, Freemaptools.com

-  Amerigo A. Anastasia Elementary School
-  Pedestrian Crash location

**Table 4: Pedestrian Crashes by Age, In Long Branch**

Age	2011	2012	2013	2014	2015	2016	Total	%
0-10	0	0	0	0	0	0	0	0%
11-17	0	1	0	0	1	0	2	3%
18-35	14	6	4	3	0	1	28	44%
36-60	6	4	8	3	2	0	23	37%
60+	2	2	2	3	1	0	10	16%
Total	22	13	14	9	4	1	63	100%

Source: CAIT Numetric Crash Analysis Data 2011 - 2016

For Long Branch, there were 63 pedestrian crashes between the years 2011 - 2016. On average there were approximately 11 pedestrian crashes per year. The majority of the crashes (approximately 81 percent) involved pedestrians aged 18-60, while approximately three percent of the total incidents involved children in the 0-17 age group.

### **3.3 Walkability Assessment**

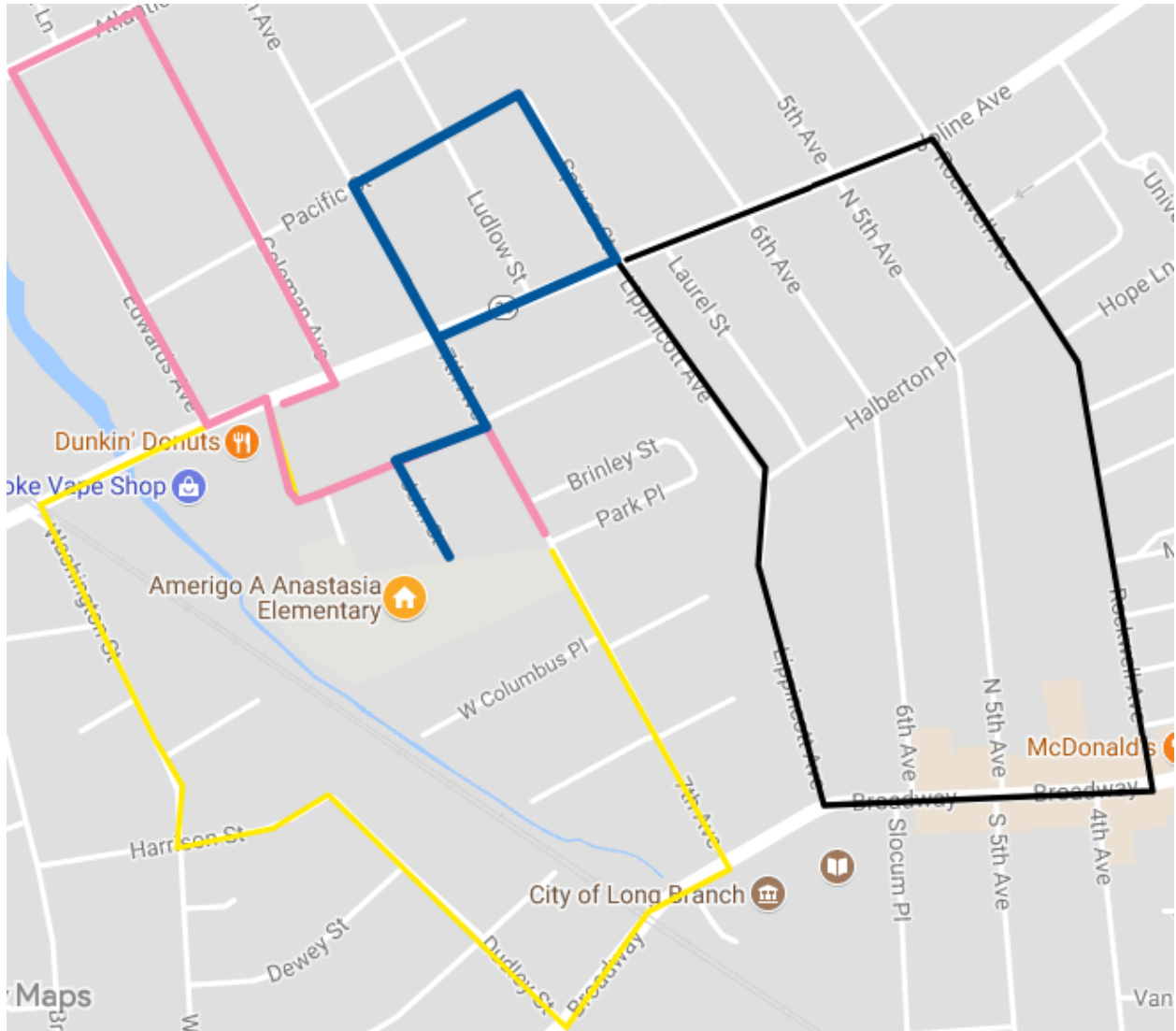
The SRTS Task Force conducted a walkability assessment of four routes around Amerigo A. Anastasia Elementary School and Gregory Elementary School on December 1<sup>st</sup>, 2017 after dismissal. Prior to the assessment, EZ Ride team members presented to the Walkability Assessment Team on the importance of this assessment, how to conduct this assessment, and key issues to document. Once the teams finished their assessments, they regrouped and debriefed the taskforce on what issues were discovered, some potential solutions to those issues, and positive notes on driver behavior, infrastructure, and/or pedestrian behavior.







***“Walking on Atlantic Avenue across from Branchport Park – no sidewalks and speeding traffic”***

A Walkability Assessment evaluates the sidewalks, roads, crosswalks, lighting, signs, signals, and conditions of the homes, buildings and environment along the walking route. A walkability assessment identifies road improvements that can be made and notes what is currently done well. The SRTS Task Force took photos of areas on the route. Comments and recommendations are listed with each photo and are summarized in the Action Plan at the end. Map 3 shows the walking routes which were assessed.

**Map 3: Main Walking Routes around Amerigo A. Anastasia Elementary School**



-  Route 1
-  Route 2
-  Route 3
-  Route 4



## 1. Common Problems

### 1.1 Intersection



#### Unmarked Crosswalk

##### Route 1

- Lippencott Avenue and Hendrickson Avenue
- Lippencott Avenue and Halberton Place
- Lippencott Avenue and Broadway
- Broadway and 6<sup>th</sup> Avenue
- Broadway and Rockwell Avenue
- Rockwell Avenue and Liberty Alley
- Rockwell Avenue and Union Avenue
- Rockwell Avenue and Halberton Place
- Rockwell Avenue and Eastwood Avenue

##### Route 2

- Conover Place and Joline Avenue
- Joline Avenue and Edwards Avenue
- Edwards Avenue and Atlantic Avenue
- Atlantic Avenue and Driver Lane
- Atlantic Avenue and Coleman Avenue

##### Route 3

- 7<sup>th</sup> Avenue and West Columbus Place
- 7<sup>th</sup> Avenue and East Columbus Place
- 7<sup>th</sup> Avenue and Wharburton Place
- Dudley Street and Hampton Avenue
- Dudley Street and Kamm Way
- Dudley Street and Dewey Street
- Harrison Street and Washington Street



#### Unmarked Crosswalk

##### Route 3 Continued

- Washington Street and Lafayette Street
- Washington Street and Joline Avenue

##### Route 4

- 7<sup>th</sup> Avenue and Pacific Street
- Pacific Street and Ludlow Street

## 1. Common Problems

### 1.1 Intersection



**Broken/Missing Curb Ramp**

#### **Route 1**

- Lippencott Avenue and Hendrickson Avenue
- Rockwell Avenue and Liberty Alley
- Rockwell Avenue and Union Avenue
- Rockwell Avenue and Monmouth Avenue
- Rockwell Avenue and Wilbur Ray Avenue
- Rockwell Avenue and Central Avenue

#### **Route 2**

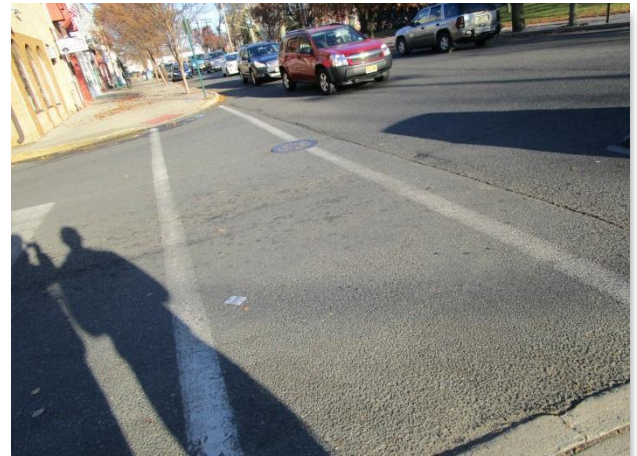
- 7<sup>th</sup> Avenue and Hendrickson Avenue
- Edwards Avenue and Atlantic Avenue

#### **Route 3**

- Dudley Street and Hampton Avenue
- Washington Street and Joline Avenue

#### **Route 4**

- 7<sup>th</sup> Avenue and Pacific Street
- Pacific Street and Ludlow Street



**Faded Crosswalk**

### **Faded Crosswalk/High Visibility Re-Striping**

#### **Route 1**

- Broadway and North 5<sup>th</sup> Avenue
- Rockwell Avenue and Central Avenue

#### **Route 3**

- 7<sup>th</sup> Avenue and Broadway
- Broadway and Municipal Lot
- Broadway and Dudley Street
- 7<sup>th</sup> Avenue and Hendrickson Avenue

## 1. Common Problems

### 1.1 Intersection



#### Misaligned/Missing Truncated Domes

##### Route 1

- Lippencott Avenue and Hendrickson Avenue
- Lippencott Avenue and Halberton Place
- Lippencott Avenue and Broadway
- Broadway and North 5<sup>th</sup> Avenue
- Broadway and Rockwell Avenue
- Rockwell Avenue and Liberty Alley
- Rockwell Avenue and Union Avenue
- Rockwell Avenue and Monmouth Avenue
- Rockwell Avenue and Wilbur Ray Avenue
- Rockwell Avenue and Central Avenue
- Rockwell Avenue and Hope Lane
- Rockwell Avenue and Halberton Place
- Rockwell Avenue and Eastwood Avenue
- Joline Avenue and 5<sup>th</sup> Avenue
- Joline Avenue and 6<sup>th</sup> Avenue
- Joline Avenue and Laurel Street
- Joline Avenue and Spruce Street

##### Route 2

- 7<sup>th</sup> Avenue and Parking Lot exit
- 7<sup>th</sup> Avenue and Hendrickson Avenue
- Conover Place and Joline Avenue
- Edwards Avenue and Pacific Street
- Edwards Avenue and Atlantic Avenue
- Atlantic Avenue and Driver Lane
- Atlantic Avenue and Coleman Avenue
- Coleman Avenue and Joline Avenue



#### Misaligned/Missing Truncated Domes

##### Route 3

- 7<sup>th</sup> Avenue and West Columbus Place
- 7<sup>th</sup> Avenue and East Columbus Place
- 7<sup>th</sup> Avenue and Wharburton Place
- Broadway and Municipal Lot
- Broadway and Dudley Street
- Dudley Street and Hampton Avenue
- Dudley Street and Kamm Way
- Dudley Street and Dewey Street
- Harrison Street and Washington Street
- Washington Street and Lafayette Street
- Washington Street and Joline Avenue

##### Route 4

- 7<sup>th</sup> Avenue and Joline Avenue
- 7<sup>th</sup> Avenue and Pacific Street
- Pacific Street and Ludlow Street



## 1. Common Problems

### 1.1 Intersection



**Missing/Faded Stop Bar**

#### **Route 1**

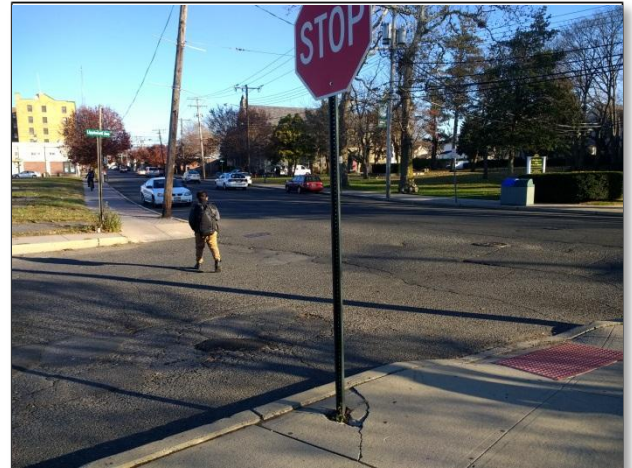
- Lippencott Avenue and Hendrickson Avenue
- Lippencott Avenue and Halberton Place
- Lippencott Avenue and Broadway
- Broadway and 6<sup>th</sup> Avenue
- Broadway and Rockwell Avenue
- Rockwell Avenue and Liberty Alley
- Rockwell Avenue and Union Avenue
- Rockwell Avenue and Central Avenue
- Rockwell Avenue and Halberton Place
- Rockwell Avenue and Eastwood Avenue

#### **Route 2**

- 7<sup>th</sup> Avenue and Hendrickson Avenue
- Hendrickson Avenue and John Street
- Hendrickson Avenue and Conover Place
- Joline Avenue and Edwards Avenue
- Edwards Avenue and Pacific Street
- Edwards Avenue and Atlantic Avenue
- Atlantic Avenue and Driver Lane
- Atlantic Avenue and Coleman Avenue

#### **Route 3**

- 7<sup>th</sup> Avenue and West Columbus Place
- 7<sup>th</sup> Avenue and East Columbus Place
- 7<sup>th</sup> Avenue and Wharburton Place
- Dudley Street and Kamm Way
- Dudley Street and Dewey Street



**Missing/Faded Stop Bar**

#### **Route 3 Continued**

- Washington Street and Joline Avenue
- Washington Street and Lafayette Street

#### **Route 4**

- 7<sup>th</sup> Avenue and Pacific Street
- Pacific Street and Ludlow Street



## 1. Common Problems

### 1.2 Sidewalks



**Missing Sidewalk**

#### **Route 1**

- Lippencott Avenue
- Laurel Street

#### **Route 2**

- Hendrickson Avenue
- John Street
- Conover Place
- Edwards Avenue
- Atlantic Avenue
- Coleman Avenue

#### **Route 3**

- Dudley Street
- Washington Street

#### **Route 4**

- 7<sup>th</sup> Avenue
- Pacific Street
- Spruce Street



**Broken/ Uneven Sidewalk**

#### **Route 1**

- Lippencott Avenue
- Rockwell Avenue
- Joline Avenue

#### **Route 2**

- 7<sup>th</sup> Avenue
- Hendrickson Avenue
- Conover Place
- Edwards Avenue
- Coleman Avenue

#### **Route 3**

- Dudley Street
- Washington Street

#### **Route 4**

- Pacific Street

## 1. Common Problems

### 1.2 Sidewalks



#### Narrow Sidewalk

##### Route 1

- Lippencott Avenue

##### Route 2

- 7<sup>th</sup> Avenue
- Conover Place
- Edwards Avenue
- Coleman Avenue

##### Route 3

- Dudley Street
- Harrison Street
- Washington Street
- Joline Avenue

##### Route 4

- Pacific Street
- Spruce Street

## 1. Common Problems

### 1.3 Other



#### Other Issues

##### Route 1

- No Stop Sign: Lippencott Avenue and Halberton Place
- Exposed fence screws: Lippencott Avenue
- Drugs: Officer found empty bag used for drugs on Rockwell Avenue and noted drug dealer locations
- Driver drove over curb in front of assessors
- No School Zone Signs: Rockwell Avenue; Joline Avenue

##### Route 2

- Pooling/Puddling around Drains: Edwards Avenue and Pacific Street
- Overgrown Foliage: Edwards Avenue
- Speeding: Atlantic Avenue
- No School Zone Signs: 7<sup>th</sup> Avenue; Hendrickson Avenue; John Street

##### Route 3

- Crosswalk Sign points to non-existent crosswalk: 7<sup>th</sup> Avenue in front of AAA
- Path across grass/no sidewalk: school front
- No Stop Sign: Dudley Street and Kamm Way
- Overgrown Foliage: Dudley Street
- Wide Driveways: Joline Avenue

## 2. Good Practices



### **Route 1**

- Sidewalks present on Lippencott Avenue, Broadway, Rockwell Avenue, and Joline Avenue
- High Visibility Crosswalk on Blackwell Avenue in front of Gregory Elementary
- Working Ped Signals- Joline Avenue and Rockwell Avenue

### **Route 2**

- High Visibility crosswalks on school property
- Sidewalks present on Joline Avenue and Coleman Avenue

### **Route 3**

- Sidewalks present on Dudley Street, Harrison Street, and portions of Washington Street

### **Route 4**

- Sidewalks present on Pacific Street

#### 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 the Amerigo A. Anastasia Elementary School 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 fully implement all the action steps.

Time Frame Definition	Cost Definition
<b>Short-term</b> = less than 3 months	<b>Low</b> = Less than \$2,000
<b>Mid-term</b> = between 3 to 6 months	<b>Medium</b> = between \$2,000 and \$10,000
<b>Long-term</b> = longer than 6 months	<b>High</b> = 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
Invite EZ Ride to provide SRTS Bicycle and pedestrian SAFETY Presentations annually	School, EZ Ride	Short-term, Mid-term, Long-term	No cost
Remind parents where and when to pick up and drop off students via Robo Call twice a year annually – prioritize walkers and bicyclists over those being dropped off by cars	School	Short-term, Mid-term, Long-term	Low
Create or update Parent Handbook with arrival & dismissal procedures, map 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	Long-term	Low
Consider conducting “Drive Slow & Safe” Campaigns on Joline Ave. & Broadway. Notify parents/guardians and staff by publishing information in Parent/Family Handbook, School news and website	School, City, Police	Short-term, Mid-term, Long-term	Low
Ask Police to give a talk at Back to School Night or PTO meetings to educate parents on	Police, School, PTO	Short-term, Mid-term, Long-term	No cost

the importance of walking and bicycling to school as well as the environmental benefits.			
Integrate walking and safety education (wear helmets, use crosswalks) into classroom	School, PE/Health teachers	Short-term, Mid-term, Long-term	No cost
Leverage Social Media to spread awareness of school zone and enforcement activities	School/District Webmaster PTO, City, Police	Short-term, Mid-term, Long-term	Low

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

Encouragement Actions	Responsibility	Time Frame	Cost
Hold a student poster contest on Safe Walking and Biking to school	School, EZ Ride	Short-term	No cost
Circulate School Travel Plan Report via School and City website and PTO meetings	School, PTO, City	Short-term	No cost
Hold annual Bike/Walk to School or Work Days on International Walk to School Day (Oct.), National Bike to School Day (May), NJ Walk and Bike to School Day in Spring	School Health Council, PTO, EZ Ride, City	Short-term, Mid-term, Long-term	No cost
Utilize the school website to advance Safe Routes to School safety messages	School Tech Coordinator, District Safety Officer	Mid-term, Long-term	No cost

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

Enforcement Actions	Responsibility	Time Frame	Cost
Conduct bicycle registration at Back to School night	School, Police	Short-term, Mid-term, Long-term	No cost
Investigate training parent volunteers to start Walking School Busses to have parents help watch out for kids' safety	School Liaison, PTO, Police, City	Mid-term, Long-term	Low
Investigate what police and city can do to reduce prevalence of drug or criminal activity near school	Police, City	Short-term, Mid-term, Long-term	Low – High
Ask City to conduct speed and traffic study on Joline Avenue	City traffic, Police	Short-term, Long-term	Medium
Ask police to set up radar signs that post driver speeds and remind people to not speed in school zone	Police Department, School Safety Liaison	Short-term, Long-term	Low
Conduct Street Smart campaign near school	Police, City, EZ Ride	Short-term, Mid-term, Long-term	Low
Ensure sidewalks are shoveled and cleared	City DPW and School	Winter	Low



of snow on school days	can remind parents, residents to shovel		
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#### 4. Engineering: Infrastructure upgrades that improve walking and biking environment

Engineering Actions	Responsibility	Time Frame	Cost
Install skateboard racks or bike racks near school entrances	School	Mid-term,	Low
Post "School Zone" signs and paint "SLOW SCHOOL ZONE " on roadways surrounding school	City, DPW	Short-term Mid-term, Long-term	Low
Paint High Visibility Crosswalks at: 7 <sup>th</sup> Ave. & Park Place (by school exit driveway across 7 <sup>th</sup> Ave.), Lippincott Ave. & Hendrickson Ave., Lippincott Ave. & Halberton Pl., Lippincott Ave. & Broadway, Broadway & 6 <sup>th</sup> Ave., Broadway & Rockwell Ave., Rockwell Ave. & Liberty Alley, Rockwell Ave. & Union Ave., Rockwell Ave. & Halberton Pl., Rockwell Ave. & Eastwood Ave., Conover Pl. & Joline Ave., Joline Ave. & Edwards Ave., Edwards Ave. & Atlantic Ave., Atlantic Ave. & Driver Ln., Atlantic Ave. and Coleman Ave., 7 <sup>th</sup> Ave. & West Columbus Pl., 7 <sup>th</sup> Ave. & East Columbus Pl., 7 <sup>th</sup> Ave. & Wharburton Pl., Dudley St. & Hampton Ave., Dudley St. & Kamm Way, Dudley St. & Dewey St., Harrison St. and Washington St., Broadway and North 5 <sup>th</sup> Ave., Rockwell Ave. & Central Ave., 7 <sup>th</sup> Ave. & Broadway, Broadway & Municipal Lot, Broadway & Dudley St., Washington St. & Lafayette St., Washington St. & Joline Ave., 7 <sup>th</sup> Ave. & Pacific St., Pacific St. & Ludlow St.,	State and City DPW, Engineering, Police	Short-term, Mid-term, Long-term	Medium – High
Install, replace, or realign truncated domes at: Lippincott Ave. & Hendrickson Ave., Lippincott Ave. & Halberton Pl., Lippincott Ave. & Broadway, Broadway & North 5 <sup>th</sup> Ave., Broadway & Rockwell Ave., Rockwell Ave. & Liberty Alley, Rockwell Ave. and Union Ave., Rockwell	County and Town Engineering, DPW, Police	Mid-term, Long-term	Medium – High

<p>Ave. &amp; Monmouth Ave., Rockwell Ave. &amp; Wilbur Ray Ave., Rockwell Ave. &amp; Central Ave., Rockwell Ave. and Hope Ln., Rockwell Ave. &amp; Halberton Pl., Rockwell Ave. &amp; Eastwood Ave., Joline Ave. &amp; 5<sup>th</sup> Ave., Joline Ave. &amp; 6<sup>th</sup> Ave., Joline Ave. &amp; Laurel St., Joline Ave. &amp; Spruce St., 7<sup>th</sup> Ave. &amp; Parking Lot exit, 7<sup>th</sup> Ave. &amp; Hendrickson Ave., Conover Pl. &amp; Joline Ave., Edwards Ave. &amp; Pacific St., Edwards Ave. &amp; Atlantic Ave., Atlantic Ave. &amp; Driver Ln., Atlantic Ave. &amp; Coleman Ave., Coleman Ave. &amp; Joline Ave., 7<sup>th</sup> Ave. &amp; West Columbus Pl., 7<sup>th</sup> Ave. &amp; East Columbus Pl., 7<sup>th</sup> Ave. &amp; Wharburton Pl., Broadway &amp; Municipal Lot, Broadway &amp; Dudley St., Dudley St. &amp; Hampton Ave., Dudley St. &amp; Kamm Way, Dudley St. &amp; Dewey St., Harrison St. &amp; Washington St., Washington St. &amp; Lafayette St., Washington St. &amp; Joline Ave., 7<sup>th</sup> Ave. &amp; Joline Ave., 7<sup>th</sup> Ave. &amp; Pacific St., Pacific St. &amp; Ludlow St.</p>			
<p>Install Stop Sign and paint stop bar at Lippincott Avenue and Halberton Place</p>	<p>Town Engineering, DPW</p>	<p>Short Term</p>	<p>Low</p>
<p>Paint or repaint stop bars at: Lippincott Ave. &amp; Hendrickson Ave., Lippincott Ave. &amp; Halberton Pl., Lippincott Ave. &amp; Broadway, Broadway &amp; 6<sup>th</sup> Ave., Broadway &amp; Rockwell Ave., Rockwell Ave. &amp; Liberty Alley, Rockwell Ave. &amp; Union Ave., Rockwell Ave. &amp; Central Ave., Rockwell Ave. &amp; Halberton Pl., Rockwell Ave. &amp; Eastwood Ave., 7<sup>th</sup> Ave. &amp; Hendrickson Ave., Hendrickson Ave. &amp; John St., Hendrickson Ave. &amp; Conover Pl., Joline Ave. &amp; Edwards Ave., Edwards Ave. &amp; Pacific St., Edwards Ave. &amp; Atlantic Ave., Atlantic Ave. &amp; Driver Ln., Atlantic Ave. &amp; Coleman Ave., 7<sup>th</sup> Ave. &amp; West Columbus Pl., 7<sup>th</sup> Ave. &amp; East Columbus Pl., 7<sup>th</sup> Ave. &amp; Wharburton Pl., Dudley St. &amp; Kamm Way, Dudley St. &amp; Dewey St., Harrison St. &amp; Washington St.,</p>	<p>County Engineering, DPW, Town Engineering</p>	<p>Short-term, Mid-term, Long-term</p>	<p>Medium – High</p>



Washington St. & Joline Ave., Washington St. & Lafayette St., 7 <sup>th</sup> Ave. & Pacific St., Pacific St. & Ludlow St.			
Fix or install ADA compliant curb ramps at: Lippincott Ave. & Hendrickson Ave., Rockwell Ave. & Liberty Alley, Rockwell Ave. & Union Ave., Rockwell Ave. & Monmouth Ave., Rockwell Ave. and Wilbur Ray Ave., Rockwell Ave. & Central Ave., 7 <sup>th</sup> Ave. & Hendrickson Ave., Edwards Ave. & Atlantic Ave., Dudley St. & Hampton Ave., Washington St. & Joline Ave., 7 <sup>th</sup> Ave. & Pacific St., Pacific St. & Ludlow St.	State Engineering, City Engineering, DPW	Short-term, Mid-term, Long-term	Medium – High
Gauge residents' feeling/apprehension regarding installing sidewalks on their property; investigate installing sidewalks	City, School, EZ Ride, Habitat for Humanity	Short-term, Mid-term	Low – High
Repair drainage problems around drains on Edwards Avenue that is causing flooding, obstructing sidewalk ramps and causing road deterioration	City	Short term, Mid-term	Medium-High
Lengthen crossing gate arms across train track at Washington Avenue and Rt. 36	NJ Transit, City, NJDOT	Short-term, Mid-term	Low-Medium
Widen or repair broken sidewalk along: Lippincott Ave., 7 <sup>th</sup> Ave., Conover Pl., Edwards Ave., Coleman Ave., Dudley St., Harrison St., Washington St., Joline Ave., Pacific St., Spruce St., Rockwell Ave., Hendrickson Ave.	City Engineering, DPW, Habitat for Humanity	Short-term, Mid-term	High
Ensure property owners are following local ordinances regarding landscaping and garbage removal	Police, City, Volunteers	Short-term, Mid-term, Long-term	Low
Investigate traffic speeds around the school and post 25 mph speed limit signs	NJDOT & City Engineering, Police	Short-term, Mid-term, Long-term	Medium
Replace Stop signs with more visible flashing Stop signs	NJDOT & City Engineering, DPW	Short-term, Mid-term, Long-term	Medium
Investigate installation of street lights at key intersections and crosswalks where students cross including Rt. 36 and 7th Avenue	NJDOT City Engineering, Police	Mid-term, Long-term	Medium
Repair and/or replace pedestrian signal heads at North Fifth Ave. & Broadway	City Engineering, DPW	Mid-term, Long-term	Medium

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

Evaluation Actions	Responsibility	Time Frame	Cost
Conduct student travel tallies to measure if the number of students walking, biking or carpooling has increased	School, EZ Ride,	Every few years	No cost
Conduct speed studies to evaluate if traffic complying with speed limit	City and state police	Short-term, Mid Term	Low
Determine extent of Complete Streets policy Implementation	City	Mid-term, Long-term	Medium to High
Improve communications between school officials and families establishing a convenient mechanism to share information and get feedback	School Administrators, PTO, Parent Center Webmasters, District leaders and newsletter	Short-term, Mid-term, Long-term	Low

## Conclusion

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 (walking and biking), residents can also make Long Branch a more appealing community by reducing air pollution and traffic congestion.

Community priorities around Amerigo A. Anastasia Elementary School are to improve safety for students and residents who walk and bike in the neighborhood. There are several locations on all routes that lack sidewalks and curb ramps and installing these will increase the safety of and improve accessibility for students, residents, seniors, parents with strollers and those in wheelchairs. Sidewalks are missing on 7<sup>th</sup> Avenue and must be added on John Street, Hendrickson Ave and Conover Place, which lead to the school. Reducing the speed of traffic near the school, encouraging students to walk and bike more for their health, and adding more high visibility striped crosswalks, SLOW SCHOOL ZONE pavement markings/signs, speed limit signs, and flashing SLOW or STOP signs will all be beneficial. Steps should be taken to repair/add ADA compliant curb ramps and truncated dome pads to improve accessibility for those with special needs. Repairing damaged roadways and repainting faded stop bars is very important. Replacing or repairing a non-working pedestrian traffic signal at the intersection of North Fifth Avenue and Broadway is imperative as soon as possible. Striping high visibility crosswalks will help to alert traffic where students frequently cross and should be addressed as soon as possible as many of the intersections we assessed have no crosswalks or very faded crosswalks.

According to a police officer who assisted with the audit, there are some homes that harbor drug or other criminal activity and steps should be taken by the police to prevent or discourage that type of activity near the school and to protect students and residents who walk in the area. Improved street lighting and a strong police presence are advised.

The school community's desire to collaborate to help protect students and encourage safe walking and bicycling is admirable and deserves support from the State and City. EZ Ride is proud to work with the community to improve safety, bring SRTS programming to the schools and provide incentives and helmets to encourage students to walk and bike more. 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 active travel environment. Ultimately, the goal is to make the intersections, sidewalks, and streets safer for students to walk and bike to school.

## 5. Appendix

### Typical Opportunities for Improvements



#### 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

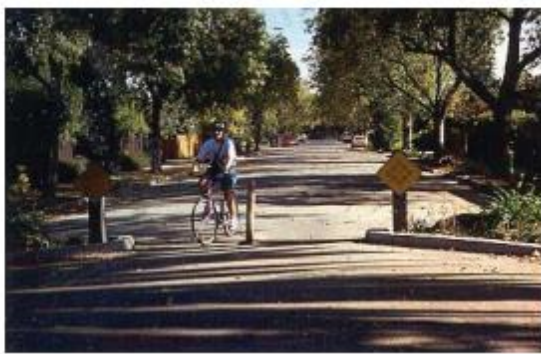
- Lets pedestrians know area was designed for their use
- Helps provide a safe and comfortable environment
- Helps provide sense of "place"

## 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