Safe Routes to School Program

Passaic Affiliated Schools Travel Plan

Casimir Pulaski School No. 8

100 Fourth Street Passaic, NJ 07055

George Washington School No.2

48 Bergen Street Passaic, NJ 07055

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DISCLAIMER

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NEW JERSEY Safe Routes to School

U.S.Department of Transportation
Federal Highway Administration

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Executive Summary

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

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

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

1. Goals

The goals of the Passaic Affiliated Schools No. 2 and No. 8 Travel Plan are:

a. Determine and label the key travel routes used by students
b. Identify any issues that impact safety
c. Provide a list of suggestions to improve the travel environment around the school
d. Categorize the suggestions in terms of cost and time needed to make repair
e. Detect and describe ways to reduce traffic congestion and car emissions around the school
f. Implement solutions to encourage more students to walk and bike to school

2. Task Force

This School Travel Plan is the product of a robust and productive partnership. The Passaic Affiliated Schools No. 2 and No. 8 SRTS Task Force came together out of a shared community interest in improving the lives of students and residents. The involvement of local stakeholders is an important part of ensuring the sustainability of the SRTS initiative and the enactment of the Action Plan.

3. Community Barriers to Health

In January 2017 the concerns identified by volunteers include:

a. Unpleasant sidewalks that are littered with loose garbage and narrowed by late garbage pick-up
b. Unsafe intersections as crosswalks are absent or low visibility
c. Speeding near schools

4. School Travel Data

In January 2017, Passaic School No. 2 teachers conducted a School Travel Tally to determine how students travel to and from school. The analysis found that about 70 percent to 72 percent of the children walk. 18 percent to 21 percent of the trips were in personal cars. 8 percent of students carpooled. School bus service accounted for 0 percent of the trips. 0 percent of students reported riding bikes to school.

In January 2017, Passaic School No. 8 teachers conducted a School Travel Tally to determine how students travel to and from school. The analysis found that about 73 percent to 77 percent of the children walk. 19 percent to 22 percent of the trips were in personal cars. 3 percent of students carpooled. School bus service accounted for 0.9 percent to 1 percent of the trips. As for bicycles, 0.2 percent to 0.3 percent of students reported riding bikes to school.

5. Barriers and Opportunities Identified for Safer Walking & Biking

The Safe Routes to School Taskforce and Community Partners conducted a detailed walkability assessment of the road conditions along the main routes used by the students to walk to school on January 5 and January 11, 2017. The major roads intersections surrounding the school are: Fourth Street and Bergen Street, and Fourth Street and Passaic Street.

Key opportunities for street improvement around Passaic School No. 2 and No. 8 include: painting new high visibility crosswalks, repainting faded crosswalk and stop sign bars, adding or realigning truncated dome pads and curb ramps to meet American with Disabilities Act (ADA) law, installing "School Zone" signs or street markings, and working with DPW to collect garbage before school.

6. Action Plan

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

<u>Key Actions/Recommendations in Action Plan include:</u>

- Paint/repaint high visibility crosswalks and improve lighting along Third Street, Fourth Street, Passaic Street, First Street, Jefferson Street, Madison Street
- Install truncated dome pads on Passaic Street and Third Street, Jefferson and First Street, Mercer Street and Third Street, and Passaic and Fifth Street
- Fix truncated dome pads by School No. 8
- Install curb ramp at mid-block crossing at Jefferson Street and First Street
- Work with municipality and businesses to keep sidewalks clear of garbage and pallets

1. Walking and Cycling to Health

1.1 The Challenge

Over the past few decades, a number of societal and environmental changes have limited children's access to safe places where they can walk, bike and play. For example, increased traffic, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students who walk or bike to school. Nationally, while 42 percent of children walked or biked to school in 1969, only 13 percent of children did so in 2001. Additionally, the popularity of television and video games as a means to entertain children has contributed to a more sedentary lifestyle. As a result, children and adolescents are less physically active than they were several generations ago.

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

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

1.2. The Program

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

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

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

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

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

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

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

1.3. The Team

The New Jersey Department of Transportation (NJDOT) funds and administers the SRTS program in New Jersey, and the Voorhees Transportation Center (VTC) at Rutgers University provides technical and administrative support.

EZ Ride

In New Jersey, Transportation Management Associations (TMAs) have taken the lead in coordinating the implementation of the SRTS programs. TMAs are non-profit organizations whose mission is to implement transportation programs and services like carpools, vanpools, shuttles, biking and walking that reduce congestion and improve air quality. EZ Ride is one of eight Transportation Management Associations (TMAs) in New Jersey and primarily serves Bergen, Essex, Monmouth, Passaic and Union counties. All three members of EZ Ride's SRTS team were involved in the planning and implementation of the walkability assessments conducted in Passaic.

SMILE for Charity

SMILE for Charity is a committed faith based community organization working together to fight poverty, restore dignity and promote social justice. Through a generous grant from New Jersey Health Initiatives, SMILE for Charity worked with EZ Ride to coordinate and fund this assessment and plans to fund some of the improvements recommended in this report. SMILE contacted the SRTS team at EZ Ride in October 2016 to discuss plans to do a walkability assessment in the District.

Rutgers Cooperative Extension

Rutgers Cooperative Extension helps the diverse population of New Jersey adapt to a rapidly changing society and improve their lives and communities through an educational process that uses science based knowledge. Through science-based educational programs, Rutgers Cooperative

Extension enhances the quality of life for residents of New Jersey and brings the wealth of knowledge of the state university to local communities. This program was facilitated by two departments from Rutgers Cooperative Extension, Family & Community Health Sciences and NJ-SNAP-ED.

Passaic School District & Board of Education

The District is collaborating with SMILE and EZ Ride to bring SRTS programs into the schools. In January 2016, EZ Ride nominated and awarded all of the District's schools for the SRTS First Step award. The focus in 2017 is to do walk audits for "sister" schools 2, 8 and 9 and to work with the PTO to implement safety education for the students.

City of Passaic

The City plans to apply for infrastructure finding to improve the walkability for students and residents of Passaic. The Mayor and several other City administrators joined the Taskforce to conduct the walkability assessments on January 5th and 11th.

EZ Ride's SRTS Coordinator, SMILE for Charity and Rutgers representatives met with District administrators in December 2016 to introduce the SRTS program and initiate planning the walkability assessments. The SRTS Coordinator attended a PTO meeting in December 2016 to present to a group of 27 parents about the amount of pedestrian crashes in the area and about "How to Conduct a Walk Assessment". The presentation was translated into Spanish for the parents by the Rutgers partner. The PTO group of schools 2, 8 and 9 agreed there was a need to improve the walkability of the school routes for residents and children, especially as many felt the sidewalks were difficult to negotiate with strollers after snowstorms and because of litter. Parents and City leaders joined the SRTS taskforce team on January 5th and January 11th to conduct walk audits of the streets around the three schools. The SRTS Asst. Coordinators and a representative from VTC helped the taskforce to conduct the walk audits in January 2017.

Passaic School No. 2 and No. 8 Travel Plan Task Force

Organization	Role/Responsibility	Contact
Passaic School No. 2	Program Activity and Implementation	Luis Lobelo Principal 48 Bergen Street, Passaic, NJ, 07055 (973) 470 - 5578 llobelo@passaicschools.org
Passaic School No. 8	Program Activity and Implementation	Rafael Fraguela Principal 100 Fourth Street, Passaic, NJ, 07055 (973) 470 - 5508 rfraguela@passaicschools.org
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City of Passaic	Program Activity and Implementation	Soraya Stam Zone Coordinator Passaic Enterprise Zone Development uez@cityofpassaicnj.gov
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EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Gabriella Bacchus *EZ Ride SRTS Asst. Coordinator* 144 Park Place East Wood-Ridge, NJ 07075 201-939-4242 ext. 121 gbacchus@ezride.org
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NJ DOT	Grant Funding, State SRTS Resource. SRTS Best Practices	Elise Bremer-Nei, AICP/PP *NJ SRTS Program Coordinator* NJ Department of Transportation Office of Bicycle and Pedestrian Programs P.O. Box 600 Trenton, NJ 08625-0600 609-530-2765 elise.bremer-nei@dot.nj.gov

2. Community Profile

School profiles for Passaic Affiliated Schools No. 2 and No. 8 were developed using data from the Passaic District website, the Passaic School No. 2 website, the Passaic School No. 8 website, the New Jersey School Performance Report, and the National Center for Education Statistics.

The City of Passaic is a fast growing city and is the 15th largest municipality in New Jersey. The population has grown by almost 20 percent since the 1990 Census. Passaic Public Schools serve approximately 12,000 students from Preschool – Grade 12. The district has 15 elementary schools (Preschool – Grade 4), 1 middle school (Grades 5 – 8), and one comprehensive high school (Grades 9 – 12). Student demographics are shown in Table 1 below.

Table 1: Passaic Public Schools – Student Demographics

Ethnicity	# of Students
African-American	664
Hispanic	12,141
Caucasian	120
Asian/Pacific Islander	259
American Indian/Native American	3
Two or More Races	0
Gender	**# of Students**
Male	6,779
Female	6,408
Grade Level	**# of Students**
Primary (Pre-Kindergarten – Grade 4)	6,205
Middle School (Grade 5 - 8)	3,854
High School (Grade 9 - 12)	2,794
Special Needs Students/Individualized Education Program	360

Academic Performance

The Passaic School district is classified by the NJ Department of Education as District Factor Group "A," the lowest of eight groupings, indicating a disadvantaged community. A District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in school districts of New Jersey. DFGs were first developed by the New Jersey Department of Education in 1975 for the purpose of comparing student performance on statewide assessments across demographically similar school districts.

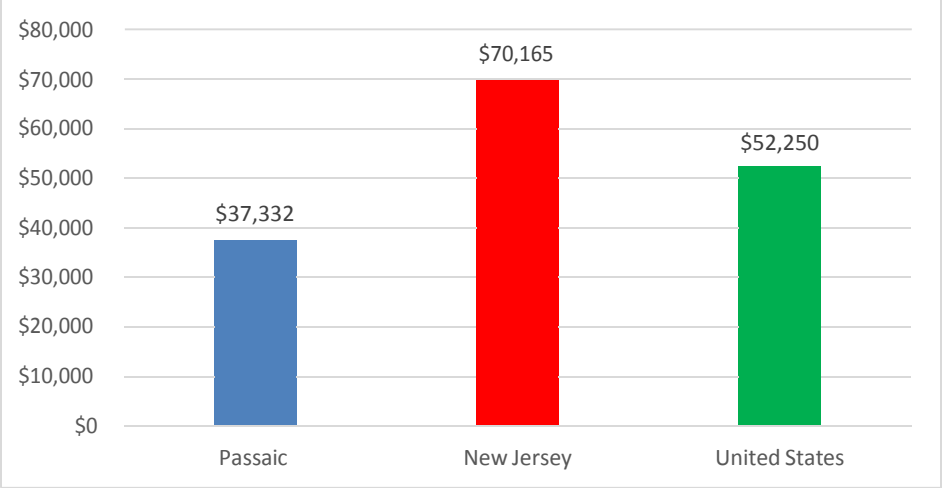
2.1 Passaic and Passaic County Health Profile –Community Health Needs Assessment

In partnership with the North Jersey Health Collaborative, the Passaic County Committee as part of their 2016 Community Health Needs Assessment identified five priority issues:

1. Access to HealthCare
2. Caregiver Health
3. Heroin
4. Diabetes
5. Cardiovascular Disease

Passaic County is ranked 14 out of 21 Counties for health outcomes in New Jersey according to CountyHealthRankings.com and 19 out of 21 Counties in clinical care according to CHNA 2016.

Chart 1: Median Household Income for Passaic, NJ

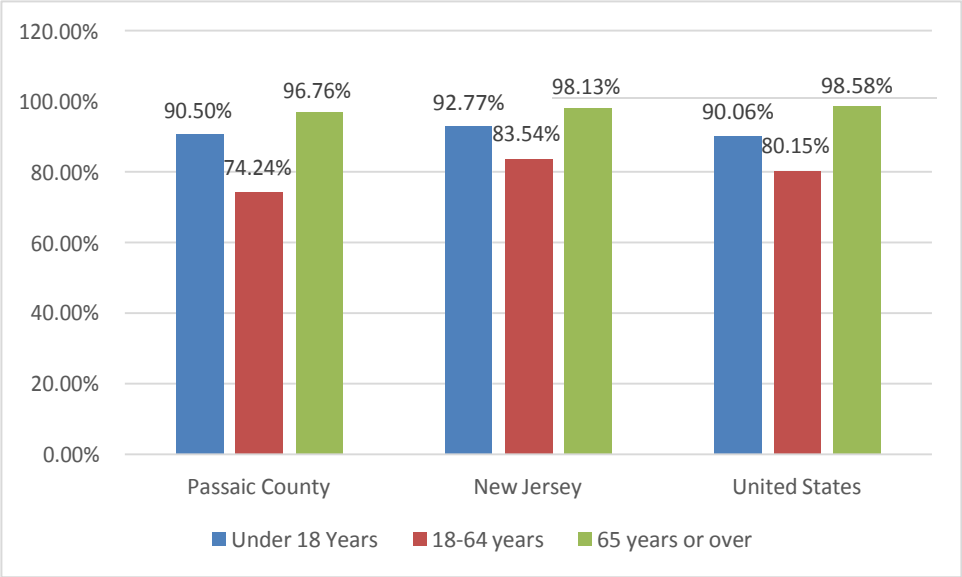


City-Data, 2013

As per the 2016 CHNA, for Passaic county income inequality is at 47% with 13.6 % of the population living below the poverty level. 18% fall beneath the ALICE (asset-limited, income-constrained and employed) survival threshold.

Access to Care

Chart 2: Health Insurance Coverage Comparison for County, State and United States



American Community Survey-2015

Location of providers, language spoken, cultural competency, hour's open and health literacy practices all influence access to care.

Diabetes

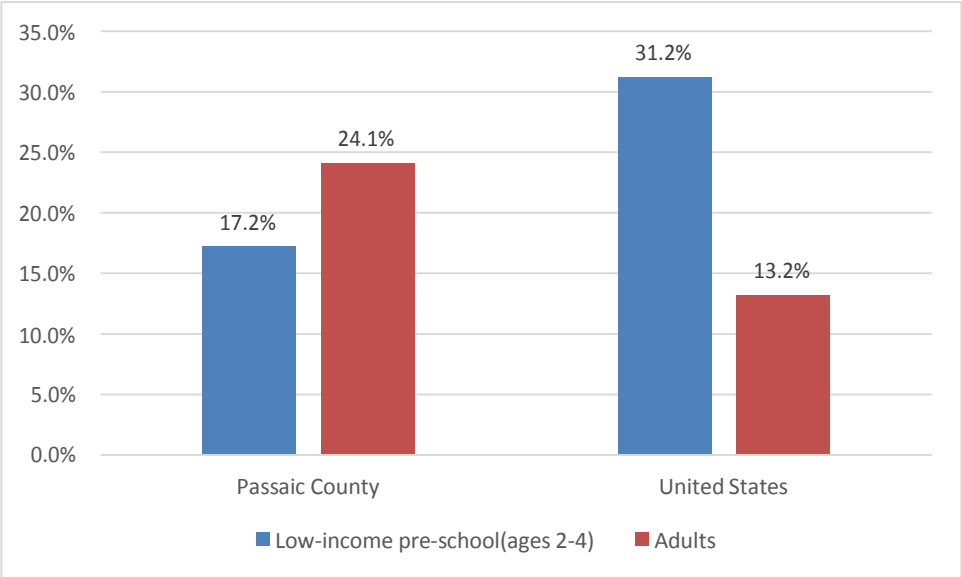
In Passaic County 33.3 % of Medicare Beneficiaries have been treated for diabetes, however only 83.5% of Medicare patients with Diabetes had a blood sugar test in the past year.

The age -adjusted death rate due to hypertensive heart disease is 11.5 per 100,000.

Males are more affected: 13.7 males per 100,000 vs. 9.3 females per 100,000.

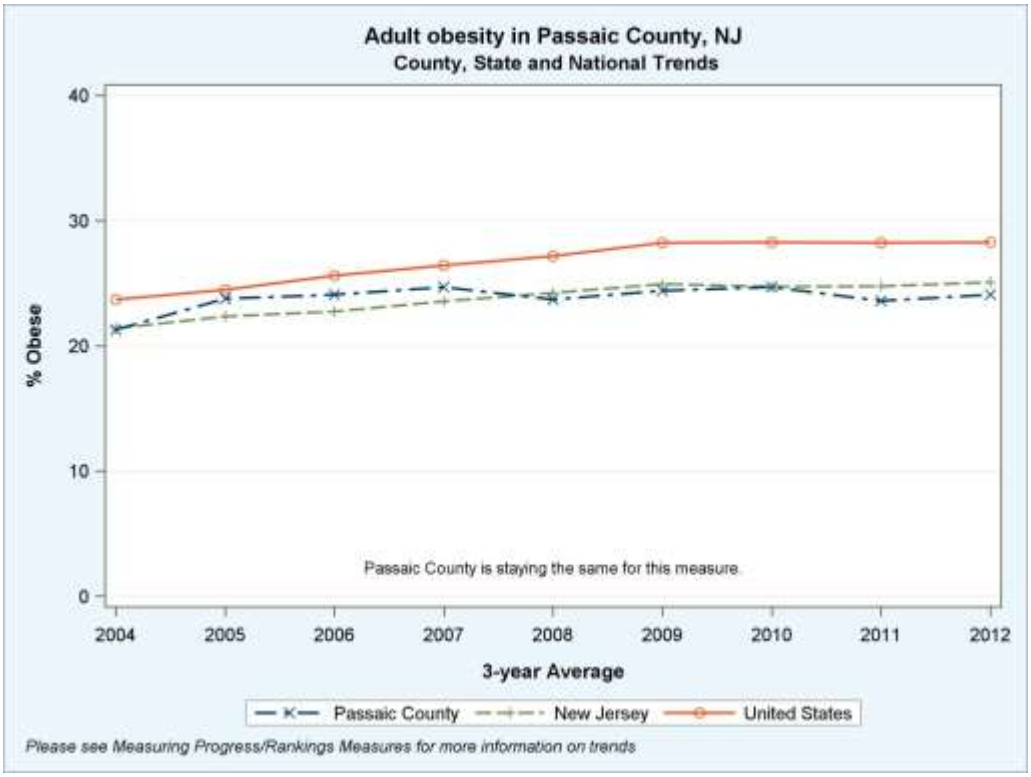
Obesity

Chart 3: Obesity Rate in Passaic County – 2015



CHNA - 2016

While the adult obesity rate is significantly better than U.S average, the preschool obesity rate is among the worst in the nation. 1 in 4 residents are obese.



Food Access and Insecurity

Passaic County is above average on child food insecurity, food insecurity, and food environment index. 24.1 % of Passaic County children lived in a household that experienced food insecurity in 2016. Farmers Market density is below the U.S. Average (0.01 markets per 1,000 population).

Media Viewing Habits

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

Exercise

The HHS 2008 Physical Activity Guidelines for Americans recommend that adults get at least thirty minutes of moderate to vigorous activity daily and that children get at least sixty minutes of moderate to vigorous physical activity daily.

Physical Activity

Passaic County does not offer its residents adequate opportunities for physical activities with a poor physical environmental ranking of 14

2.2 Passaic School No. 2

Excerpt and edited from the New Jersey Academic Report school narrative by Principal Lobelo: “The administration and staff’s goal at School No. 2 is to provide the best possible instruction to their students. The school follows the district curriculum that is aligned to the Common Core State Standards. Language Arts Literacy instruction serves as an integral component to the students' education as teachers work collaboratively to ensure the success of a student's reading, writing and language development. The school offers whole group, small group and individual instruction to identify and target a student's strengths and skill levels. The school’s emphasis for students from Kindergarten to second grade is to ensure students learn to think, visualize, and write their thoughts and ideas. Differentiated instruction allows each teacher to develop and focus upon the learning needs and levels of their students. Through this method of instruction, lessons are implemented to meet the specific needs of the students.

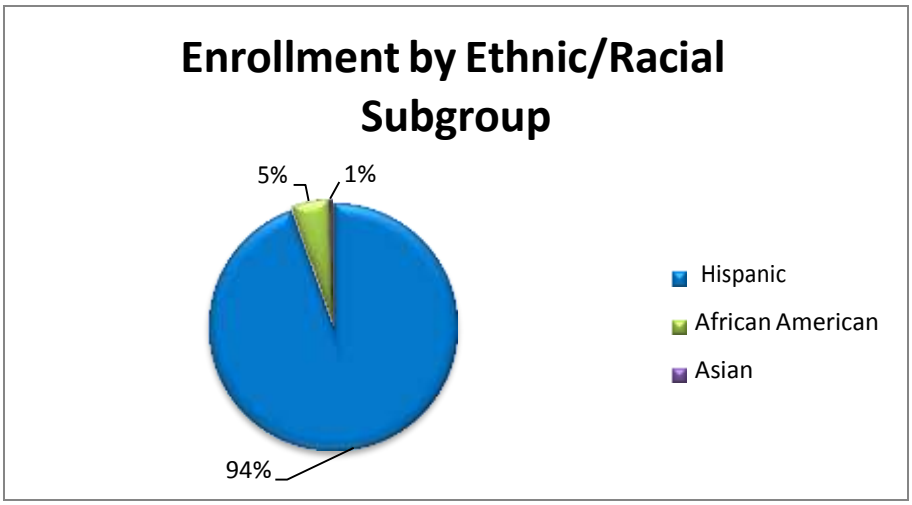
In Mathematics, the focus is on the importance of nurturing mathematical thinking and reasoning processes. This is accomplished through the continued use of a standards based mathematics program through interweaving mathematical best practices through everyday use. Everyday Mathematics comprises related ideas, concepts, skills, and procedures that form the foundation for

understanding and using mathematics as they explore mathematical structures, communication, and multiple representations.

The school provides various enrichment activities and programs that involve the parents, the staff and the community. We also have an active school parent team (SPT). Under the direction of the parent liaison, the SPT provides informational and educational meetings for all parents and guardians".

Passaic School No. 2 serves approximately 214 students in Kindergarten to Grade Two. As Chart 1 below shows, about 94 percent of the students enrolled are Hispanic, 5 percent are African American, and 1 percent of students are Asian.

Chart 4: Passaic School No. 2 Enrollment by Student Ethnicity in 2014 – 2015



New Jersey School Performance Report. 2014-2015. http://www.nj.gov/education/pr/1415/31/313970085.pdf

The number of students has changed slightly from 214 in 2012 to 244 in 2013 and down to 201 in 2014. As shown in Table 2 below, Spanish is the dominant language spoken at home by a wide margin at 83.8 percent of the students. English is spoken by 15.7 percent by students in their home. Chinese is spoken by 0.5 percent of students in their homes.

Table 2: Student Language Diversity (2014 – 2015)

Language Diversity	
Percent of students who speak the following languages at home	
Spanish	83.8%
English	15.7%
Chinese	0.5%

New Jersey School Performance Report. 2014-2015. http://www.nj.gov/education/pr/1415/31/313970085.pdf

2.3 Passaic School No. 8

Excerpt and edited from the New Jersey Academic Report school narrative by Principal Fraguela: "The goal of the school is to address the academic needs, as well as the social and emotional needs, of all the children while in a safe and comfortable environment. We believe Pulaski School No. 8 is a small representation of society as a whole. We have students with a large range of talents, abilities and needs. Each grade level classroom has daily access to technology inside the classrooms and in our computer lab.

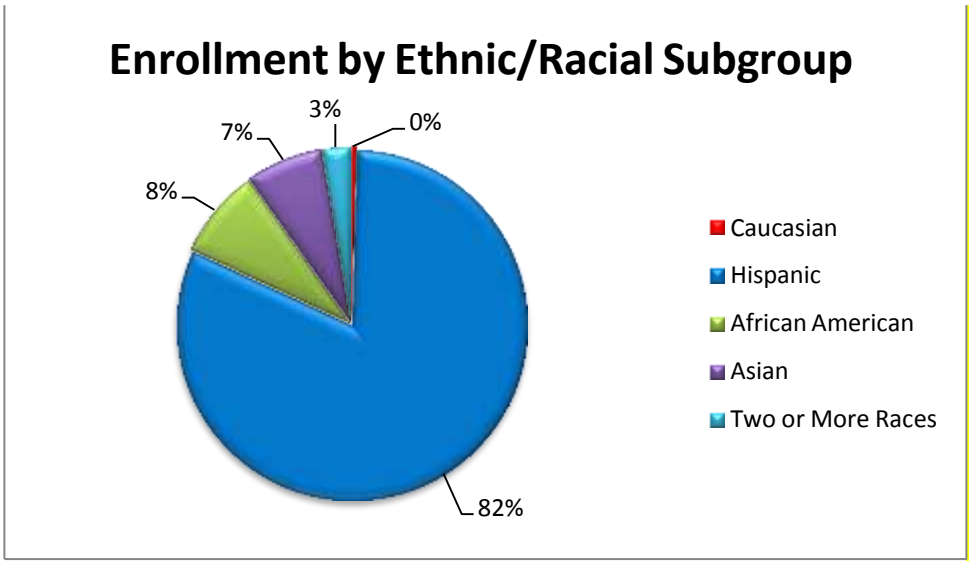
Parents and community members have actively participated in all of our activities to celebrate with our children. Our parent liaison is very active with our parents and organizes workshops and different activities, keeping the parental involvement a strong reality in our school.

In order to motivate and encourage students' success, differentiated instruction is embedded in all of our content areas. Our goal is to provide opportunities for all students to meet their highest level of academic performance in the classroom. During the instructional part of the day, we continue to promote the use of literacy centers, Everyday Math activities, hands-on science exploration, and process writing.

Our school philosophy is further strengthened by our many after-school programs for our struggling students and inquisitive parents. These activities not only address academia, but also the social aspect of one's life.

Passaic School No. 8 serves approximately 385 students in Pre-Kindergarten to Grade Three. As Chart 1 below shows, about 82 percent of the students enrolled are Hispanic, 8 percent are African American, 7 percent are Asian, 3 percent of students consider themselves Two or More Races, and less than 1 percent was Caucasian.

Chart 5: Passaic School No. 8 Enrollment by Student Ethnicity in 2014 – 2015



New Jersey School Performance Report. 2014-2015. http://www.nj.gov/education/pr/1415/39/394670060.pdf

The number of students has significantly declined from 571 in 2012 to 385 in 2014. As shown in Table 2 below, Spanish is the dominant language spoken at home by a wide margin at 85.6 percent of the students at home. English is spoken by 14 percent by students in their home. Polish is spoken by .5 percent of students.

Table 3: Student Language Diversity (2014 – 2015)

Language Diversity	
Percent of students who speak the following languages at home	
Spanish	85.6%
English	14.0%
Polish	0.5%

New Jersey School Performance Report. 2014-2015. http://www.nj.gov/education/pr/1415/39/394670060.pdf

3. Journey to School

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

Map 1: Two Mile Radius around Passaic Schools No. 2 and No. 8

Map 1 shows a two-mile radius surrounding the schools. The neighborhood is in close proximity to Dundee Island Park and Pulaski Park.

3.1. Current Student Travel Environment

School Hours

The school day for Passaic School No. 2 students starts at 8:20 am and the day ends at 3:05 pm Monday through Friday. Kindergarten students are released 5 minutes earlier at 3:00 to try to relieve some congestion. Select 1st and 2nd grade students participate in the K-8 Afterschool Program Monday through Friday until 4:15 pm. There are no late buses provided for students after these programs and there is no bussing for any students in the District except for Special Needs students.

Drop-off/Pickup Procedure

Buses drop off and pick up students in the front of the school's entrance. Parents drop off and pick up students at the same location.

Crossing Guards

A crossing guard is stationed at the intersections of Bergen Street and Market Street.

Student Travel Mode

In January 2017, the teachers at Passaic School No. 2 conducted a SRTS Student Travel Tally Survey to document how the children in their classes get to and from school. Tallies were taken by teachers three times during one week. A total of 472 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University.

As shown in Table 3, the analysis found that about 70 percent and 72 percent of the children walk to school and from school. 21 percent and 18 percent of the trips were in personal cars to and from school. 8 percent of students carpooled. No students bus nor bike to and from school.

Table 3: Current Commute Mode

Mode	Arrival	Dismissal
Walk	70 percent	72 percent
Driven in personal car	21 percent	18 percent
School Bus	0 percent	0 percent
Carpool	8 percent	8 percent
Bike	0 percent	0 percent

School Hours

The school day for Passaic School No. 8 students starts at 8:20 am and the day ends at 3:05 pm Monday through Friday. Kindergarten students are released 5 minutes earlier at 3:00 to try to relieve some congestion. Select 1st and 2nd grade students participate in the K-8 Afterschool Program Monday through Friday until 4:15 pm. There are no late buses provided for students after these programs and there is no bussing for any students in the District except for Special Needs students.

Drop-off/Pickup Procedure

Buses drop off and pick up students in the front of the school's entrance. Parents drop off and pick up students at the same location.

Crossing Guards

A crossing guard is stationed at the intersections of Fourth Street and Passaic Street.

Student Travel Mode

In January 2017, the teachers at Passaic School No. 8 conducted a SRTS Student Travel Tally Survey to document how the children in their classes get to and from school. Tallies were taken by teachers three times during one week. A total of 1,301 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University.

As shown in Table 3, the analysis found that about 73 percent and 77 percent of the children walk to and from school. 22 percent and 19 percent of the trips were in personal cars to and from school. 3 percent of students carpooled. School bus service accounted for 0.9 percent and 1 percent of the trips to and from school. As for bicycles, 0.3 percent to 0.2 percent of students reported riding bikes to and from school.

Table 4: Current Commute Mode

Mode	Arrival	Dismissal
Walk	73 percent	77 percent
Driven in personal car	22 percent	19 percent
School Bus	0.9 percent	1 percent
Carpool	3 percent	3 percent
Bike	0.3 percent	0.2 percent

3.2 Pedestrian Safety

EZ Ride conducted an analysis of the pedestrian-related crashes within a one-mile radius of the school over a 12-year period from 2005 to 2015 based on police incident reports. The reported incidents were plotted on Map 2.

Map 2: Pedestrian Crashes within One Mile of Passaic Schools No. 2 and No. 8, 2005-15

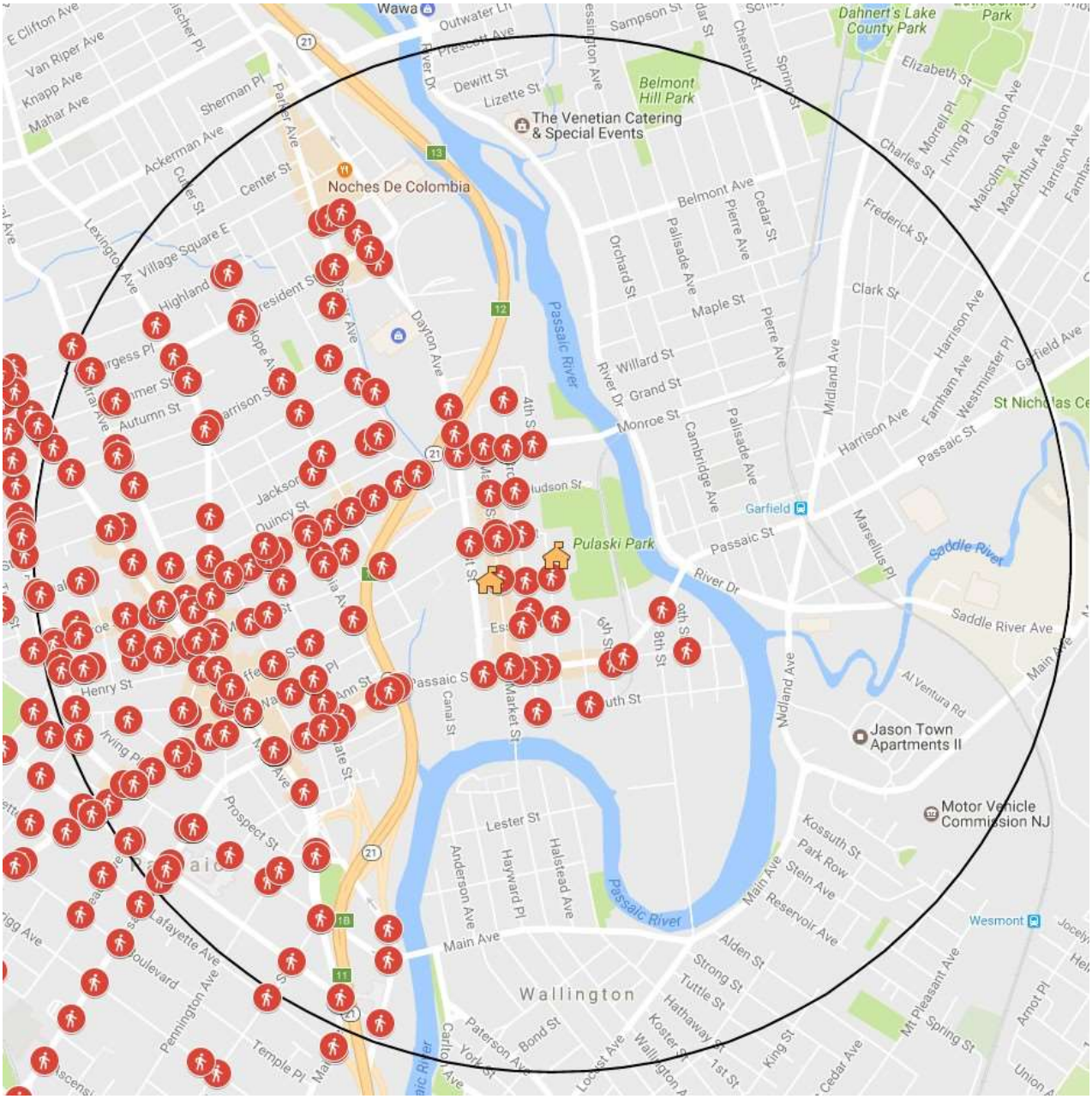


Table 5: Pedestrian Crashes by Age, In City of Passaic (2005-2015)

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Percent
0-10	17	17	16	20	22	9	8	2	2	4	8	125	15%
10-17	15	12	9	12	10	10	6	2	8	9	9	102	12%
18-35	26	30	27	38	44	32	21	6	10	24	20	278	32%
36-60	43	28	26	33	31	26	14	4	10	19	26	260	30%
60+	7	9	9	15	8	10	5	4	7	7	12	93	11%
Total	108	96	87	118	115	87	54	18	37	63	75	858	100%

For the City of Passaic, there were 858 pedestrian crashes between the years 2005-15. On average, the City of Passaic had 78 pedestrian crashes per year. While the majority of the crashes (73 percent) involved pedestrians aged 18 - 60+, about 27 percent (227) of the total incidents involved children in the 0-17 age group.

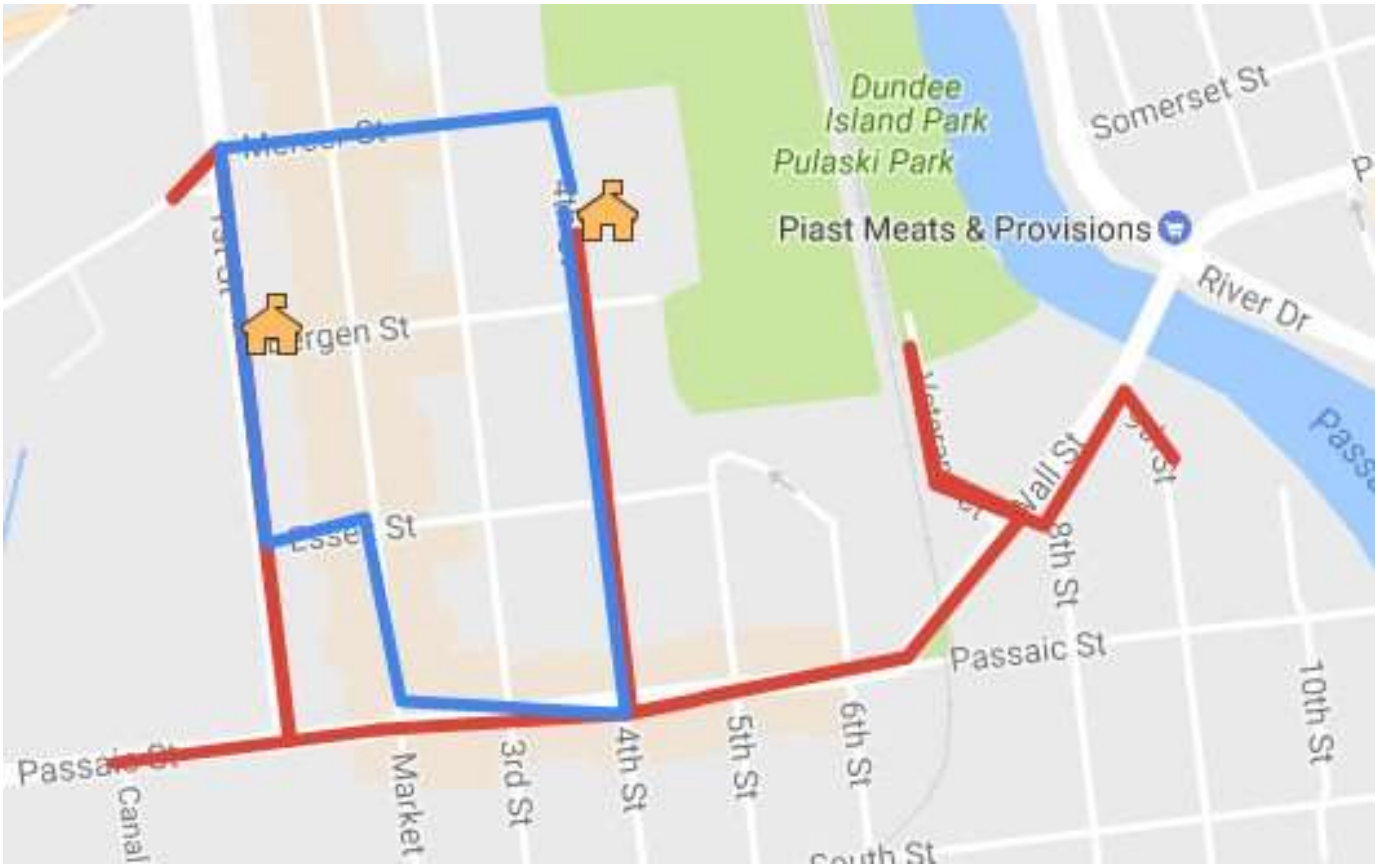
3.4 Walkability Assessment

The SRTS Task Force conducted two separate walkability assessments of the major routes used by students to get to Passaic School 2 and School 8 on January 5th and January 11th. School children and residents of all ages and abilities walk in and through the neighborhood.

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

Map 3, on the following page, shows the two walking routes which were assessed.

Map 3: Main Walking Routes

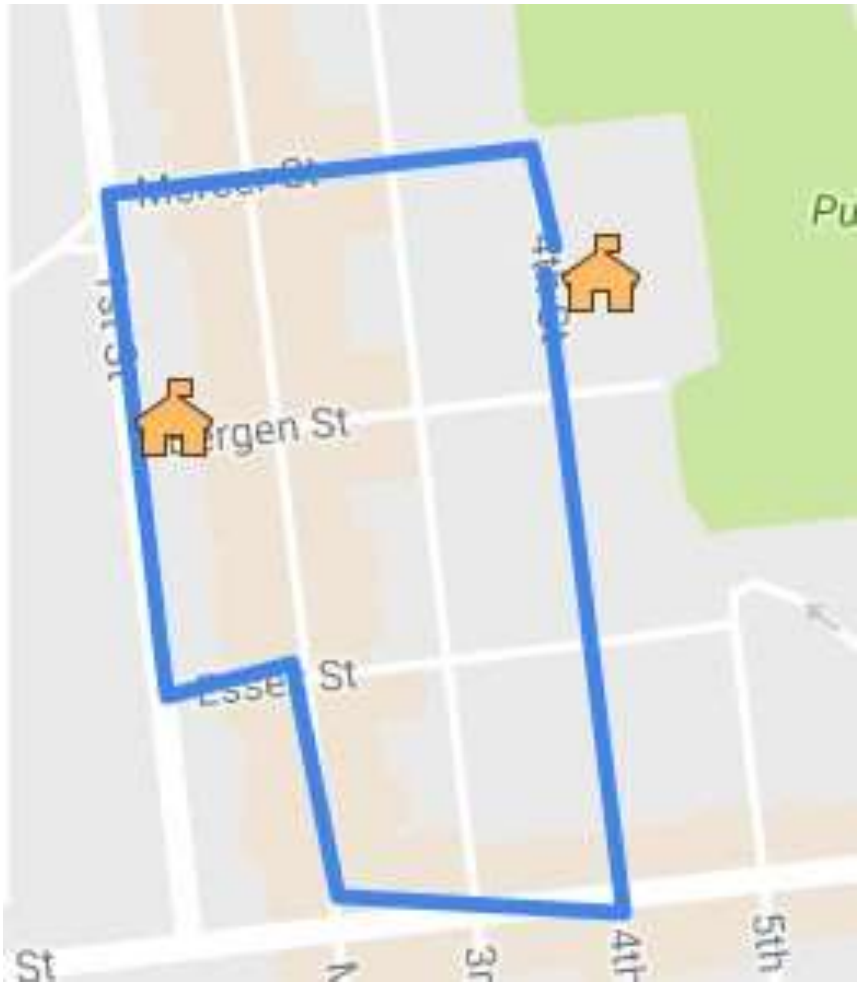


Affiliated Schools No. 2 and No. 8

Route 1

Route 2

Map 4: Walking Assessment of Route 1:



Affiliated Schools No. 2 and No. 8

Route 1

Walking Down Fourth Street in Front of Casimir Pulaski School No. 8

Photo 1: Walking Down Fourth Street

Observations

1. Sidewalk in good shape on both sides.
2. No School Zone Signs or street markings.
3. Cars park on street despite “No Parking During School Hours” signs.
4. Garbage and litter strewn about.
5. Taskforce members relate that speeding and double parking are issues during arrival/dismissal.
6. Add bike lanes or sharrow symbols to promote safe biking.

Intersection of Bergen Street and Fourth Street

Photo 2: Intersection of Bergen Street and Fourth Street

Observations

1. Low visibility crosswalk present and marked.
2. No pedestrian crossing signs present.
3. No “School Zone” signs present.
4. Truncated dome pads present but set at incorrect angles.
5. Some truncated dome pads were almost completely covered in mud, decomposed paper, and may be difficult to see/sense by visually impaired pedestrians.

Walking Down Fourth Street

Photo 3: Walking Down Fourth Street

Observations

1. Sidewalks are wide and in very good shape.
2. At around 9:40 am, the garbage is not collected and obstructing the sidewalk.
3. Multiple bags and cans of refuse create an unpleasant sight and smell when walking; also creates walking hazards if animals or children open the bags.

Walking Down Fourth Street

Photo 4: Walking Down Fourth Street

Observations

1. A substantial amount of loose garbage/litter across two residences.
2. These conditions create an unpleasant sight while walking.
3. Loose garbage/litter present tripping or slipping hazards.

Walking Down Fourth Street

Photo 5: Walking Down Fourth Street

Observations

1. Outside of the Passaic Head Start.
2. Garbage piled up along the fences near the children.
3. Shopping cart with garbage and broken mirror create physical and perceived danger.

Intersection of Essex Street and Fourth Street

Photo 6: Intersection Essex Street and Fourth Street

Observations

1. Faded low-visibility crosswalks present.
2. Stop sign bar is faded.
3. Road is cracked in various places, including along crosswalk lines.
4. Truncated dome pads are present but improperly angled toward crosswalk.
5. Curb ramp is lower than street, creating tripping hazard or bump for stroller/ wheelchair.
6. Add sharrow symbols to aid cyclists and remind drivers they are sharing the road.

Intersection of Passaic Street and Fourth Street

Photo 7: Intersection of Passaic Street and Fourth Street

Observations

1. Low visibility crosswalks present.
2. Road on Passaic Street looks newly paved.
3. Truncated dome pads present but misaligned with reference to low visibility crosswalk.
4. Asphalt near drains cracking and sinking.
5. Drains are outdated and not bicycle safe.

Intersection of Passaic Street and Third Street

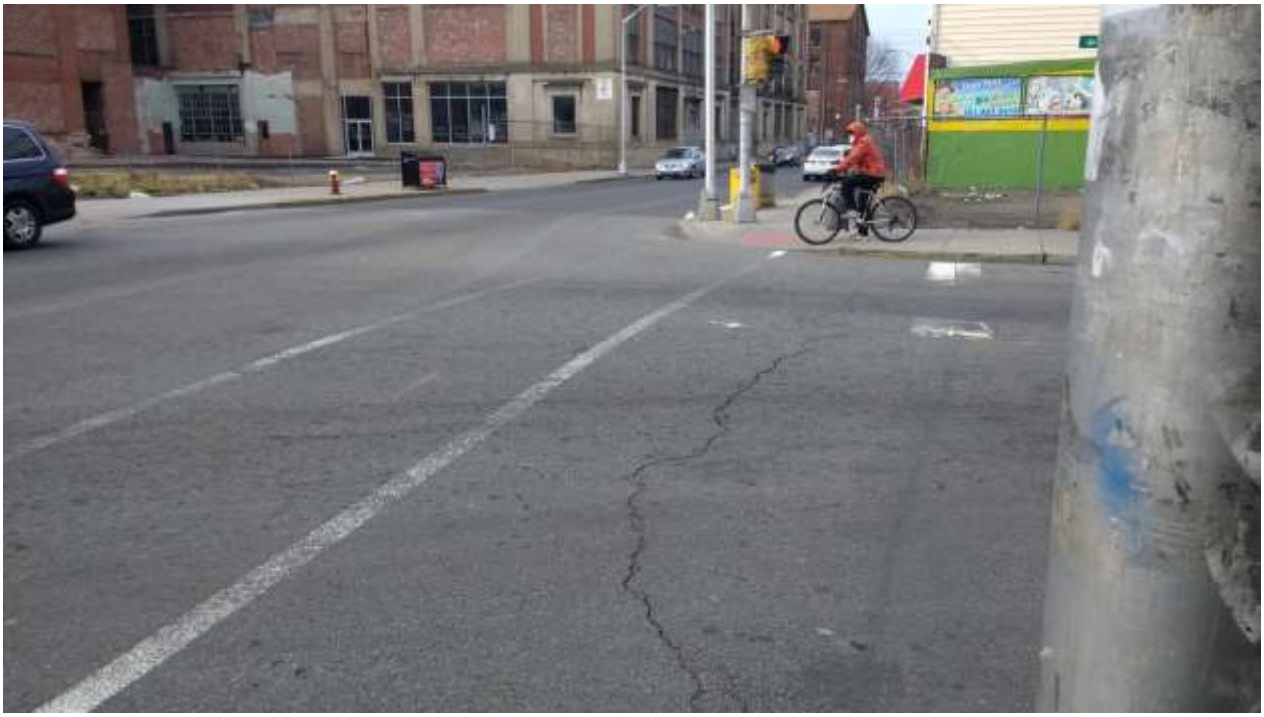
Photo 8: Intersection of Passaic Street and Third Street

Observations

1. Low visibility crosswalks.
2. Sidewalks along Passaic Street are in good shape.
3. No truncated dome pads; not ADA compliant.
4. Some patchwork completed on road, especially in crosswalk across Passaic Street.
5. On far side of Third Street, bumps and potholes are visible.

Intersection of Passaic Street and Market Street

Photo 9: Intersection of Passaic Street and Market Street



Observations

1. Low visibility crosswalks are present, but badly faded.
2. Stop bar is present but badly faded.
3. There is a large property that looks abandoned/not maintained.
4. Sidewalks are in good shape.

Intersection of Market Street and Essex Street

Photo 10: Intersection of Passaic Street and Market Street

Observations

1. Low visibility crosswalks present, but faded.
2. No sign present marking street name.
3. Stop bar present but badly faded.
4. Drain sunken deeper than asphalt.
5. Drainage issue: patch of ice formed from standing water in crosswalk.
6. Sidewalks in good shape.

First Street

Photo 11: First Street

Observations

1. Industrial area
2. Sidewalks are in good shape but are blocked by pallets, materials, and garbage.
3. Many driveways along walking path for forklifts and vehicles.
4. Educate students in SRTS safety presentations about walking in front of driveways.

Intersection of Jefferson Street and First Street

Photo 12: Intersection of Jefferson Street and First Street

Observations

1. Mid-block crosswalk missing curb ramp.
2. Truck parked with 2 feet of crosswalk.
3. Debris strewn across crosswalk.
4. No truncated dome pads.
5. Curb ramp incline appears too steep.

Mercer Street

Photo 13: Mercer Street

Observations

1. Most of the block is long driveways for business or apartments.
2. This area is near Passaic School No. 9.
3. Black Dodge Dakota is parked on the sidewalk, obstructing the sidewalk.

Intersection of Mercer Street and Third Street

Photo 14: Intersection of Mercer Street and Third Street

Observations

1. Low visibility crosswalk striping present.
2. Drain grates are in the middle of the crosswalks at all corners.
3. Truncated dome pads missing.
4. Litter strewn about.
5. Add sharrow symbols to promote safe bicycling and remind drivers they need to share the road.

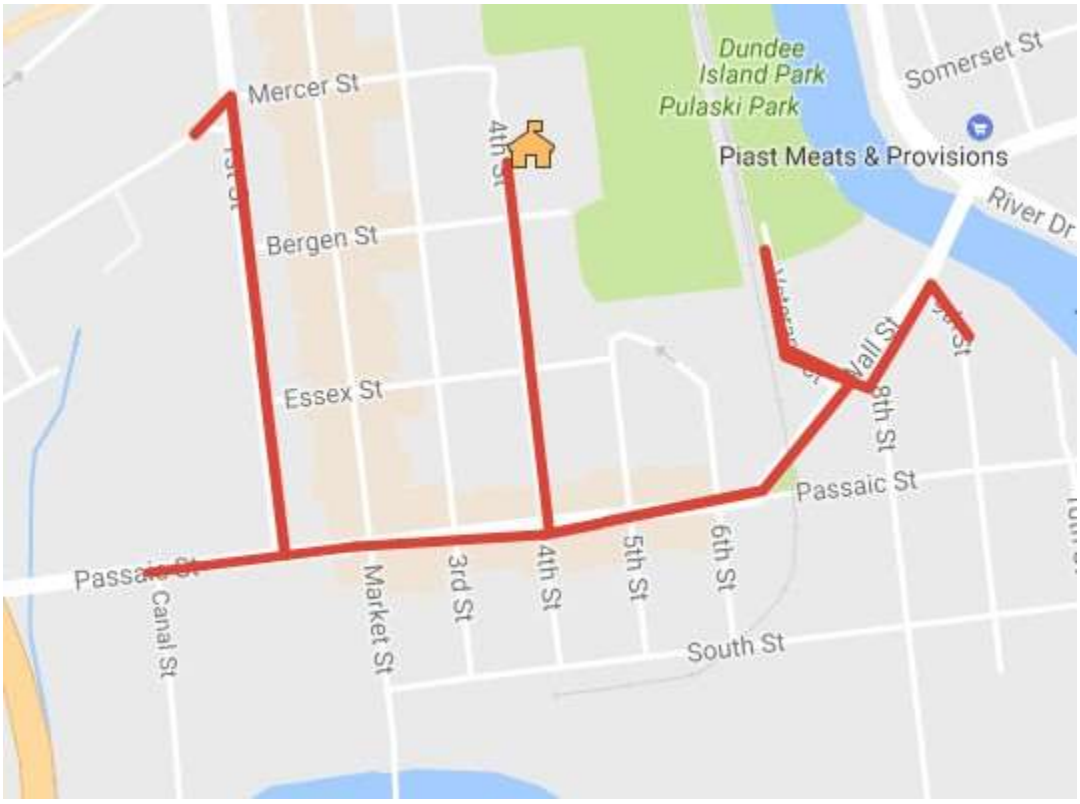
Intersection of Mercer Street and Fourth Street

Photo 15: Intersection of Mercer Street and Fourth Street

Observations

1. Low visibility crosswalks present.
2. Truncated dome pads are broken and beginning to peel off curb ramps.
3. Volunteers indicated a fair amount of speeding and double parked cars in the area during school arrival and dismissal times.

Map 5: Walking Assessment of Route 2



Affiliated Schools No. 2 and No. 8

Route 2

Walking Along Fourth Street

Photo 1: Walking Along Fourth Street

Observations

1. Intersections along Fourth Street shown issues of drainage and slipping risk after rain

Walking Along Fourth Street

Photo 2: Walking Along Fourth Street

Observations

1. Group observed truck driver parked and obstructing crosswalk.
2. City can consider to paint curbs or install bollards to deter parking that obstructs driver's ability to see pedestrians (especially students) standing on corner waiting to cross.

Walking Along Fourth Street

Photo 3: Walking Along Fourth Street

Observations

1. Planter space has stump and broken trunk of tree.
2. Garbage is on the sidewalks and strewn on the streets, making walking unpleasant.

Intersection of Passaic Street and Fifth Street

Photo 4: Intersection of Passaic Street and Fifth Street

Observations

1. Group observed pedestrian not using crosswalk.
2. Low visibility crosswalk present.

Intersection of Passaic Street and Fifth Street

Photo 5: Intersection of Passaic Street and Fifth Street

Observations

1. Low visibility crosswalk present across Passaic Street.
2. Crosswalk heavily faded and barely seen across Fifth Street.
3. Area where crosswalk should be visible is broken up and patched.
4. No truncated dome pads.
5. Garbage makes environment very unpleasant.
6. Bike lanes or sharrows can be painted.

Intersection of Passaic Street and First Street

Photo 6: Intersection of Passaic Street and First Street

Observations

1. Low visibility crosswalk is heavily faded and barely visible, suggest high visibility crosswalks be repainted.
2. Road is broken up, contains potholes, and has been patched up.
3. Area is very industrial with large commercial trucks.
4. Add lighting to improve visibility and safety for drivers and pedestrians.

Walking Along First Street

Photo 7: Walking Along First Street

Observations

1. Group observed sidewalks broken up by many driveways.
2. Cars parked across sidewalk.
3. Garbage strewn about.
4. Garbage can has graffiti.
5. School Zone road marking heavily faded.
6. Sidewalk obstructed by daily operations of businesses on First Street.
7. Bike lanes can be added or sharrows.

Intersection of Passaic Street and Fifth Street

Photo 8: Intersection of Passaic Street and Fifth Street

Observations

1. Group observed student/pedestrian not using crosswalk or sidewalk because of piles of pallets obstructing the walkway.
2. The businesses that block the sidewalk are discouraging walkers/making it more difficult for walkers to utilize the safety of the sidewalk.s
3. City can consider a plan or ordinance regarding garbage on sidewalks.

4. Action Plan & Recommendations

The Safe Routes to School Action Plan is categorized into the "Five E's": Education, Encouragement, Enforcement, Engineering and Evaluation. Additionally, each element of the Action Plan considers two parameters – time and cost as shown below. Together, they comprise a set of directions to help the community prioritize their action steps to increase safety for students. The tables below identify preliminary recommendations specific to Passaic Schools No. 2 and 8 and its immediate area. To realize the full benefit of the SRTS program, it is suggested that this School Travel Plan be used to apply for SRTS grant funds to fully implement all the action steps.

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

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

Education Actions	Responsibility	Time Frame	Cost
Circulate Travel Plan Report on school Website.	Board of Education	Short-term, Mid-term, Long-term	Low
Confirm School Zone pavement markings and street signs adequately identify the area.	Board of Education	Short-term, Mid-term, Long-term	Low
Create and update Family Handbook that defines arrival and dismissal procedures with map and text that defines drop-off/pick-up areas, any rules or procedures for parking or driving along local streets within school campus and school driveway.	School, School Liaison, PTO	Long-term	Low
Notify parents/guardians and school staff by publishing information/updates in the Parent/Family Handbook, School Newsletters and on the school website.	School	Long-term	Low
Invite EZ Ride to help with bicycle and pedestrian safety education with assemblies or Bike Rodeos to educate students about safe walking in the City.	School, EZ Ride	Short-term, Mid-term, Long-term	Low
Integrate walking and safety education into classroom curriculum.	School, EZ Ride	Short-term, Mid-term, Long-term	Low

Leverage Social Media to spread awareness of school zone and enforcement activities.	School Action Team, PTA	Short-term, Mid-term, Long-term	Low
Cell phone free zone: Outside during arrival and dismissal to improve safety and decrease distracted walking.	Principal	Short-term, Mid-term, Long-term	Low

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

Encouragement Actions	Responsibility	Time Frame	Cost
The town can pass a Complete Streets Policy and School can pass a SRTS policy to promote walking and cycling to school.	Township	Mid-term	Low
Hold a student poster or bookmark contest about Walking and Biking to school after safety assemblies.	School, EZ Ride	Short-term	Low
Circulate Time Radius Map (when most pedestrian crashes occur) and Travel Plan Report via the school website.	VTC, EZ Ride, School	Short-term	Low
Host Bike/Walk to School Days throughout the school year.	School, PTA, School Liaison, EZ Ride	Short-term, Mid-term, Long-term	Low
Participate in International Walk to School Day in October, National Bike to School Day, and NJ Walk and Bike to School Day.	School Action Team, PTA, EZ Ride	Short-term, Mid-term, Long-term	Low
Utilize the school website to advance Safe Routes to School safety messages.	EZ Ride, School Tech Coordinator	Mid-term, Long-term	Low
Establish and organize Bike Trains/Walking School Buses to connect students and families who are already walking or are considering	School, EZ Ride	Mid-term, Long-term	Low
Consider adding more garbage cans on corners to collect litter. Do more frequent street sweeping.	City Health Dept, DPW, UEZ or Chamber of Commerce/Business Council	Short-term, Long-term	Low

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

Enforcement Actions	Responsibility	Time Frame	Cost
Conduct bicycle registration and helmet giveaways at Back to School night.	School, Police	Short-term, Mid-term, Long-term	Low

crossing guard training		term	
Ask police to setup electric signs that post drivers speeds and remind drivers to not speed in school zone – twice a year.	Police, School Liaison	Short-term, Long-term	Low
Develop a plan to fix the unsightly and unsanitary problem of garbage obstructing sidewalks during the commute to school in the morning.	City Health Dept, DPW, UEZ or Chamber of Commerce/Business Council	Short-term, Long-term	Low
Consider an enforceable ordinance and fines for business owners who obstruct the sidewalks with pallets.	City Health Dept, DPW, UEZ or Chamber of Commerce/Business Council	Short-term, Long-term	Low
Discuss property maintenance with residents and owners to keep existing sidewalks free of garbage, pallets, debris, and brush to not obstruct sidewalk.	School, PTA, City, DPW, Police	Short-term, Long-term	Low
Enforce parking laws so that vehicles do not park on sidewalks and that trucks do not park on corners or in crosswalks and impede the visibility of other vehicles and pedestrians.	City, Police	Short-term, Long-term	Low
Pedestrian Decoy Operation – target unsafe drivers, especially during school commute time.	Police, Board of Education	Long-term	Low

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

Engineering Actions	Responsibility	Time Frame	Cost
Install sturdy bike racks and skateboard racks near school's entrance, playgrounds, and in parks.	City Engineering, School	Mid-term, Long-term	Medium
Post "School Zone" signs and paint "SLOW School Zone" on roadways surrounding the school.	City Engineering, School	Mid-term, Long-term	Low
Paint or repaint high visibility crosswalks at Fourth Street and Bergen Street, Fourth Street and Essex Street, Fourth Street and Passaic Street, Market Street and Passaic Street, First Street and Passaic Street, Fifth Street and Passaic	City Engineering, Police	Short-term, Mid-term, Long-term	High

Street, First Street and Essex Street, and First Street and Bergen Street.			
Install new truncated dome pads at First Street and Jefferson Street, Fifth Street and Passaic Street.	City Engineering	Short-term, Mid-term, Long-term	Medium
Investigate and fix drainage issues with street grading at curb ramps.	City Engineering	Short-term, Mid-term, Long-term	Medium
Install bicycle friendly drains.	City Engineering	Short-term, Mid-term, Long-term	Medium
Install curb ramp at mid-block crossing at Jefferson and First Street.	City Engineering	Short-term, Mid-term, Long-term	Medium
Investigate traffic speeds around the school and post speed limit signs as traffic calming concepts.	City Engineering, Police	Short-term, Mid-term, Long-term	Medium
Install School Zone signs that define the school area; install signs with augmented flashing beacons.	City Engineering, School	Short-term, Mid-term, Long-term	Medium
Add lighting on corners where needed to aid pedestrians and improve visibility for drivers.	City Engineering, Police	Short-term, Mid-term, Long-term	Medium
Add sharrows or bike lanes to promote safe biking and remind vehicles the road is to be shared.	City Engineering	Short-term, Mid-term, Long-term	Medium

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

Evaluation Actions	Responsibility	Time Frame	Cost
The town can pass and begin to implement a Complete Streets Policy to improve walkability and bikeability.	City	Mid-term	Low
Continue to conduct student travel tallies to measure how effective the SRTS program has been in increasing the number of students walking, biking or carpooling.	School, EZ Ride	Short-term, Mid-term, Long-term	Low
School can conduct travel tallies every other year to see if more students are walking.	District, School, SRTS and VTC	Long-term	No cost
Improve communications between school officials and families establishing a convenient mechanism to share information and get feedback.	School Action Team, PTO, School Tech Coordinator	Short-term, Mid-term, Long-term	Low

Conclusion

Community priorities should include adding and repainting stop sign bars and high visibility crosswalks at almost every intersection the group assessed. There is also need to install curb ramps at some intersections, change the incline of the ramps to alleviate drainage issues, install bicycle friendly drains, add sharrow symbols or paint bike lanes, and repair and install truncated dome pads so they are properly angled. An effective plan must be developed with residents and merchants to deal with the garbage and litter obstructing the City's sidewalks that are used by parents and students to travel to and from school.

The walkability audit demonstrated that the streets around Passaic Schools 2 and 8 are walkable but the journey is somewhat unpleasant due to the amounts of garbage and refuse piled up on the City's sidewalks. As well, a lack of visible crosswalks and stop sign bars add to unsafe walking conditions for pedestrians as there are few reminders for drivers that the roadways also are being used by pedestrians and cyclists.

The measures that are recommended in this travel plan will improve the city's walkability, increase pedestrian and cyclist safety, and encourage students and parents to walk or bike to school. Through increased use of active transportation, residents will make Passaic a more appealing community by reducing air pollution and traffic congestion.

Additionally, if more residents are able to safely walk and bicycle, they may be more active and healthy. EZ Ride is proud to work with the community to improve safety and bring SRTS programming to the schools. It is hoped this School Travel Plan report will be used to apply for an SRTS infrastructure grant or other DOT grants to make the intersections, sidewalks, and streets safer for students to walk and bike to Passaic Schools No. 2 and No. 8.

Appendix A

Typical Opportunities for Improvement

LONG CROSSING DISTANCES

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

PEDESTRIAN OBSTRUCTIONS

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

LACK OF CURB CUTS

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

POOR MAINTENANCE

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

Typical Bicycle/Pedestrian Treatments

SHARED-USE ROADWAY

Can be a safe for bicyclists when:

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

BICYCLE LANE

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

SHARED USE PATH (TRAIL)

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

OTHER FACILITIES

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

Typical Bicycle/Pedestrian Treatments

SIDEWALKS

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

CROSSWALKS

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

SIGNAGE AND STRIPING

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

AMENITIES AND AESTHETICS

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

Typical Bicycle/Pedestrian Treatments

CURB EXTENSION

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

FULL CLOSURE

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

MID-BLOCK CROSSING

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

RAISED MEDIAN GATEWAY

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

Typical Traffic Calming Devices

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

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

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

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

Typical Traffic Calming Devices

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

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

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

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