

2013

Safe Routes to School Travel Plan

Nishuane Elementary School



Prepared By:

RBA

In Association with:



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

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INTRODUCTION

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

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

The purpose of the Nishuane Elementary School Safe Routes to School (SRTS) Travel Plan is to identify measures including both infrastructure projects and programmatic activities aimed at improving and/or encouraging walking and biking to school. These measures will serve as part of an implementable action plan which, when carried out by the school community and its partners, will encourage more Nishuane students and parents to walk, bike or otherwise engage in active ways to getting to school. Traditionally, SRTS programs look at a 2 mile radius. Because Montclair is a [Magnet School System](#), students 1 mile or more from the school they attend are provided courtesy busing. This Travel Plan will focus on the area within a one mile radius of Nishuane School (Grades K – 2).

Nishuane Elementary School is one of 10 schools in the Township of Montclair’s Safe Routes to School (SRTS) Program. In 2008, the Township of Montclair, through its SRTS Task Force, applied for and received funding through NJDOT for the development of three (3) E’s of its district-wide Safe Routes to School program (Engineering, Encouragement and Enforcement). The goal of the Montclair SRTS Task Force’s goal was to expand on the success of the Rand School SRTS Pilot and bring a sustainable Safe Routes to School Program to all of the

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

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Township's elementary and middle schools.

As part of this effort, the Township selected a consultant team lead by The RBA Group and assisted by Arterial and Meadowlink TMA (project team) to conduct SRTS workshops and develop travel plans. The travel plans stemming from the workshops compliment the work already undertaken by the Montclair SRTS Task Force, and reflect the Township's desire to create safer, healthier, active and sustainable school environments town-wide.

In developing the Nishuane Travel Plan, the project team confirmed preliminary walking and bicycling routes and analyzed the basic elements required for safe walking and bicycling routes. Information was gathered from local stakeholders – staff, parents, as well as community members such as the Township Engineer, local police, health and bicycle advocates, board of education transportation representatives, and local crossing guards through interviews, travel surveys and the community workshops. In these workshops, stakeholders worked with the project team to identify existing barriers that limit walking and biking and opportunities that could prompt an increase in walking and biking to the school. The results of this collaboration is a list of potential projects and/or activities (action items) intended to make walking and biking to Nishuane a safer and more appealing option than taking the car.

The Nishuane Elementary School Travel Plan actively promotes the five E's of a successful SRTS program – engineering, education, enforcement, encouragement, and evaluation. These categories provide the framework for the action items identified in the plan. At the conclusion of the project, the goal is to have the school community take an active role in improving their SRTS program goals for getting students to and from school safely using active modes of travel. This Travel Plan should be adopted by the school and updated on an annual basis to reflect changes in priorities, leadership and conditions.

MONTCLAIR SRTS TEAM AND PARTNERSHIPS

A key element in the planning process was for the project team to foster partnerships within the school community. The first goal was to establish a SRTS Team leader at each school. The project team worked with the SRTS Team Leader to gain a better understanding of the challenges families face in getting their students to and from school safely. In working closely with the SRTS Team Leader, the project team was able to set the stage for the Team Leader to move forward on his own and maintain ownership of the SRTS program. Each SRTS Task Leader was given several tasks:



- *Prepare an introductory letter/email to inform parents of the SRTS program and the need to fill out the parent/caregiver survey.*
- *Disseminate survey.*
- *Identify for the consulting team the major routes to the school, and any important issues related to arrival and dismissal.*
- *Coordinate workshop locations, times, distribute flyers and provide snacks the day of the workshop.*
- *Collect data from the school via the **Stakeholder Interview Sheet**.*
- *Invite stakeholders to the workshop meeting.*
- *Discuss and brainstorm with the project team any incentives to use for encouragement throughout the year.*
- *Attend the workshops as a participant/parent and share thoughts and concerns.*
- *Attend the classroom presentations conducted with students by the project team, if possible.*

Having established the SRTS Team Leader, the project team needed to assemble active community groups and organizers whose missions and abilities complement the goals of

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the Montclair SRTS Program in the hopes that they will be able to support and sustain the SRTS program over time. These local stakeholders were continuously invited to be a part of the development of each of the schools' travel plans. The Nishuane School SRTS Partner Organizations List includes:

Nishuane SRTS Partner Organizations

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

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Organization	Contact	Role/Responsibility
Montclair Board of Education – Transportation Office	Gisela Aultmon, Transportation Manager P: (973) 509-4055 E: gaultmon@montclair.k12.nj.us	School Bus Coordination
Meadowlink Transportation Management Association	Nora L. Shepard , SRTS Program Manager P: (201) 939-4242 E: nshepard@ezride.org	Travel Plan Implementation, Programmatic Activity, SRTS Program Assistance/Resource, Grant Writing Assistance
Meadowlink Transportation Management Association	Ryan Cerbone, Associate, Safe Routes to School Program P: (201) 939-4242 E: rcerbone@ezride.org	Travel Plan Implementation, Programmatic Activity, SRTS Program Assistance/Resource, Grant Writing Assistance
Voorhees Transportation Center/NJ SRTS Resource Center	Leigh Ann Von Hagen, Research Specialist P: (848) 932-7901 E: srts@ejb.rutgers.edu	Web-based resources, Technical Assistance, SRTS Recognition Program, Helpdesk assistance, and SRTS Tools, Tips and Training
Safe Routes to School National Partnership	Laura Torchio, NJ Advocacy Organizer P: (973) 783-5939 E: laura@saferoutespartnership.org	Advocacy, Event and Encouragement Activities, Policy Change, Best Practices & Technical Assistance, Publications
Bike&Walk Montclair	Rika Alper, President P: (973) 866-5028 E: info@bikewalkmontclair.org	Advocacy, Event, Education and Encouragement Activities
NJ Department of Transportation - SRTS	Elise Bremer-Nei, NJDOT SRTS Program Coordinator P: (609) 530-2765 E: elise.bremer-nei@dot.state.nj.us	State SRTS Program Assistance; Non-Infrastructure Grant Funding
Essex County Planning Department	David Antonio, County Planner P: (973) 226-8500 E: dantonio@essexcountynj.org	SRTS Program Assistance
Essex County Board of Chosen Freeholders	Brendan W. Gill, Freeholder, District 5 P: (973) 621-4479 E: bgill@freeholders.essexcountynj.org	County SRTS Coordination

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SCHOOL PROFILE

School Description

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

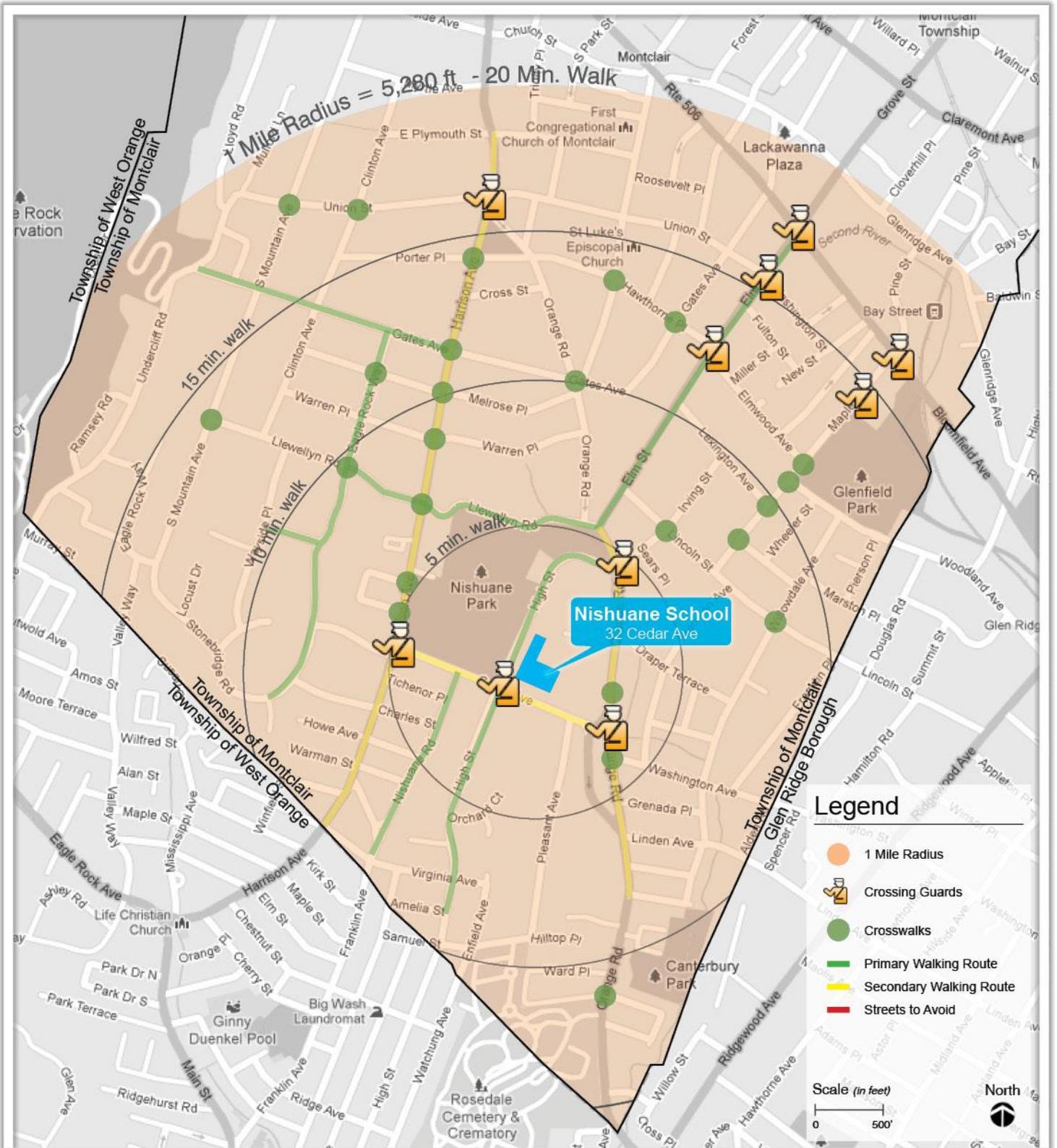
Nishuane Elementary is part of the Montclair Public School District and has a school population of approximately 475 students in grades K-2. In Montclair’s magnet school system, all schools have a theme. Nishuane’s theme is “Gifted and Talented.”



Students walking to school entrance along High Street

The primary entrance for students walking or bused is located along High Street. **Map 1 – School Location** identifies key features of the school neighborhood such as the location of crossing guards, primary and secondary walking routes and crosswalks.

Nishuane School



Map 1 - School Location Map

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School Demographic Information

➤ **Student Demographics**

Ethnicity	Nishuane	State Average
Black or African American	42%	17%
White	41%	54%
Hispanic or Latino	9%	20%
Asian	8%	8%

Source: www.greatschools.net; NCES, 2008-2009

➤ **Economic Diversity**

Free and reduced-price lunch

These statistics show the percentage of students eligible for the federal free and reduced-price lunch program as reported by National Center for Education Statistics (NCES). This percentage is one indication of the student economic level (or family income level) at a school.

Free or reduced-price lunch program	Nishuane	State Average
Students eligible for free or reduced-price lunch program	24%	30%

Source: www.greatschools.net; NCES, 2008-2009

➤ **Individualized Education Programs (IEPs)**

These statistics show the percentage of students with Individualized Education Programs (IEPs) as reported by the state. IEPs are specialized educational programs created for students with disabilities. When planning for activities related to SRTS, we want to make sure to think about all members of the student population, including students with IEPs.

Students with Disabilities	Nishuane
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	12.8%

Source: NJDOE 2010-2011 Report Card

➤ **Language Diversity**

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

Source: NJDOE 2010-2011 Report Card

Language Spoken At Home	Nishuane
English	100%

Source: NJDOE 2010-2011 Report Card

CURRENT SCHOOL TRAVEL ENVIRONMENT

Student Travel Mode

Because Montclair is a magnet school system, courtesy busing is provided to students who live farther than one mile from the school.

According to the school administration, out of the 475 students that attend Nishuane, 350 ride the school bus, 100 are driven to school by an adult, 20 walk to school and 5 ride their bike to school.

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

Drop-Off/Pick-Up Procedures

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

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

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

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

Transportation to and from school is available for students in the Montclair Public Schools system who meet the eligibility requirements that are based on the distance from the child's residence to the school he/she is attending. According to Board policy, transportation will be provided for the following students:

- 1. All elementary students who reside more than 1 mile from their assigned school.*
- 2. All middle school students who reside more than 1 mile from their assigned school.*

Source: Montclair Board of Education website,
<http://www.montclair.k12.nj.us/WebPage.aspx?Id=23>

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We know parents are in a hurry when they are dropping off and picking up their children.

Please, for the **safety** of the children, keep the following rules in mind:

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

Excerpt from [Nishuane Family Handbook 2012-2013](#)

School Hours

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

Crossing Guards

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

EVALUATING OPPORTUNITIES AND CONSTRAINTS

The information gathering process for the Nishuane Elementary School followed a series of steps conducted by the project team including stakeholder interviews, data collection, workshop previews, student classroom activity and a SRTS workshop. Together, these steps allowed the project team to develop an Action Plan listing recommendations to be implemented in the school neighborhood to improve conditions for students on their way to and from school.

Stakeholder Interviews

In the spring of the year prior to the workshops, Montclair’s SRTS Coordinator Alex Kent met with the PTAs and the Principals of all the Montclair schools, and talked to them about the barriers they have to walking or biking to school, safety or otherwise. In the Nishuane Elementary School, some areas of concern (“hot spots”) within the school neighborhood were identified. Their verbatim thoughts are included below:

PTA/Parent Wish List

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

Parents’ Thoughts

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

Neighborhood Mapping

Team Observation

Prior to the community workshop, the project team performed a field investigation to observe the conditions around the Nishuane Elementary School. Observations were made of the physical conditions all around the school campus and surrounding neighborhood; parking patterns and restrictions; auto and foot traffic and circulation using the Crosswalk[®] data collection and assessment system.

Summaries and results of these collection efforts and field investigations are summarized in Appendix A. This summation includes detailed maps annotated with comments about the school commute dynamics and conditions for walking or bicycling to and from school. Photos of each major issue are included and keyed to the maps by number.

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School Community Observation

STUDENT CLASSROOM ACTIVITY

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

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

Issues voiced by students

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

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Community Workshop

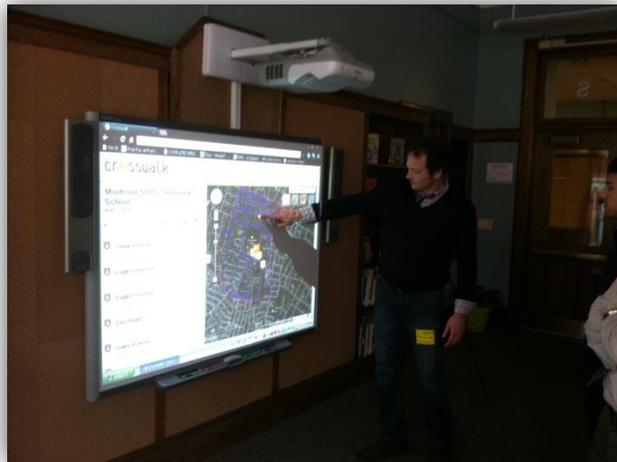
Observation of Student Arrival

The project team met at the Nishuane Elementary School at 8:50 am on Wednesday, February 6th, 2013 to observe arrival of Nishuane's students with parents and stakeholders. The purpose of this exercise was to allow workshop attendees the opportunity to have a first-hand observation of the existing and potentially hazardous behaviors within the school neighborhood.



Community Workshop

The workshop began directly after the observation of student arrival. Members of the Nishuane school community and local community attended the workshop to discuss Safe Routes to School program at Nishuane. The project team's goal for this working meeting was to present sufficient information on Safe Routes to School programs to the community as well as supplying audience members with anecdotal information from their earlier discussion with students and their own observations of the schools' arrival. Workshop participants identified barriers, areas of concerns and opportunities in the environment around Nishuane in their discussion and through the mapping exercise facilitated by the project team.



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Vision

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



Crossing Guard assisting family to Nishuane

CREATING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

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

Top SRTS Priority Recommendations

A full listing of the recommendations are provided as options for the Nishuane Elementary School to consider while implementing its SRTS plan and are included in the Action Plan Matrix, later in this Travel Plan. The top priority concepts for each of the 5 E's (Engineering, Education, Encouragement, Enforcement and Evaluation) are also listed here:

Engineering

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

Enforcement

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

Education

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



NJ TRANSIT offers a no-cost, 45-minute statewide safety education program to public, non-public and charter schools, Grades PreK-12, highlight the need for safe behavior and caution around rail systems and buses. According to NJ TRANSIT, the presentation includes an age-appropriate video, safety tips and procedures, question and answer session, and free educational materials that reinforce important safety messages. For more information or to schedule presentations, go to the [Safety Education Program](http://www.njtransit.com/rg/rg_servlet.srv?hdnPageAction=SafetyTo) site at:

http://www.njtransit.com/rg/rg_servlet.srv?hdnPageAction=SafetyTo

Encouragement

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

Evaluation

- Continue to conduct student travel surveys to measure how effective the SRTS program has been in increasing the number of students walking, biking, carpooling or taking transit to school
- Perform speed studies before and after the initiation of any physical or programmatic measures, especially along Harrison Avenue and Orange Road

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Incentives

To encourage families to arrive by foot, bike or any other form of active transportation, a Nishuane SRTS Team Leader should be identified. This Team Leader would work with the SRTS team at Meadowlink (the Transportation Management Agency covering all of Montclair and the surrounding area), to develop a plan to best leverage the incentive items and other SRTS efforts.

Meadowlink will be providing bicycle and pedestrian safety themed incentives, such as stickers, to Nishuane and all of the other Montclair Schools participating in the SRTS program. Going forward, Meadowlink will offer assistance in the implementation of further SRTS initiatives such as, a walking school bus or bike rodeo, and incentives for these events will be provided as necessary.

PROGRAM EVALUATION AND MONITORING

In order to continue the momentum and keep up with the growing needs of a changing school population, Nishuane should use various data collection methods to evaluate the effectiveness of its SRTS Program over time. Some of those preliminary actions should be:

- **Conduct Student Travel Mode (Hands-Up) Surveys**

Nishuane should measure the number of children walking and bicycling to school by conducting Student Travel Mode (Hands-Up) Surveys at least twice a year. The results will be evaluated yearly to show if there has been a shift in the number of children walking and bicycling to school.

For these surveys, Nishuane can work with their SRTS Team Leader and Meadowlink TMA to coordinate this effort with Voorhees Transportation Center at Rutgers University to tabulate survey data. A copy of the Student Travel Mode Survey can be found in Appendix B.

- **Continue to conduct Parent Surveys**

Nishuane should continue to distribute parent/caregiver take-home/[online](#) attitudinal surveys to evaluate parents' attitudes towards walking and bicycling to school over time. The 2012 New Jersey Safe Routes to School Parent/Caregiver Survey is included in Appendix B. Using survey information on the number of children that currently walk and bike to Nishuane as a baseline measure, these yearly surveys should be conducted to determine if there has been a shift in attitudes and/or actions since the implementation of actions related to the SRTS program. Nishuane's SRTS Team Leader and Meadowlink

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TMA can work together to ensure that the surveys are distributed, collected and then tabulated by Voorhees Transportation Center at Rutgers University.

- **Conduct School Traffic Counts**

School traffic counts can be a good way to collect baseline data on parent/student behavior during arrival. Unlike typical traffic counts that use automated traffic counting equipment, these visual counts involve using students to manually record how students are being dropped off to school. Nishuane should institute a school traffic counts initiative to do these counts either as a single classroom activity or can use it as a school-wide motivator to get parents and students to walk and bike more often. These counts should be done at the beginning and the end of the school year to see if any of the SRTS activities have had an impact in reducing the number of cars dropping off students. It is important that the counts are done the same way each time to ensure that results can accurately compared.



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

Source: <http://www.jrsocymnu.org.uk/en/1100.htm>

The SRTS Team Leader should invite a representative from the Montclair Police Department, the Township Planner, or the Township Engineer to help kick-off the school's traffic count initiative. The counts should be coupled with encouragement activities such as:

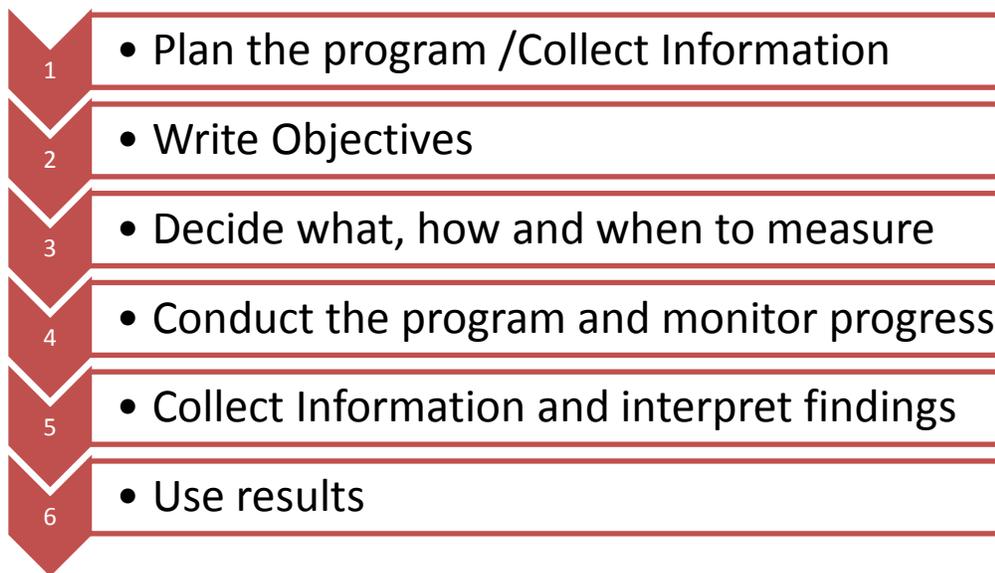
- Making a school-wide pledge to walk and bike more often
- Setting a school-wide goal and holding a celebration if the goal is met.
- Having class discussions on how to reduce the impacts of traffic by using alternative modes of transportation such as biking and walking.

A sample of a traffic count form can be found in Appendix C.

Before carrying out any of these activities, the Nishuane SRTS Team should consider creating a mechanism for evaluation. As noted in the *Complete Safe Routes to School Guide*¹ there is a six-step process that works best for evaluating SRTS programs and is demonstrated in the following graphic:

¹ This guide is maintained by the National Center for Safe Routes to School at www.saferoutesinfo.org.

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Creating a plan at the onset of the program will be most beneficial in setting goals for your program and determining strategies to will help you attain those goals.

MAPPING SOLUTIONS FOR THE SCHOOL NEIGHBORHOOD

The walking environment around Nishuane Elementary School is generally in good condition. With some minor changes, the walking routes to school can be very attractive to nearby families.

Map 2 - School Neighborhood Recommendations (on the following page) illustrates the suggested physical improvements that are aimed at improving the overall conditions for families walking and biking to school. If implemented in conjunction with the other strategies outlined in the Action Plan Matrix (page 25), these physical improvements will offer walking and/or biking as a safe and more convenient option to getting to school.



Map 2 - School Neighborhood Recommendations

1. Enhance: Define the walk into school. Paint a fun pattern on the sidewalk to guide children into school (i.e. painted footprints).
2. Signage & Striping: Define drop-off area. Use paint and signs to better define drop-off areas during inclement weather.
3. Enhance: Relocate center railing to the sides of the steps.
4. Traffic & Circulation: Park and Walk location
5. Traffic & Circulation: Relocate the car drop-off to this side street and limit through traffic.
6. Traffic & Circulation: Move car or bus drop-offs to the parking lot area
7. Enforce: Restrict parking during drop-off times (7am to 9:30am) to allow for additional stacking.
8. Traffic & Circulation: This township lot may be used as a drop-off.

ACTION PLAN MATRIX

The following Action Plan Matrix for implementing the Nishuane Elementary School SRTS program is intended to increase safety for students on their journey to and from school and, where appropriate encourage more students to walk or bike. The tables below are organized by the logical lead entity and identify those preliminary recommendations, specific to the Nishuane School campus and the immediate area, partners, a time frame and a level of cost for implementing each recommended action.

To give the Nishuane SRTS program more depth, it is recommended that these concepts be reinforced beyond the immediate school neighborhood. Nishuane’s SRTS program can best realize full success if its community and municipal partners implement the township-wide action items that support Nishuane’s SRTS program. These township-wide recommendations have been identified in Appendix D and are organized by the 5 E format (Engineering, Education, Encouragement, Enforcement and Evaluation) for implementing the SRTS program.

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Action Plan Matrix – Nishuane School Neighborhood Specific

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

No.	Action	Partners	Timeframe	Cost	Notes
Lead Entity: Principal					
1	Create a school pavement “quilt” to define the drop-off zone on the school-side of Cedar Avenue	Montclair Engineering/Board of Education/PTA	Mid-term	Low	Paint images on the roadway, also install “Pull Up to HERE” banner/ flag.
2	Update the arrival and dismissal section of the school’s Family Handbook with map and text that defines drop-off/ pick-up traffic circulation plan, including rules and procedures for driving along local streets within school campus and any school driveway access	PTA/ Montclair Engineering	Short-term	Low	Share the updated handbook/map via school web site
3	School staff needs to be consistent with car valet operations – rainy and snowy days they are needed most.	PTA	Short-term	Low	Ask PTA volunteers to assist during inclement weather
4	Reinforce the parking restriction zone further along Cedar Avenue - on the approach to the school from Orange Road. Consider placing additional traffic cones.	Montclair Engineering/Montclair Police	Mid-term	Low	
5	Designate a school staff to place the “ONE WAY” sign on High Street at the Cedar Avenue intersection	PTA	Short-term	Low	The Crossing Guard is not supposed to move traffic signs
6	Continue the SRTS team/group	PTA/ Meadowlink TMA	Short-term	Low	

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

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Lead Entity: PTA					
15	Create and sign "Park and Walk" locations at: <ul style="list-style-type: none"> • South End parking lot (meters) • Nishuane Park (unregulated) 	PTA/School Action Team (SAT)/Town Engineer/DPW	Short-term	Low	Work with the Town Engineer to identify a designated route to school from these locations for volunteers
16	Organize volunteers to assist with car valet during inclement weather	Principal	Short-term/ongoing	Low	Consider getting incentives for volunteers
17	Organize Walking Club and Walking School Buses	SAT/ Meadowlink TMA	Short-term	Low	Meadowlink can help with setting up WSB's.
18	Participate in International Walk to School Day in October and National Bike to School Day in May and NJ Walk and Bike to School Day in May	Principal/ Meadowlink/ SRTS Coordinator/SRTS Team Leader	Short-term/ongoing	Low	
19	Include Crossing Guard Appreciation Day with every bike/walk to school event	Principal/ Meadowlink/ SRTS Coordinator/SRTS Team Leader	Short-term/ongoing	Low	
20	Share the updated Family handbook/map via PTA web site	Principal/Board of Education	Short-term	Low	
21	Report any crossing guard issues to Traffic Bureau (973-744-1234) – <ul style="list-style-type: none"> - Schedule - Procedure 	Board of Education/ Montclair Police	Short-term	Low	
22	Circulate Time Radius Map and Travel Plan Report on PTA website	Board of Education	Short-term	Low	
23	Promote Bike&Walk Montclair's Courteous Driving Pledge	Bike&Walk Montclair	Short-term	Low	
24	Hold Bike Rodeo/ learn to Ride session, possibly during "Mayfair"	Bike&Walk Montclair	Short-term	Low	
25	Add biking/ walking education and activities to the Nishuane Explorers Afterschool Enrichment Program	Bike&Walk Montclair	Short-term	Low	

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

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

APPENDICES

Appendix A. Crosswalk[®] Neighborhood Analysis

The following maps and notes are a record of the issues identified both during initial field observations and during the workshops as noted by participants:

Assessment Categories:



School Location/ Crossing Guard Location



Ideas/ Primary Destination/ Secondary Destination



Pedestrian Issues – Good/ Minor/ Major



Bicycling Issues - Good/ Minor/ Major



Driver Behavior – Good/ Poor/ Bad



Intersection Issues - Good/ Poor/ Bad

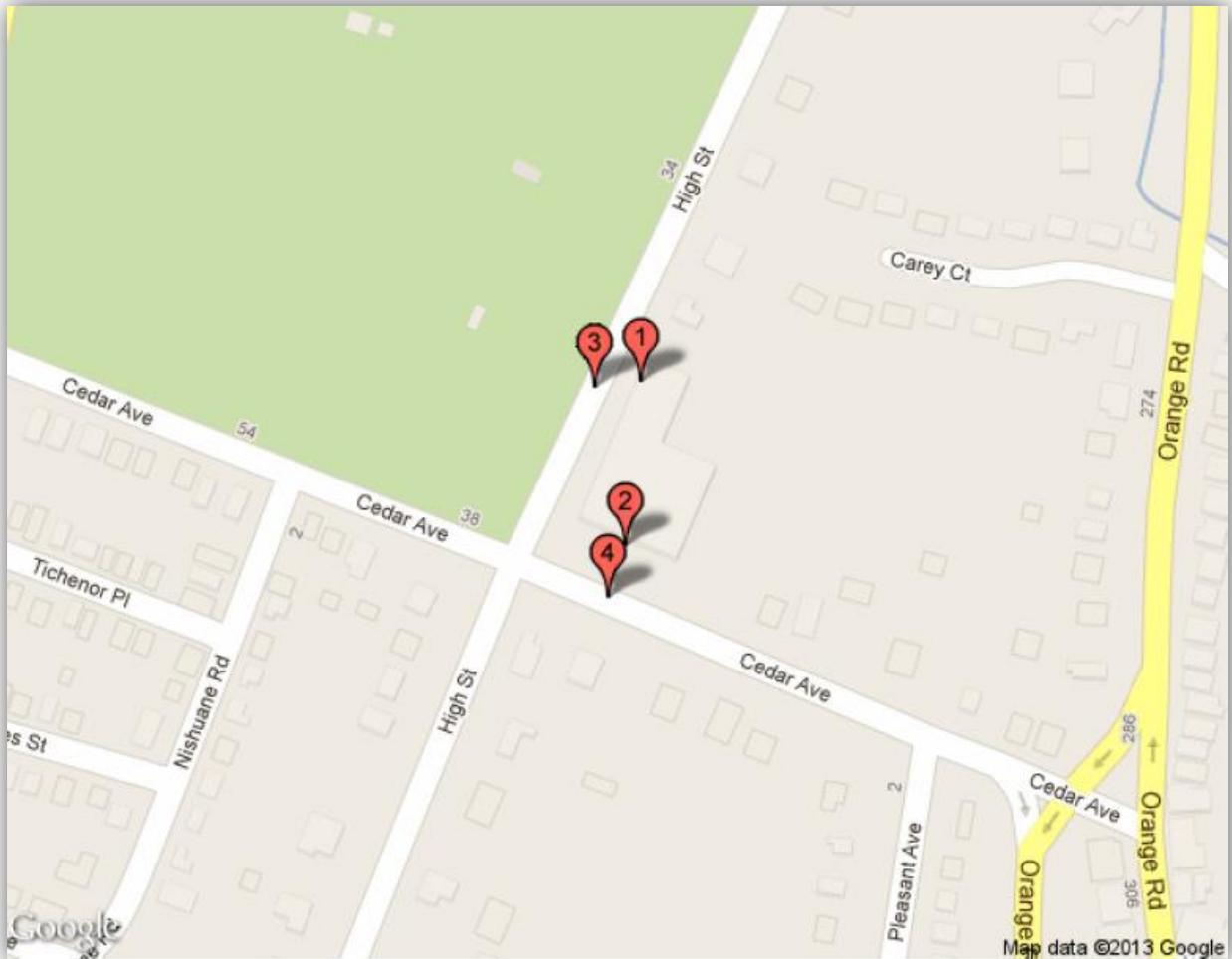


Environmental Issues - - Good/ Poor/ Bad

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Primary Destinations



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

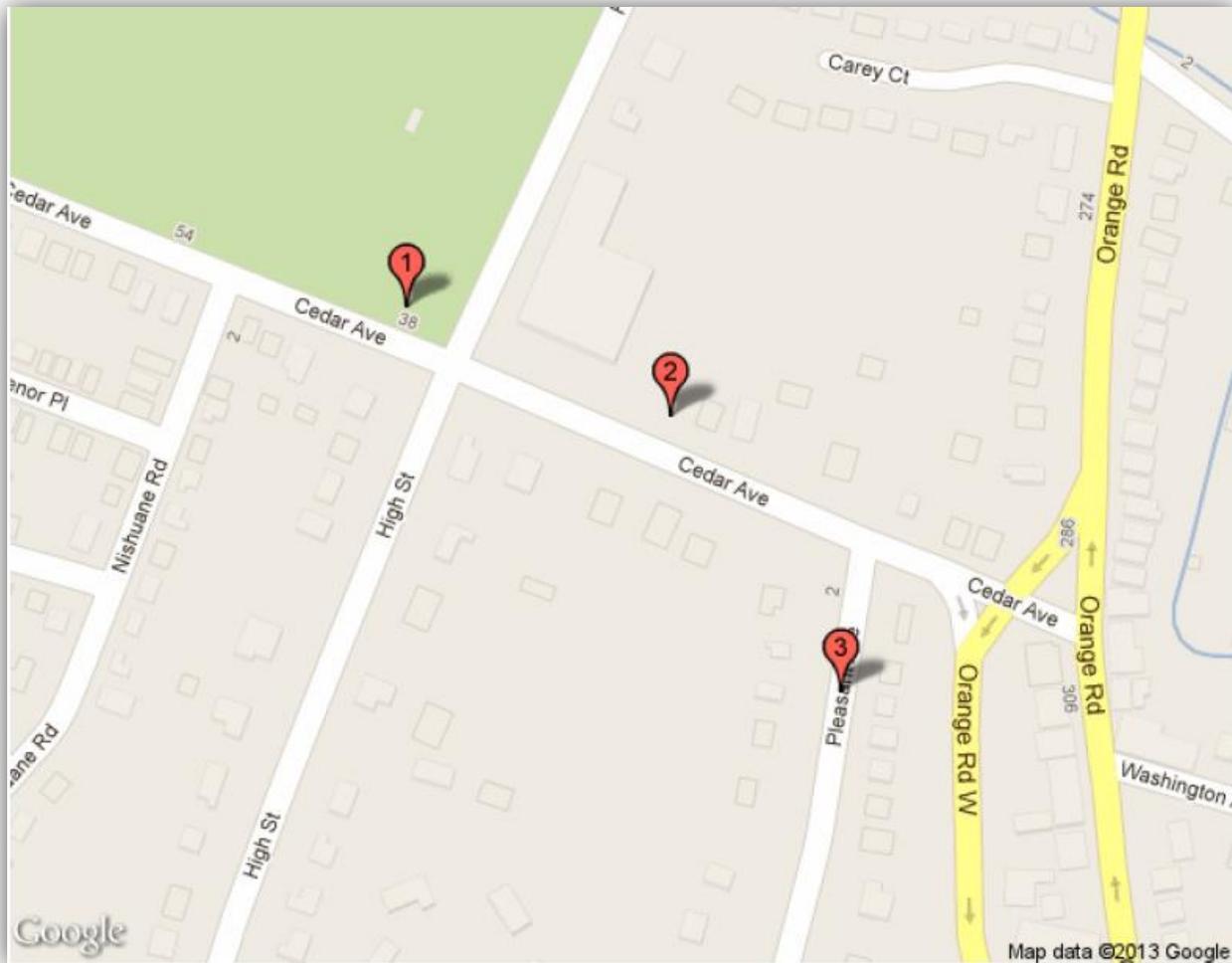
2. Drop-off Entry. This is the entrance that students us that get dropped off by car.

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

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

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

 **Secondary Destination**

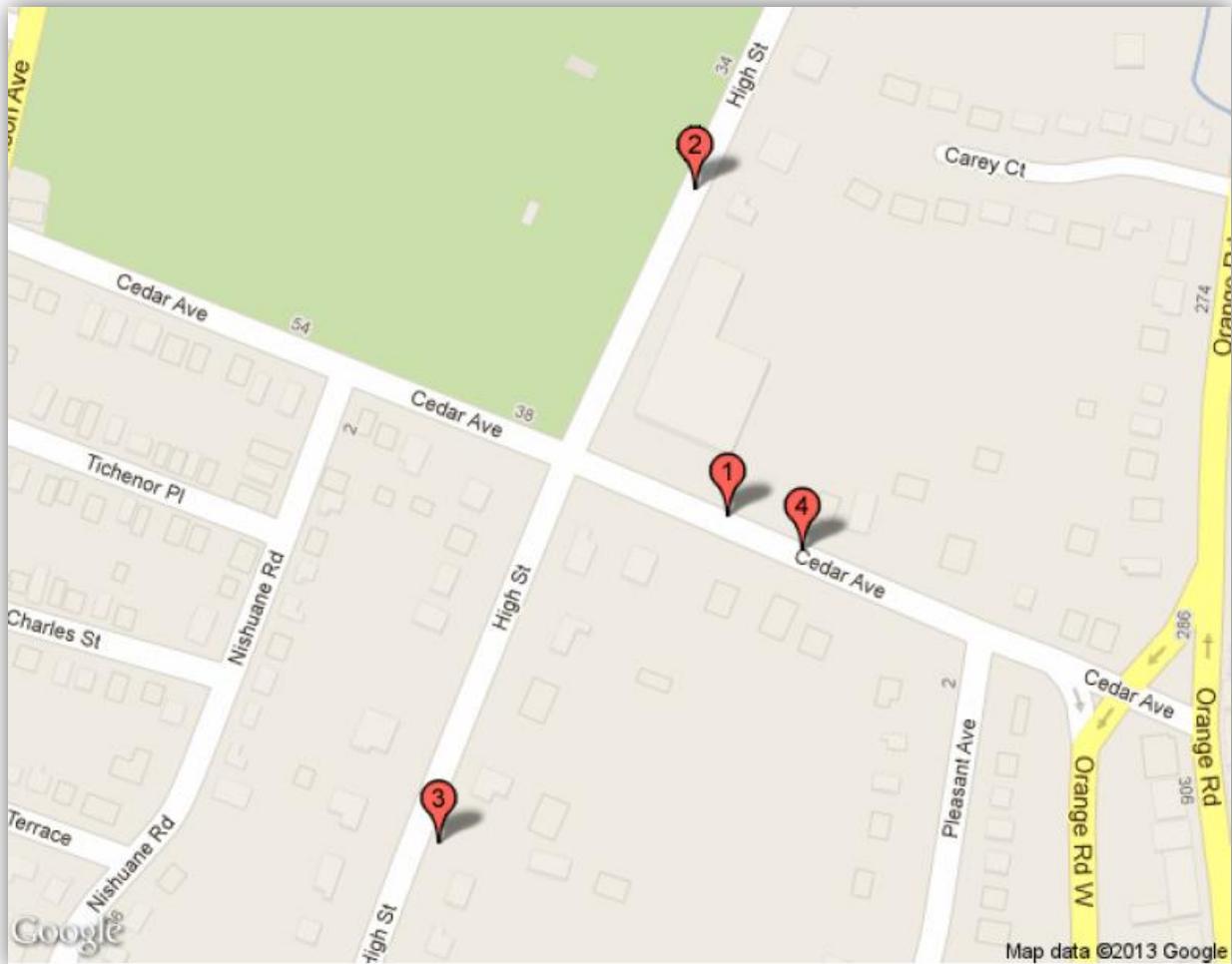


- 1. Nishuane Park.**
- 2. Playground.** An organized group of students meet at this playground before school.
- 3. Make shift drop-off location.** Some cars park here and walk up to school.

Safe Routes to School Travel Plan – Nishuane Elementary School



Driver Behavior - Bad



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

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

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

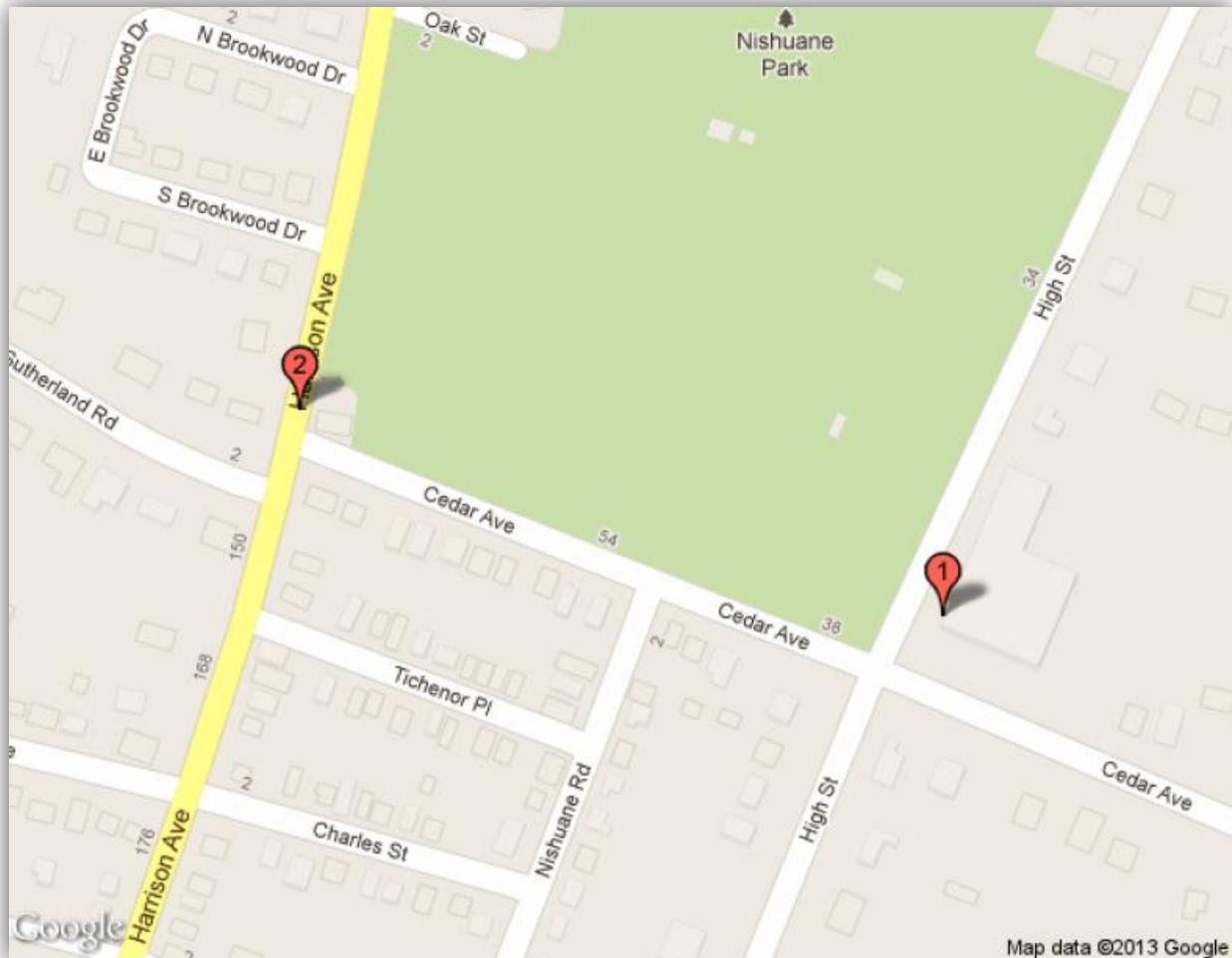
4. Queuing of Through Traffic. Difficult to get out of the drop off line due to through traffic that is backed up.

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School



Bike Issue - Major

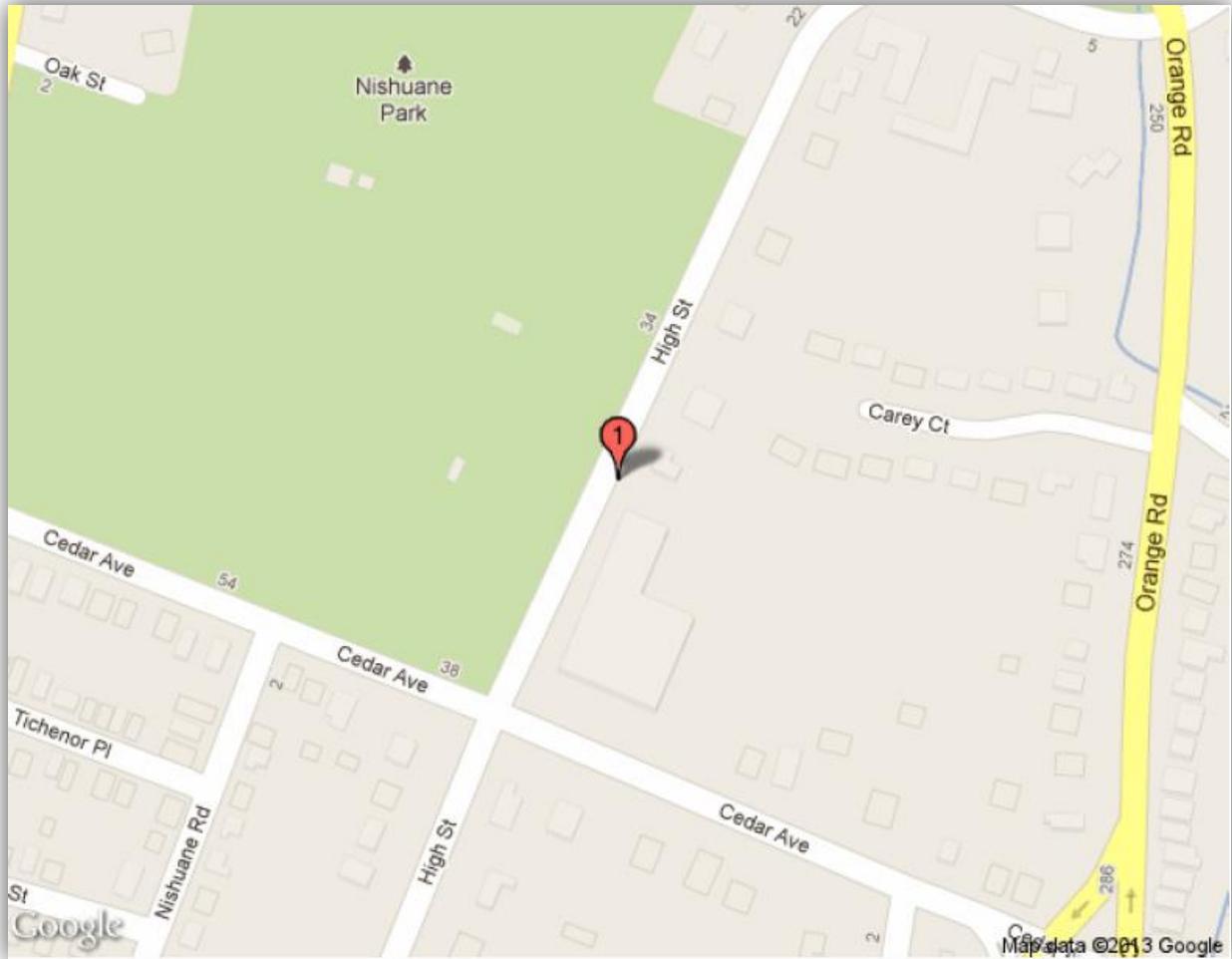


- 1. Bicycle Racks.** Bike racks are inaccessible and hidden.
- 2. Fast Traffic.** Traffic moves too fast on this road for young riders (K-2).

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



Environment - Bad

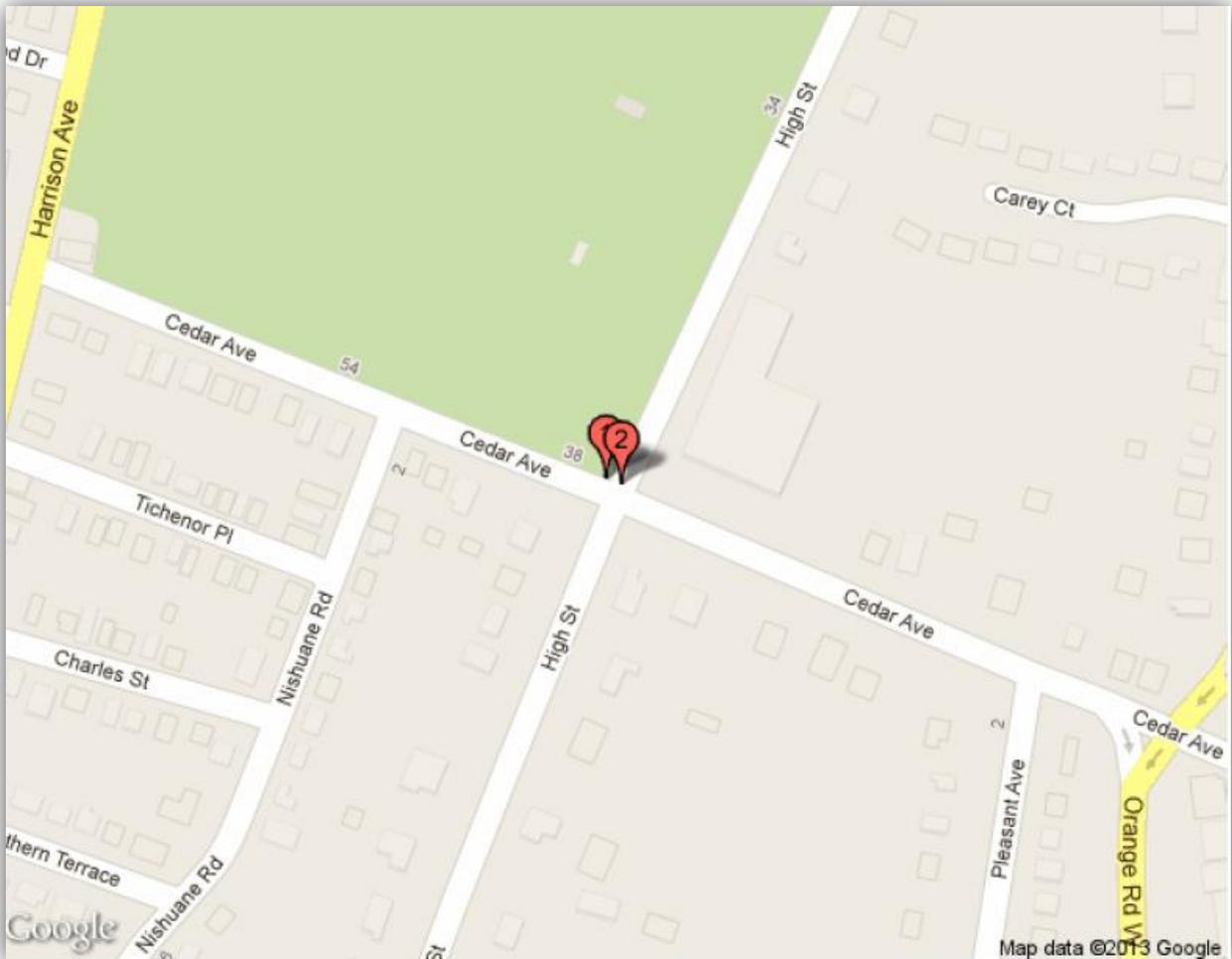


1. Parking lot condition. The parking lot appears to be unmaintained and in disrepair. This includes the paving material, signs and fences.

Safe Routes to School Travel Plan – Nishuane Elementary School



Intersection – Good

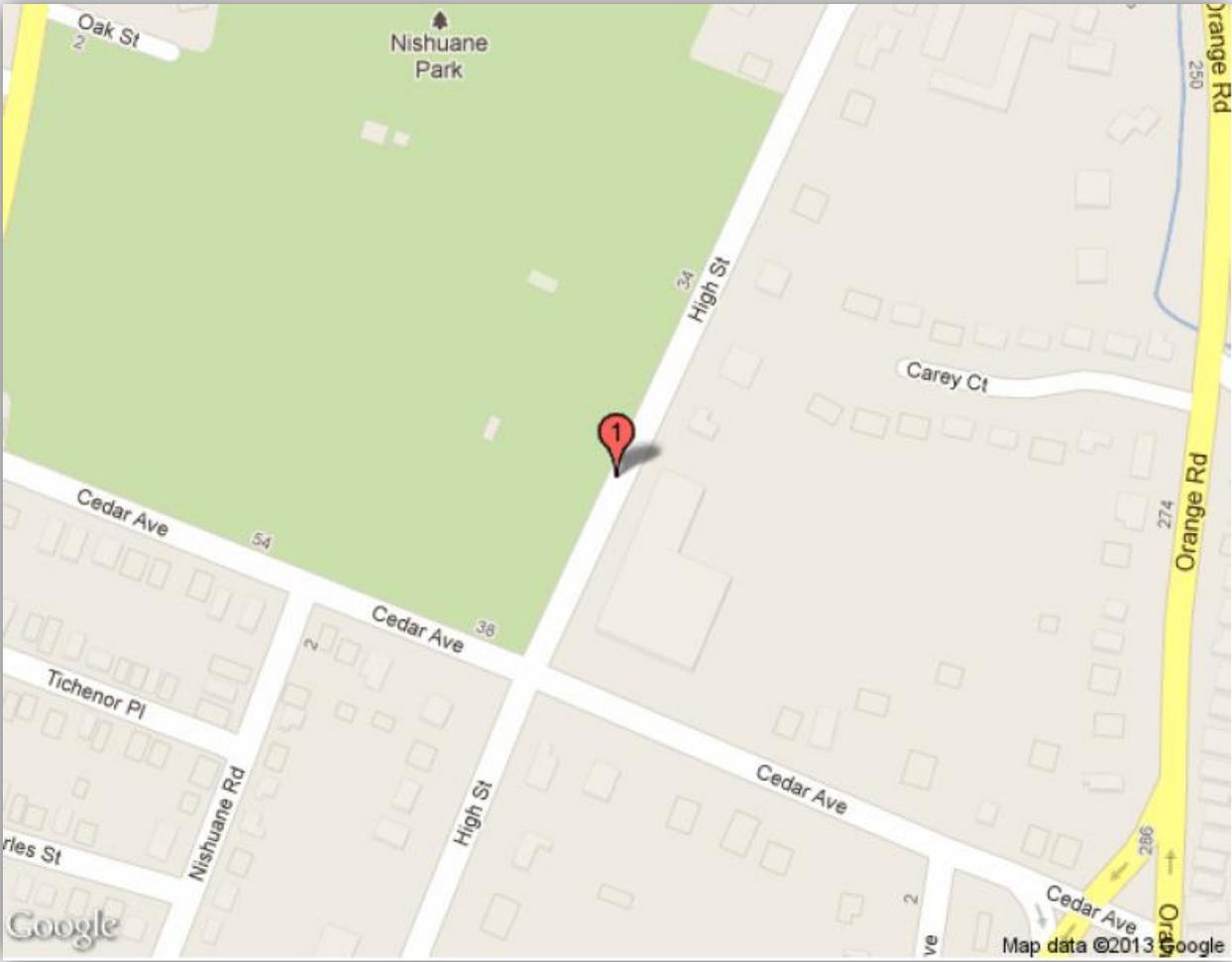


1. Good Intersection. Prominent, visible ladder crosswalks and curb ramps.

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

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 **Intersection - Poor**



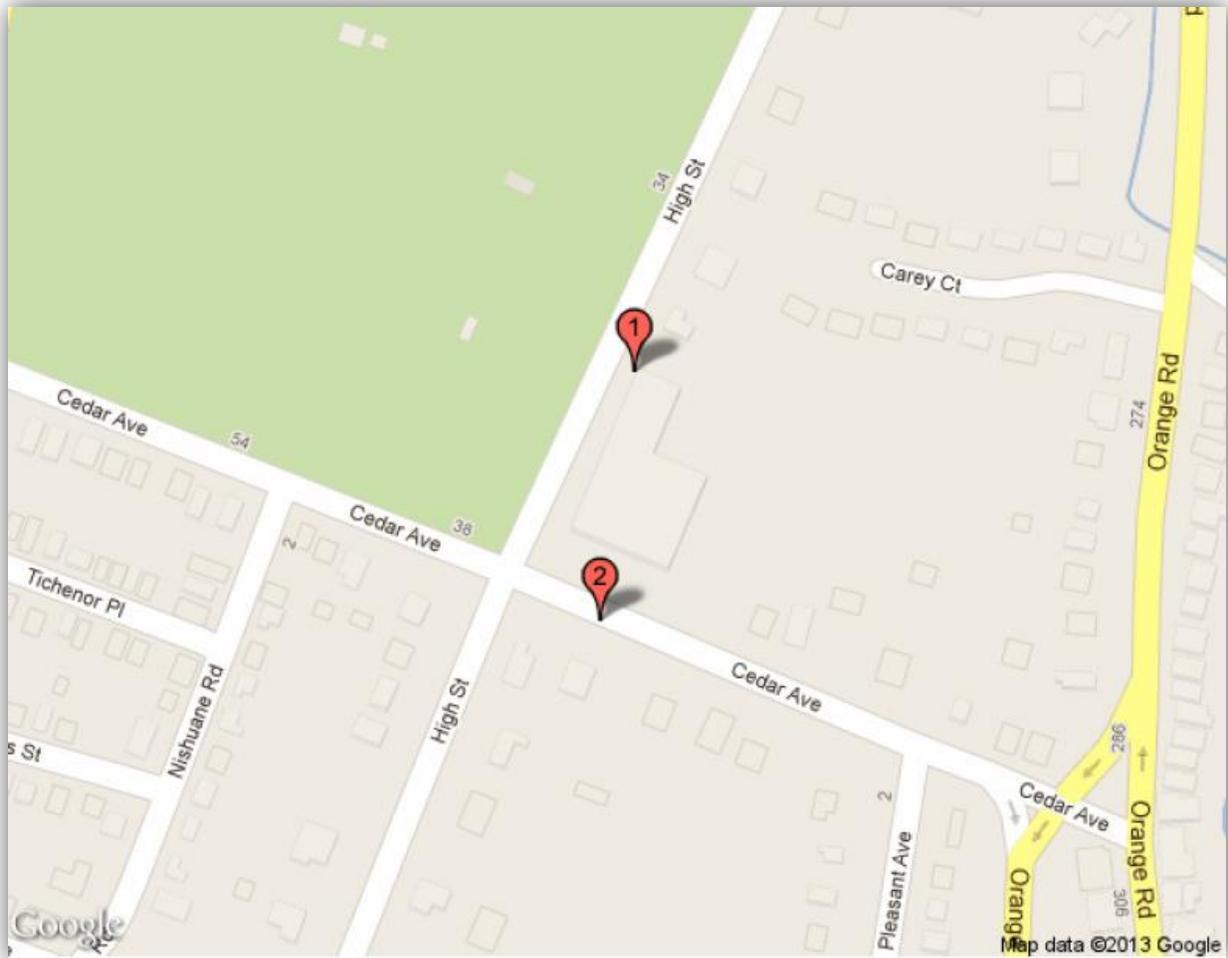
1. Curb Ramps. Pedestrian crossing is lacking curb ramps.

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Pedestrian Issue - Major



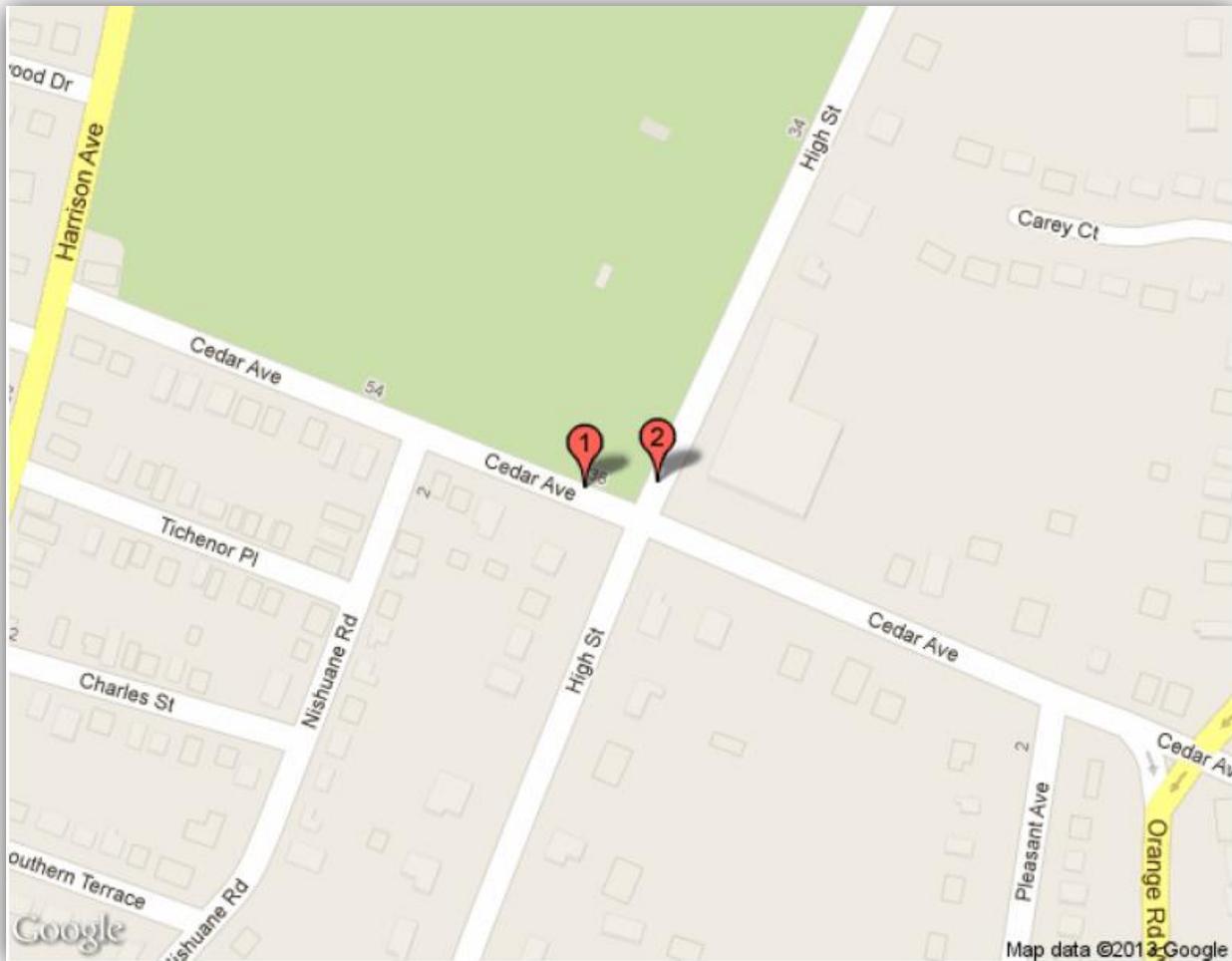
1. Pedestrian Access. Pedestrian access from parking lot is obstructed and in poor condition.

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

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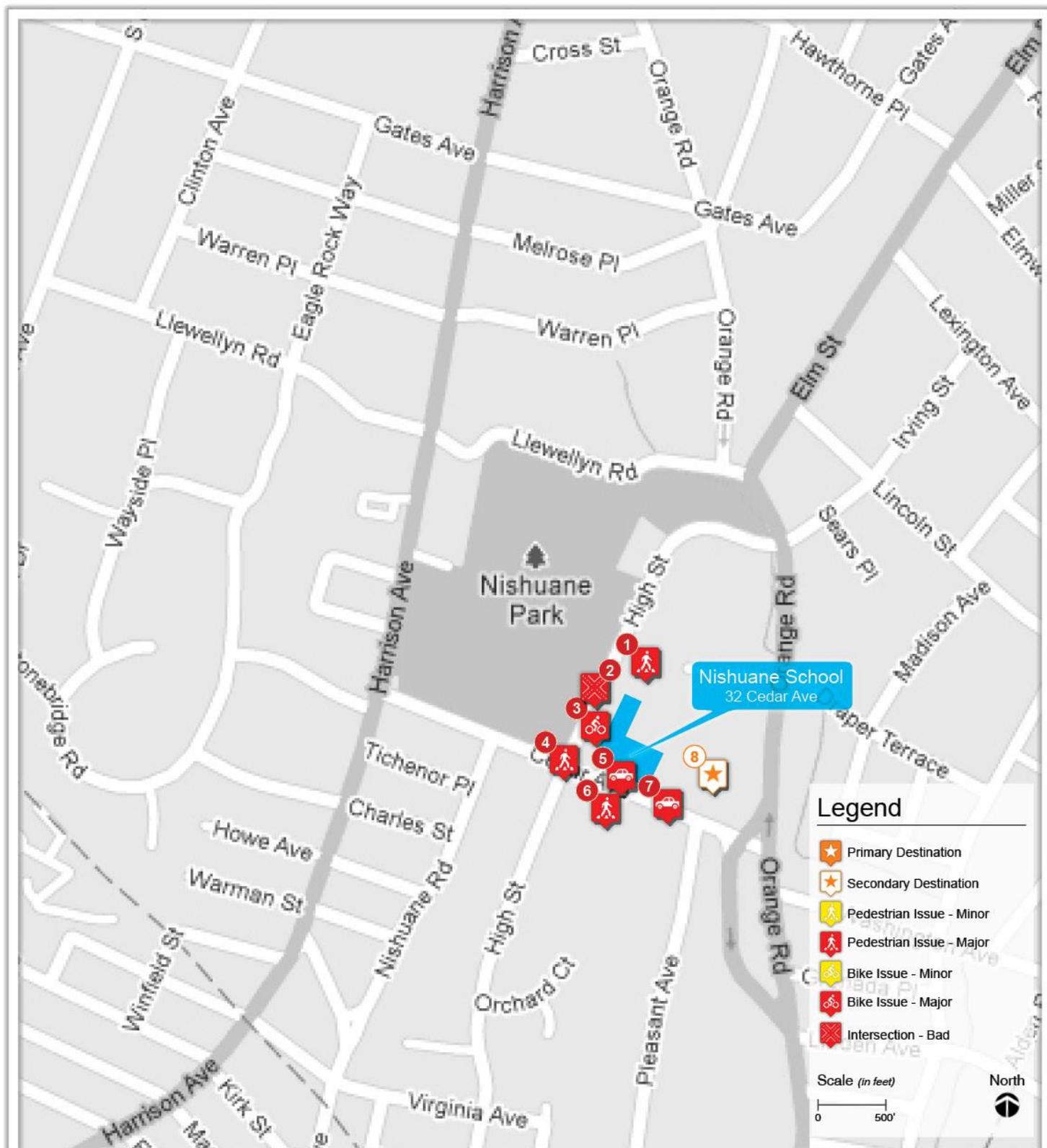
Pedestrian Issue – Minor



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

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

Nishuane School

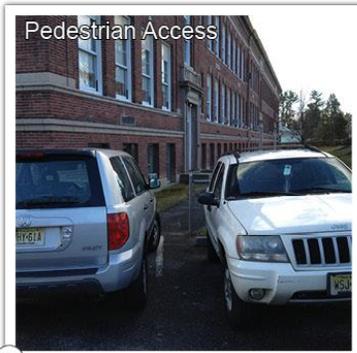


Map 3 - Neighborhood Analysis

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Neighborhood Area Photography



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



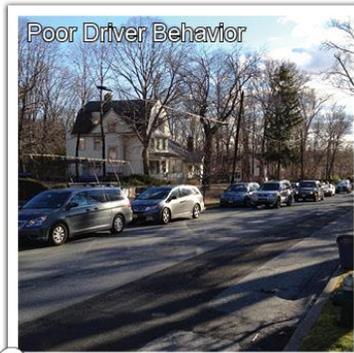
2 Pedestrian crossing is lacking curb ramps.



3 Bike racks are inaccessible and hidden.



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



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



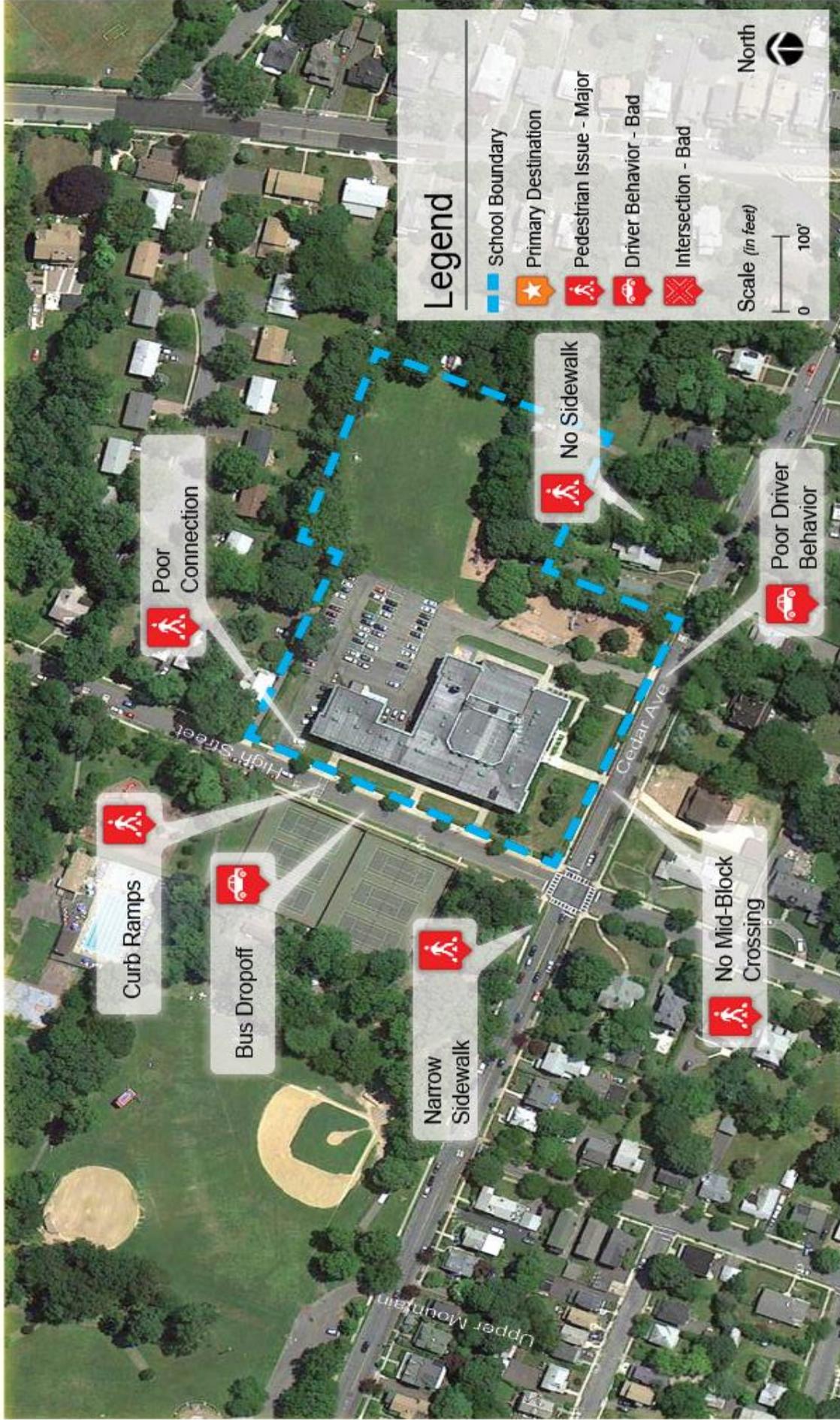
6 Students jump out between cars to get picked up on opposite side of street.



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



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



Map 4 - School Campus Area Analysis

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Appendix B. Surveys – Travel Mode & Attitudinal

Montclair Safe Routes to School Program
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Parent/Caregiver Attitudinal Survey

The online version of the survey can be found here:

https://rutgersbcsr.us2.qualtrics.com/SE/?SID=SV_8uZQeguvLZ7cjRP

NEW JERSEY
SafeRoutes
to School



To take this survey online, visit:
www.NJSafeRoutes.org

Dear Parent or Caregiver,

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

Purpose of Survey

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

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

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

Thank you for participating!

Sincerely,

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



Montclair Safe Routes to School Program
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Survey Directions

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

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

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

3. Is your child: Male Female

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

- Yes
- No

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

- Yes
- No

6a. What town do you live in? _____

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

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

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

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

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

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

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

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

	Number of Minutes	Does not...	Don't Know
Walk		walk... <input type="checkbox"/>	<input type="checkbox"/>
Bike		bike... <input type="checkbox"/>	<input type="checkbox"/>
School Bus		take school bus... <input type="checkbox"/>	<input type="checkbox"/>

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

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

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

- Yes No Don’t Know

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

- Yes No Don’t Know

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

Walking	Biking
<input type="checkbox"/> Walk to school days	<input type="checkbox"/> Bike to school days
<input type="checkbox"/> School walking club	<input type="checkbox"/> School bike club
<input type="checkbox"/> Walking School Bus program	<input type="checkbox"/> Bike rodeo
<input type="checkbox"/> Providing walking route maps	<input type="checkbox"/> Providing bike route maps
<input type="checkbox"/> Distributing informative materials on walking	<input type="checkbox"/> Distributing informative materials on biking
<input type="checkbox"/> Don’t know	<input type="checkbox"/> Bicycle racks are present
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Don’t know
	<input type="checkbox"/> Other: _____

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

- Yes
 No

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

Please indicate the one factor that is most important



	Very Important	Somewhat Important	Neither Important or Unimportant	Somewhat Unimportant	Very Unimportant	Most Important Factor
Distance to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of sidewalks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of bike paths and/or trails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of bike parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of traffic on roads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of traffic on roads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of crossing guards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of school bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsafe crossings or intersections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Please indicate the one factor that is most important



	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Neither Important or Unimportant</i>	<i>Somewhat Unimportant</i>	<i>Very Unimportant</i>	<i>Most Important Factor</i>
Age of my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child's before and after school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight of book bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of adult supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal safety (theft, gangs, abandoned buildings, etc...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Stranger Danger"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Tell Us About Yourself...

These questions are asked so that we can group your responses together with those of everyone we interview.

16. What is your age as of today?

_____ age

17. Are you male or female?

- male
- female

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

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

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

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

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

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

21. What is your total annual household income?

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

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

_____ vehicles

23. What is your marital status?

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

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

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

THANK YOU FOR PARTICIPATING IN THIS SURVEY

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Appendix C. Traffic Count Instructions and Form

INSTRUCTIONS FOR TRAFFIC COUNT FORM

1. Have kids pair up in teams of two to count walkers and bicyclists. Car counters need teams of three.
2. Each team is assigned a location where children are arriving at school.
3. One person is the counter and the other is the recorder. When counting cars, one person counts cars and another counts the number of children in each car.
4. The counters call out a car (biker or walker) when it (they) arrives. The recorder makes a mark for the number of cars and writes out the number for the number of children per car. (Make sure they keep the tic marks in groups of five). The bike and walking counters should make marks for each child.
5. At the end they total the number of marks. Then they count how many cars that had more than one child in the car, which counts the number of carpools. Note: If the class has learned how to average, then have them compute the number of children per carpool.
6. Combine all the forms to find out how many children walked to school, biked to school, came in a carpool, or came alone in a car.
7. Return the forms to the Safe Routes to School box in the office or contact _____ at _____.

Thanks for helping out the Safe Routes to School program

*Safe Routes to School is a project of:
NAME OF SCHOOL, ADDRESS, PHONE, E-MAIL*

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Road Name or Location _____

Date _____ Weather _____

Start Time _____ End Time _____

Name(s) of Counters & Recorders _____

COUNT THE NUMBER OF CARS	HOW MANY CHILDREN IN EACH CAR?	COUNT THE BICYCLISTS (WITH HELMETS)	COUNT THE BICYCLISTS (WITHOUT HELMETS)	COUNT THE NUMBER OF CHILDREN WALKING

Source: Safe routes to school, [United States. National Highway Traffic Safety Administration](#), U.S. Dept. of Transportation, National Highway Traffic Safety Administration, 2002

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Appendix D. Action Plan Matrix – Township-wide

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Action Plan Matrix – Township-wide

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

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
Engineering					
A1	Install pedestrian countdown signal heads and R10-3e placards with instructions for use at appropriate locations	County	Short-term	Medium	
A2	Install pedestrian crossing signs with school children symbols at unsignalized school crossings	County	Short-term	Low	
A3	Establish, through ordinance, all school zones as "Zero Tolerance" areas where fines for speeding are doubled	County	Short-term	Low	
A4	Post "Zero Tolerance" signs in all school zones	County	Mid-term	Medium	
A5	Evaluate appropriate locations for pedestrian scale lighting paying special attention to existing and future sidewalks	County	Short-term	Low	
A6	Install pedestrian scale lighting - paying special attention to existing and future sidewalks	County	Short-term	Medium - High	
A7	Conduct a sidewalk assessment and create a prioritized list of locations for installation of ADA-compliant curb ramps with detectable warning surfaces at locations where they are missing	County	Short-term	Low	

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A8	Install ADA-compliant curb ramps with detectable warning surfaces at locations where they are missing	County	Short-term	Medium	
A9	Provide high visibility crosswalks fluorescent, yellow-green advanced school crossing and school warning signs within school zones and along designated school routes	County	Short-term	Low	
A10	Install signage within the school zones clearly denoting the school zone speed limit, associated fines for speeding and applicable hours	Township	Short-term	Low	
Education					
A11	Sponsor and host bicycle rodeos for all students to improve their cycling skills	Meadowlink TMA/Bike Shops/Bike&Walk Montclair/PTA	Short-term/ ongoing	Low	
A12	Provide better training for aides on the school bus	SRTS Coordinator/Board of Education	Short-term/ ongoing	Low	
A13	Introduce bicycle and pedestrian safety into the school curriculum through programs such as WalkSafe™ or BikeSafe™ or event based programs through SafeKids or the Brain Injury Association of New Jersey	School Superintendent	Short-term	Low	
A14	Provide educational materials about the dangers of speeding or other violations, especially in the school area, at major community gathering locations such as the Library, Montclair BID, churches, bike shops and Township buildings	Meadowlink TMA/ Bike&Walk Montclair	Short-term	Low	

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A15	Circulate school walking and bicycling event information with municipal utility or tax bills.	Board of Education	Short-term/ ongoing	Low	
A16	Include the health benefits of conducting a SRTS program in Teacher Training programs	School Superintendent/SRTS Coordinator	Short-term	Low	
A17	Promote Bike&Walk Montclair's Courteous Driving Pledge	Bike&Walk Montclair/PTA	Short-term/ ongoing	Low	Should have pledges and magnets on hand at the Municipal Bldg & Community Services Bldg
A18	Create a doortag or flyer for property owners and businesses with information on Chapter 297 STREETS AND SIDEWALKS of the Township's Code, including fines associated with violations and the importance of keeping the pedestrian passageway free from obstructions	Township Code Enforcement	Short-term	Low	See Appendix E for sample
A19	Educate parents to let their children out of the car curbside instead of in the street	SRTS Team Leader/PTA/Meadowlink TMA/School Safety Patrol	Short-term/ ongoing	Low	
A20	Create web-based traffic safety quizzes that include bicyclist, pedestrian and motorist safety questions on the school website	Board of Education/Meadowlink TMA	Short-term	Low	

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A21	Initiate a public education program/campaign, such as Street Smarts, that uses a dual approach of media and community relations to educate and raise community awareness about traffic safety issues for all users	Meadowlink TMA	Short-term	Low - Medium	
A22	Provide better training for the aid on the school bus	SRTS Coordinator/Board of Education/	Short-term	Low	

Enforcement

A23	Conduct a series of "pedestrian decoy" operations at conflict intersections to strongly reinforce that Montclair takes its motor vehicle laws and pedestrian rights seriously. Consider repeating every six weeks until driver behavior is perceived to be more respectful of pedestrian's right to travel safely	Police Department/ NJHTS/Rutgers University	Short-term	Low - Medium	
A24	Continue bicycle and pedestrian safety education within the school system	Board of Education/Police Department/Meadowlink TMA/Bike&Walk Montclair	Short-term/ ongoing	Low	
A25	Use crossing guards to hand out safety information and information on the NJ Pedestrian Crossing Law	Police Department	Short-term/ ongoing	Low	
A26	Create a zero tolerance traffic enforcement program and assign extra patrol to these areas during arrival and dismissal	Police Department	Short-term	Low	

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A27	Strictly enforce the 25 mph speed limit on all Township streets	Police Department	Short-term	Low	
Encouragement					
A28	Host a poster contest for International Walk and Bike to School Day	SRTS Coordinator	Short-term	Low	
A29	Circulate school walking and bicycling event information with municipal utility or tax bills.	SRTS Coordinator	Short-term/On-going	Low	
A30	Create a pamphlet/palm card/ and/or any other print or web material geared towards parents highlighting the benefits of walking and biking to school	SRTS Coordinator/NJ SRTS Advocacy Organizer	Short-term	Low	
A31	Have designated walking school bus meeting points mapped and signed for all elementary and middle schools	Police Department/ Board of Education	Short-term	Low	
A32	Create and publish a press release detailing the school's involvement in the SRTS program and the Travel Plan developed for the school.	SRTS Coordinator	Short-term	Low	
A33	Use Channel 34 and the Township website to provide public safety information, events, messages to residents related to bicycling and walking such as bike and walk to school day	SRTS Coordinator	Short-term	Low	
A34	Apply for funding to create a transportation matching and participation program at each school that will link parents/students interested in carpooling, biking, or walking to and from school.	Board of Education/SRTS Coordinator/Meadowlink TMA/NJDOT	Short-term	Low	Use Florida DOT's SchoolPool as an example.

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

No.	Action (Township-wide)	Partners	Timeframe	Cost	Notes
A35	Create and sign a joint powers agreement for maintenance of bike/pedestrian facilities	County	Short-term	Low	
A36	Adopt a resolution endorsing the Nishuane SRTS Travel Plan	Board of Education	Short-term	Low	
A37	Market/brand Montclair's SRTS Program as "Montclair's Active & Safe Routes to School Program"	SRTS Coordinator/Board of Education/SRTS Team Leader	Short-term/ongoing	Low	
Evaluation					
A38	Conduct student travel surveys in all schools to determine and measure how students travel to school	Board of Education/Rutgers VTC	Short-term	Low	
A39	Designate weeks on the school calendar to conduct traffic counts at the beginning and end of the school year	SRTS Coordinator/Board of Education/SRTS Team Leader	Short-term/On-going	Low	

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Appendix E. Samples of SRTS Educational Materials

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

SRTS Curriculum

The graphic is titled "Child Pedestrian Safety Curriculum" and "Teacher's Guide". It contains a paragraph describing the curriculum for students from Kindergarten to 5th Grade, organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Below this are three resource boxes for different grade levels: K-1, 2-3, and 4-5. Each box includes an illustration, a grade level label, and a list of resources: Lesson Plans, Assessment Guide, and Student Response Form.

Child Pedestrian Safety Curriculum

The Child Pedestrian Safety Curriculum teaches and encourages pedestrian safety for students grades Kindergarten through 5th Grade. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned.

Teacher's Guide

Resources

Grade Level	Resources
K-1	Lesson Plans Assessment Guide Student Response Form
2-3	Lesson Plans Assessment Guide Student Response Form
4-5	Lesson Plans Assessment Guide Student Response Form

<http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum>

Message:

- The adoption of a pedestrian/bicycle curriculum by a school or school district helps assure that children will receive repeated age-appropriate education.
- The Walk to School web site has a list of downloadable free pedestrian and bicycle safety education programs, including a recently developed national curriculum developed by the National Highway Traffic Safety Administration (NHTSA).

Background:

NHTSA's Child Pedestrian Safety Curriculum teaches and encourages pedestrian safety for students grades Kindergarten through 5th Grade. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned.

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

SRTS Classroom Resources



Source: Coldfall Primary, London, UK provided by www.iwalktoschool.org;

Message:

In the classroom, SRTS education can be integrated into existing topics. A few examples of integrating SRTS education are:

- Safety education can be infused into traditional classroom subjects such as language arts or science taught by the classroom teacher.
- Math: calculating average walking speeds or distances.
- Biology: walk to collect samples, observe nature.
- Reading: read about nature, walking.
- Language arts: write about walking, what see on way to school, design posters to encourage walking.
- Geography: track mileage and plot on a map. Learn about places that the school or class "visits."
- Arts: Photography contests, drawing contests where students depict their routes to school

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

Sample Door Tag Template



For further information regarding File Preparation click on the link below:

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

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

Sample Text for Door Tag

	
<p style="text-align: center;">SHOVELING YOUR SIDEWALK</p> <p style="text-align: center;">IT'S THE NEIGHBORLY THING TO DO!</p> <p style="text-align: center;">(IT'S ALSO THE LAW)</p> <p>Make Chicago safe for everyone by clearing snow and ice from the public sidewalks around your property.</p> <p>We are all pedestrians at some point in the day, whether walking to the bus, to a car, or to a neighborhood store. Without a wide, clear path, snow and ice on the sidewalk make it difficult for everyone -- especially people with disabilities, seniors, and children -- to walk safely.</p> <p>Be a good neighbor and offer help to those in your community who are physically unable to clear their own sidewalks.</p> <p style="text-align: center;">Chicago Municipal Code, sections 4-4-310 and 10-8-180, specifies that both homes and businesses must clear snow from sidewalks next to their property.</p>	<p style="text-align: center;">LIMPIE LA NIEVE DE LA ACERA</p> <p style="text-align: center;">¡ES LO QUE DEBE HACER UN BUEN VECINO!</p> <p style="text-align: center;">(TAMBIEN ES LA LEY)</p> <p>Ayude a hacer que Chicago sea una ciudad segura para todos y limpie la nieve y el hielo de las aceras públicas alrededor de su propiedad.</p> <p>En algún momento del día, todos somos peatones, cuando caminamos al autobús, al carro o a la bodega. Es difícil para todos pero especialmente para personas con discapacidades, personas de la tercera edad y niños caminar con seguridad por la acera sin un camino ancho y limpio de nieve y hielo.</p> <p>Sea un buen vecino y ofrezca ayuda a las personas en su comunidad que no tienen la capacidad física de limpiar las aceras alrededor de sus propiedades.</p> <p style="text-align: center;">Código Municipal de Chicago, secciones 4-4-310 y 10-8-180, especifica que las casas y los negocios deben limpiar la nieve de las aceras públicas alrededor de su propiedad.</p>
<p style="text-align: center;">Please help make Chicago safe for everyone!</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p style="text-align: center;">¡Por favor, ayude a hacer que Chicago sea un lugar seguro para todos!</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

Source: www.cityofchicago.org

Windshield Warning



Source: Los Alamitos, CA, provided by David Parisi

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Appendix F. SRTS General Resources

Safe Routes to School Travel Plan – Nishuane Elementary School

Student Pledge

SafeRoutes

Colorado Safe Routes to School



Student Pledge

**As a Pedestrian/Bicyclist Safety Smart Student
I Promise to always...**

1. Stop and Look Left, Right, and Left again before I cross the street.
2. Wear and buckle a bicycle helmet every time I ride my bicycle.
3. Stay alert when walking and bicycling - I will watch out for all other traffic around me.
4. Wear bright colors if I am walking or bicycling during the day so I can be seen.
5. Take extra care if walking or bicycling in low visibility conditions or at night. I will wear retro-reflective gear and carry/wear a bright light or have required bike lights.
6. Walk on a sidewalk if one is present, if not, walk facing traffic.
7. Always bicycle in the same direction as traffic whether riding on the sidewalk or road.
8. Stay 5 giant steps away from the street when I'm waiting for a bus.
9. Stop, Look and Listen before I cross railroad tracks and never play on or near the tracks.

Student's Name

Date

Colorado Safe Routes to School ~ www.saferoutesinfo.org ~ srts@dot.state.co.us ~ (303) 757-9088

Safe Routes to School Travel Plan – Nishuane Elementary School

Parent Pledge



Parent Pledge

As a Pedestrian/Bicyclist Safety Smart Parent

I Promise to set a good example for my children and all children by making sure that....

1. My children know to Stop, Look Left, Right, and Left again before crossing the street.
2. All family members must wear and buckle a properly fitted bicycle helmet every ride.
3. Family members must always stay alert for traffic (no cell phones or earphones), especially when walking and bicycling.
4. Everyone stays 5 giant steps away from the street when waiting for a bus.
5. My family wears bright colors and reflective markers to be seen in the dark.
6. My children know to Stop, Look and Listen before crossing railroad tracks and never to play on or near the tracks.
7. My child walks/bicycles to school with me or with a group of children led by a responsible parent, adult or older sibling.
8. I lead and encourage others around my child to lead by example by demonstrating smart and safe pedestrian and bicycle behavior at all times.
9. I ensure the safety of all pedestrians and bicyclists by driving cautiously, especially around children of all ages.

Parent's Name

Date

Colorado Safe Routes to School ~ www.saferoutesinfo.org ~ srts@dot.state.co.us ~ (303) 757-9088

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Community Pledge

Safe Routes to School

Pledge to Nishuane Elementary School's Children

Take the Pledge

In the last 35 years, our children have lost a lot of the freedom and independence they once had to explore our neighborhoods. As we have designed our communities around automobiles, activities like walking or bicycling to school have declined dramatically. *We believe it's time for a change. We pledge that by the time the kindergarten class of 2013 graduates high school, the majority of school trips will once again be made safely by foot or bicycle.*²

To our children, we pledge to make your health and safety our number one priority, including to:

- Make the streets safe, convenient and attractive enough to let you walk or bicycle to schools.
- Ensure the streets around your schools have frequent, safe places to cross.
- Drive slowly through school zones.
- Enforce traffic laws in school zones and neighborhoods to slow down motor vehicle traffic.
- Locate schools within walking and bicycling distance of as many pupils as possible.
- Reduce the amount of traffic around your schools.
- Provide secure bicycle parking at your schools.
- Teach traffic safety skills routinely throughout your school career: first as a pedestrian, next as a bicyclist, and then as a motorist.
- Encourage staff and students at your schools to walk and bicycle more often.

Signed (any combination of the following),

Mayor

Township Council

Township Manager/Administrator

Township Engineer/Public Works

Township Planner

Township Police

School District Board of Education

School Principal

School Teacher(s)

School Nurse

PTA/Parents/Caregivers

Community Liaison

Other community groups

² Pledge to Children is based on the Active Living Resource Center's SRTS Pledge.

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Bike Rack Considerations for Placement

Bike Racks

Students must have a functional, secure place to park their bike once they reach school. Not having a well planned bicycle parking option can lead to several undesirable outcomes, such theft, damage and locked bikes in or on critical safety infrastructure like emergency exits, hand rails and fire hydrants.

According to the Association of Pedestrian and Bicycling Professionals Bicycle Parking Guidelines, there are four elements to a bicycle rack system:

1. The Rack Element

The rack element is the part of the bike rack that supports one bicycle. A good bike rack element holds the bike frame without bending the wheel and should have no moving parts. Rack elements are typically constructed of metal in an inverted u-shape, which allows for a variety of bicycle sizes and locks.

2. The Rack

A rack is one or more rack elements joined on any common base or arranged in a regular array and fastened to a common mounting surface. Anchor the rack so that it cannot be stolen with the bikes attached and provides easy, independent bike access. Inverted u-shaped rack elements mounted in a row should be placed on 30" centers, allowing two bicycles to be secured to each rack element.

3. The Rack Area

The rack area is a bicycle parking lot where racks are separated by aisles and may contain one or more racks. If possible, the rack area should be protected from the elements using any combination of structures, like a wall and awning. Try to avoid locating a bike rack area on grass or dirt as a rainy day can turn the bicycle parking lot into a mess. Instead, locate the bike rack area on a concrete pad.

4. The Rack Area Site

The rack area site is the relationship of the rack area to a building entrance and approach. Locate the bike rack area within visibility of the building

entrance it serves and consider the route cyclists' use to approach that entrance. Bike rack areas should be sited in a space that minimizes vandalism and maximizes use, while avoiding conflicts with driveways, buses, and large numbers of pedestrians.

Ideally, rack areas should be sited as close, or closer, than the nearest car parking space and provided near all high traffic building entrances. When choosing between a larger bicycle rack area or multiple smaller rack areas, it is preferred to choose multiple locations that are more convenient to users.



Engineering 3–36

Source: Safe Routes to School Guide, www.saferoutesinfo.org

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

NJ SRTS Info Sheet

	NJ Department of Transportation (NJDOT)	Voorhees Transportation Center (VTC)	Transportation Management Associations (TMAs)	Safe Routes to School National Partnership
Description:	<p>NJDOT supports Safe Routes to School and Complete Streets initiatives in NJ.</p> <p>NJDOT provides infrastructure SRTS federal grant funding to schools and communities and provides assistance with non-infrastructure programs through the SRTS Resource Center.</p> <p>NJDOT provides the following resources to communities:</p> <ul style="list-style-type: none"> Statewide Bike / Ped coordinator Statewide SRTS coordinator Grants administered through the Division of Local Aid 	<p>VTC is the home of the NJ Safe Routes to School Resource Center and the New Jersey Bicycle and Pedestrian Resource Center.</p> <p>These centers provide primary research, education, and outreach about best practices in policy and design to create safer and more accessible walking and bicycling.</p>	<p>New Jersey's 8 TMAs each offer assistance in their service areas by forming alliances with non-profit, public/private sectors to assist local businesses, governments, and schools with transportation services and to solve transportation problems or issues.</p> <p>TMAs are familiar with all transportation in their service areas and can provide advice and assistance at the local level related to mass transportation, ridesharing, walking, and bicycling and walking.</p> <p>Each TMA employs a SRTS Regional Coordinator who is the point person for all SRTS activities and events in the area.</p>	<p>The SRTS National Partnership is a non-profit organization providing assistance for safe walking and bicycling. The Partnership is a network of over 600 organizations, agencies, schools and professional groups.</p> <p>New Jersey is one of 7 states in the National Partnership's State Network Project. Policy goals are:</p> <ul style="list-style-type: none"> Leverage funding & increase obligation rates of federal funding Facilitate Complete Streets policies and implementation Advance joint-user/shared use agreements
How does this affect New Jersey?				
Contact if you are looking for:	<ul style="list-style-type: none"> Information on infrastructure grants Information on statewide projects Contact with the state SRTS Coordinator Contact with the state Bike/Ped Coordinator 	<p>The NJ SRTS Resource Center provides:</p> <ul style="list-style-type: none"> Web-based resources on SRTS in New Jersey Regularly updated NJ SRTS blog A recognition program to acknowledge SRTS successes Primary research Helpdesk assistance Technical Assistance Tools, Tips and Training 	<p>TMA SRTS Coordinators provide:</p> <ul style="list-style-type: none"> Technical Assistance Assistance with walk and bike to school and education events Guidance for creating School Travel Plans Help with grant writing Promote Complete streets policies 	<p>The partnership contributes to communities through:</p> <ul style="list-style-type: none"> Advocacy Policy Change Best Practices & Technical Assistance Publications
Websites and social media:	<p>Websites:</p> <p>http://www.state.nj.us/transportation/community/srts/</p> <p>http://www.state.nj.us/transportation/leng/completestreets/</p>	<p>Websites:</p> <p>http://www.saferroutesnj.org/</p> <p>http://www.njbikeped.org/</p> <p>http://www.policy.rutgers.edu/vtcp</p> <p>Facebook:</p> <p>@VTC_Rutgers</p>	<p>Each TMA offers SRTS information on the SRTS sections of their websites. Go to http://www.saferroutesnj.org/about/regional-coordinator-tmas/ to locate your SRTS Regional Coordinator</p> <p>Most TMAs also have Facebook pages. Go to their websites for more information.</p>	<p>Website:</p> <p>http://saferroutespartnership.org/</p> <p>Blog:</p> <p>http://saferroutespartnership.org/blog</p> <p>Facebook:</p> <p>http://www.facebook.com/SRTS.NationalPartnership</p> <p>Twitter: @SafeRoutesNow</p>
Contact Information:	<p>Elise Bremner-Nei—State SRTS Coordinator</p> <p>Sherree Davis—Bicycle and Pedestrian Coordinator</p> <p>David Kuhn—Assistant Commissioner, Capital Investment, Planning and Grant Administration</p> <p>srts@dot.state.nj.us</p> <p>bicycle.advocate@dot.state.nj.us</p>	<p>Leigh Ann Von Hagen—Senior Research Specialist</p> <p>Sean Meehan—Project Manager</p> <p>Maevie Johnston—Project Coordinator</p> <p>srts@ejh.rutgers.edu</p> <p>848-932-7901</p>	<p>Find your TMA and your local SRTS Coordinator by visiting http://www.saferroutesnj.org/about/regional-coordinator-tmas/</p>	<p>Deb Hubsmith – Director</p> <p>415-454-7430</p> <p>deb@saferroutespartnership.org</p> <p>Laura Torchio—NJ Advocacy Organizer</p> <p>973-783-5939</p> <p>laura@saferroutespartnership.org</p>
Funded by:	Federal Highway Administration(FHWA)	NJDOT/FHWA	NJDOT/FHWA	The Robert Wood Johnson Foundation Hosted by the Bikes Belong Foundation



NEW JERSEY
Safe Routes to School

www.saferoutesnj.org

Enroll in the New Jersey Safe Routes to School Recognition Program

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

Level

Achievements



Get Going!
Get your SRTS program established.

- Complete a nomination form online
- Identify a SRTS champion (champions can be PTA reps, principals, teachers, municipal reps, local bike/ped advocates, others.)



Build Momentum!
Start annual traditions and build SRTS awareness.

- Complete First Step achievements
- Endorsement letter or Resolution of Support from municipal government, school board or other equivalent body
- Hold **at least two** SRTS programs or events such as walk to school day or a bike clinic



Achieve Sustainability!
Help your municipality get Sustainable Jersey certified.

- Meet Bronze Level achievements
- Meet one of the following requirements:
 - Hold a total of 4 or more SRTS events
 - Create a School Travel Plan
 - Conduct SRTS tally, parent/caregiver survey or walk/bike assessment



Keep it Going!
Make your SRTS program part of your school's identity.

- Meet Silver Level achievements
- Show ongoing support from PTA, PTO, Green Team, etc.
- Complete at least two higher level SRTS projects from the approved list

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

Nomination form deadlines: **December 1 and May 1.**

You can also **become a friend** of the New Jersey Safe Routes to School Program by completing an online enrollment form and agreeing to support, promote, and encourage SRTS programs.

Montclair Safe Routes to School Program

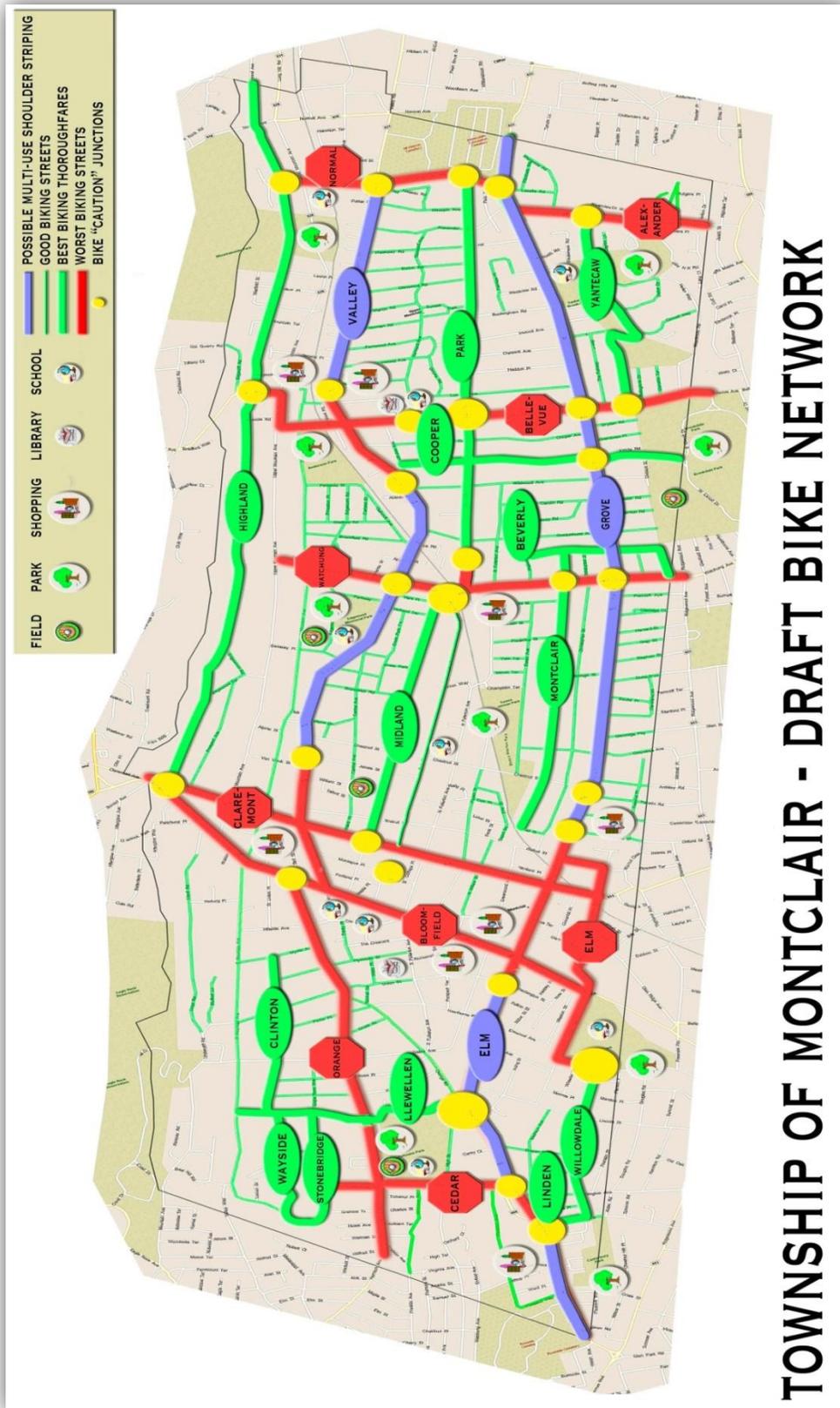
Safe Routes to School Travel Plan – Nishuane Elementary School

Appendix G. Montclair-Specific Resources

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Township of Montclair Draft Bike Network Map



TOWNSHIP OF MONTCLAIR - DRAFT BIKE NETWORK

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

Montclair Safe Routes to School Program

Safe Routes to School Travel Plan – Nishuane Elementary School

Bike&Walk Montclair Bicycle Education Program



Smart Cycling Classes

Learn to Ride Kids

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

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

Learn to Ride Adults

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

Ride Rodeo Workshop

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

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

Street Savvy Cyclist

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

All Classes & Workshops

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

Learn to Ride: Weekends April through September

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

Duration: Approximately 2 hours

Refreshments Provided



Registration

Online registration is requested for the Learn to Ride classes prior to the class to insure enough instructors are on hand:

<http://bikewalkmontclair.org/bike-edu/smart-cycling-course/>

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

Contact

Education Committee

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