

Safe Routes to School Program

Paterson Public School No. 15 Travel Plan

98 Oak Street Paterson NJ 07501



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DISCLAIMER

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NEW JERSEY
Safe Routes to School



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

1. Goals

The goals of the Paterson Public School No. 15 Travel Plan are:

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

2. Task Force

This School Travel Plan is the product of a productive partnership. The Paterson Public School No. 15 SRTS Task Force came together through the involvement of local stakeholders. Including the community 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 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

4. School Travel Data

In June 2015, the Paterson Public School No. 15 teachers conducted a School Travel Tally to determine how students travel to and from school. On average, 53 percent of students walk to school, 22 percent of students are driven to school, 3 percent carpool, 20 percent use the school bus, and 1 percent of students ride bicycles to school.

5. Barriers and Opportunities Identified for Safer Walking & Biking

The Safe Routes to School Task Force, and Community Partners from the City of Paterson conducted a walkability assessment of the road conditions around Paterson Public School No. 15 on May 19, 2016. The major intersections near Paterson Public School No. 15 include: Market Street and Rosa Parks Street.

Key opportunities for street and safety improvement around Paterson Public School No. 15 include: restriping high visibility crosswalks, fixing or installing truncated dome pads, repairing or installing sidewalks, enforcing owners to keep sidewalks clear and clean, repairing roadways, painting high visibility crosswalks, and making repairs/improvements to the basketball court and park.

6. Action Plan

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

Key Actions/Recommendations in Action Plan include:

- Repair or install sidewalks along Essex St., Main St., Oak St., Pennington St., Parkway
- Slow traffic speeds around the school
- Ensure property owners or city maintain property (owned and abandoned)
- Ensure adherence to parking rules on Essex St., Market and Summer St., Oak St., Main St., Pennington St., Rose St., and Parkway
- Install pedestrian lighting around Oak Street, the Basketball Court, and the Park
- Paint high visibility crosswalks at Essex St. & Summer St., Market St. & Summer St., Oak St. & Main St., Oak St. & Pennington St., Market St. & Pennington St.
- Installing or repairing curb ramps at Essex Street and Summer Street, Oak Street and Main Street, Parkway and Seeley Street
- Repairing Oak Street, Main Street, Parkway and Seeley Street
- Installing truncated domes at Essex Street & Summer Street, Oak Street & Main Street

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

Developing policies and practices to address these environmental and social barriers to daily physical activity are critical to reducing and preventing obesity among children. Supporting "active transport" (or walking and bicycling) to school presents an excellent opportunity to increase daily physical activity among youth.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, physical activity levels and health outcomes. It also explores the factors that influence walking and biking to school, including the impact of SRTS programs.

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

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

The SRTS Program is a collaborative effort of multiple stakeholders that 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 assessments, bicycle rodeos and pedestrian safety presentations. The benefits of SRTS extend far beyond the schools into the community as a whole.

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

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

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

- Creating partnerships between the school and surrounding community
- Generating ideas and actions 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 and SRTS

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.

EZ Ride initiated SRTS programming in Paterson in 2014. EZ Ride members presented to students at School No. 15 in February 2014, at Dale Avenue Elementary School, and Frank Napier Academy School No. 4 in 2014-15. More recently, the team provided a Pedestrian Safety Presentation at Paterson School No. 28 to 200 Pre-K- grade 3 students in January 2016. The team returned to School No. 28 in March 2017 to present to approximately 320 students.

EZ Ride helped the District pass an SRTS policy in 2020 and also made SRTS pedestrian and bike safety presentations to students at Paterson Schools No. 5, 10, 12, 13, 16, 21, 25, Roberto Clemente Elementary, and New Roberto Clemente Middle School in the 2019-20 academic year.

Paterson Public School No. 15 Travel Plan Task Force

Organization	Role/Responsibility	Contact
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Rutgers The State University of New Jersey	Tools, Tips and Training	848-932-2854 lavh@ejb.rutgers.edu
NJ DOT	Grant Funding, State SRTS Resource. SRTS Best Practices	Elise Bremer-Nei, AICP/PP 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. District & School Profile

A school profile for Paterson Public School No. 15 was developed using data from the School District website, the National Center for Education Statistics, New Jersey School Performance Report, and the Paterson School No. 15 website.

Table 1: Paterson School District – Student Demographics

Ethnicity	
Hispanic	18,833
Black or African-American	6,000
Asian	1,528
White	1,417
Native Hawaiian/Pacific Islander	0
American Indian/Alaskan Native	0
Two or More Races	0
Male	14,333
Female	13,444
Primary (Pre-Kindergarten – Grade 5)	15,700
Middle School (Grade 6 - 8)	5,977
High School (Grade 9 - 12)	6,100
Special Needs Students (Gr PK-12)	4,111

Source: NJ Performance Report, 2018-19

Academic Performance

A District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in school districts of New Jersey. DFGs were first developed by the New Jersey Department of Education in 1975 for the purpose of comparing student performance on statewide assessments across demographically similar school districts. This rating is based on neighborhood criteria such as poverty rate, incidence of crime and violence, and limited municipal resources due to low tax revenues. NJDOT has directed that SRTS programs in disadvantaged communities should be given high priority.

The Paterson School District has been classified by the NJ Department of Education as District Factor Group “A,” at the very top of the listing indicating that Paterson is one of the most disadvantaged and underserved communities in NJ.

The NJ School District Performance report notes that only 79.2 percent of Paterson public school students graduate from High School as compared to the state average of 90.6 to 94.9 percent of high school graduates. Moreover, 67.8 percent of students are economically

disadvantaged, 14.8 percent have learning disabilities, and 24.6 percent are “English as a Second Language” learners. As shown in Table 2 below, there are two main languages spoken at home by students at most of the Paterson Public Schools: English and Spanish.

In addition, the District reported that the languages spoken by their students at home include English at 42.8 percent, Spanish at 49.1 percent, Bengali at 4.1 percent, Arabic at 3.2 percent, and other at 1 percent.

Table 2: Student Language Diversity (2018 – 2019)

Language Diversity	
Percent of students who speak the following languages at home	
Spanish	49.1%
English	42.8%
Bengali	4.1%
Arabic	3.2%
Other	0.9%

2. Community Profile

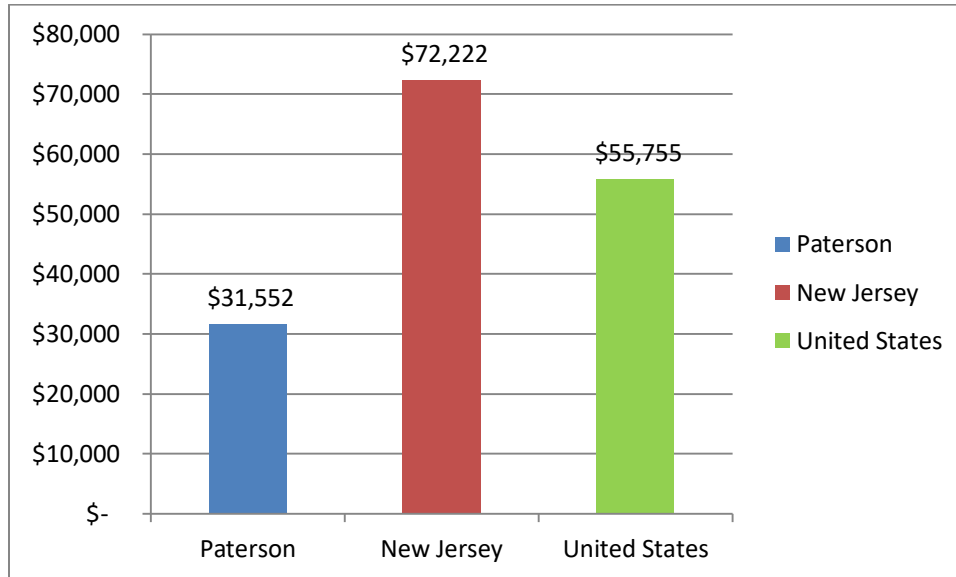
2.1 Paterson and Passaic County Health Profile –Community Health Needs Assessment

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 Passaic County is ranked 19 out of 21 Counties in clinical care according to CHNA 2016.

Chart 1: Median Household Income for Paterson, NJ



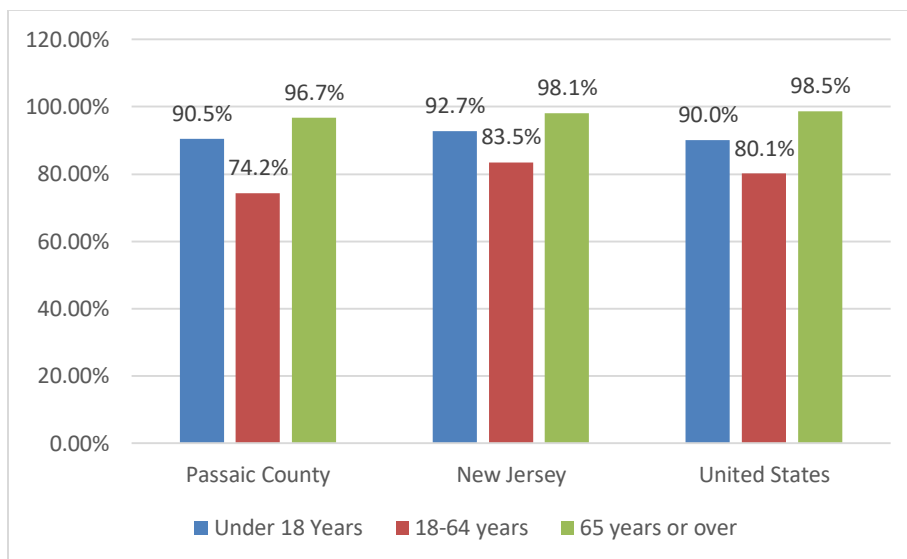
City-Data, 2015

The median household income in Paterson is over \$40,000 lower when compared with the state and approximately \$24,000 lower when compared with the United States.

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 percent 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



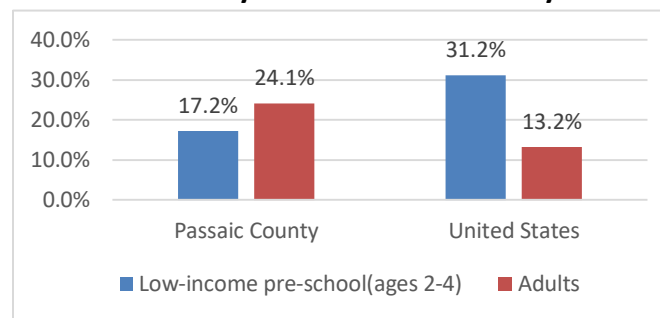
Location of providers, language spoken, cultural competency, hours of service, and health literacy practices all influence access to care.

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.

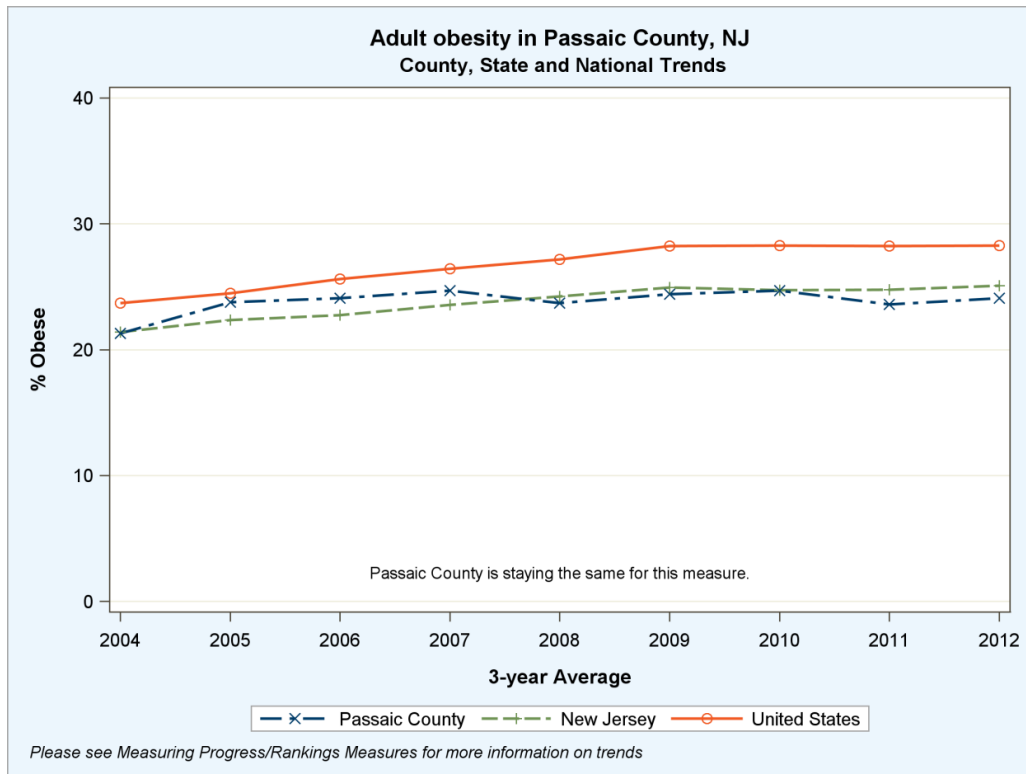
Obesity

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



Media Viewing Habits & Exercise

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. 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.

Passaic County does not offer its residents adequate opportunities for physical activities with a poor physical environmental ranking of 14. The walkability ranking of Paterson is 81 out of 100 (best) based on Walkscore.com data².

Access to Fresh Produce

In addition to high obesity rates, Passaic County is above average on child food insecurity and adult food insecurity. About 24.1 percent of Passaic County children lived in a household that experienced food insecurity in the past year. There is a lack of large grocery stores in Passaic and the Farmers Market density is below the U.S. average at 0.01 markets per 1,000 residents indicating less access to fresh produce.

² <https://www.walkscore.com/NJ/Paterson>

Impact of SRTS

Based on the data above, it is clear that promoting walking and biking to school is a good method to increase physical activity for students and residents and to reduce the impacts of obesity and diabetes and to prevent cardiac disease.

2.2 Paterson Public School No. 15

Paterson Public School No. 15 is a public elementary school located in Paterson, NJ. 604 students in grades Pre- K through 5 were enrolled during the 2018 – 2019 school year. Over 71 percent of the students are economically disadvantaged and 41 percent are ESL learners.

Chart 7. Paterson Public School No. 15 Enrollment Data by Grade, Group and Ethnicity

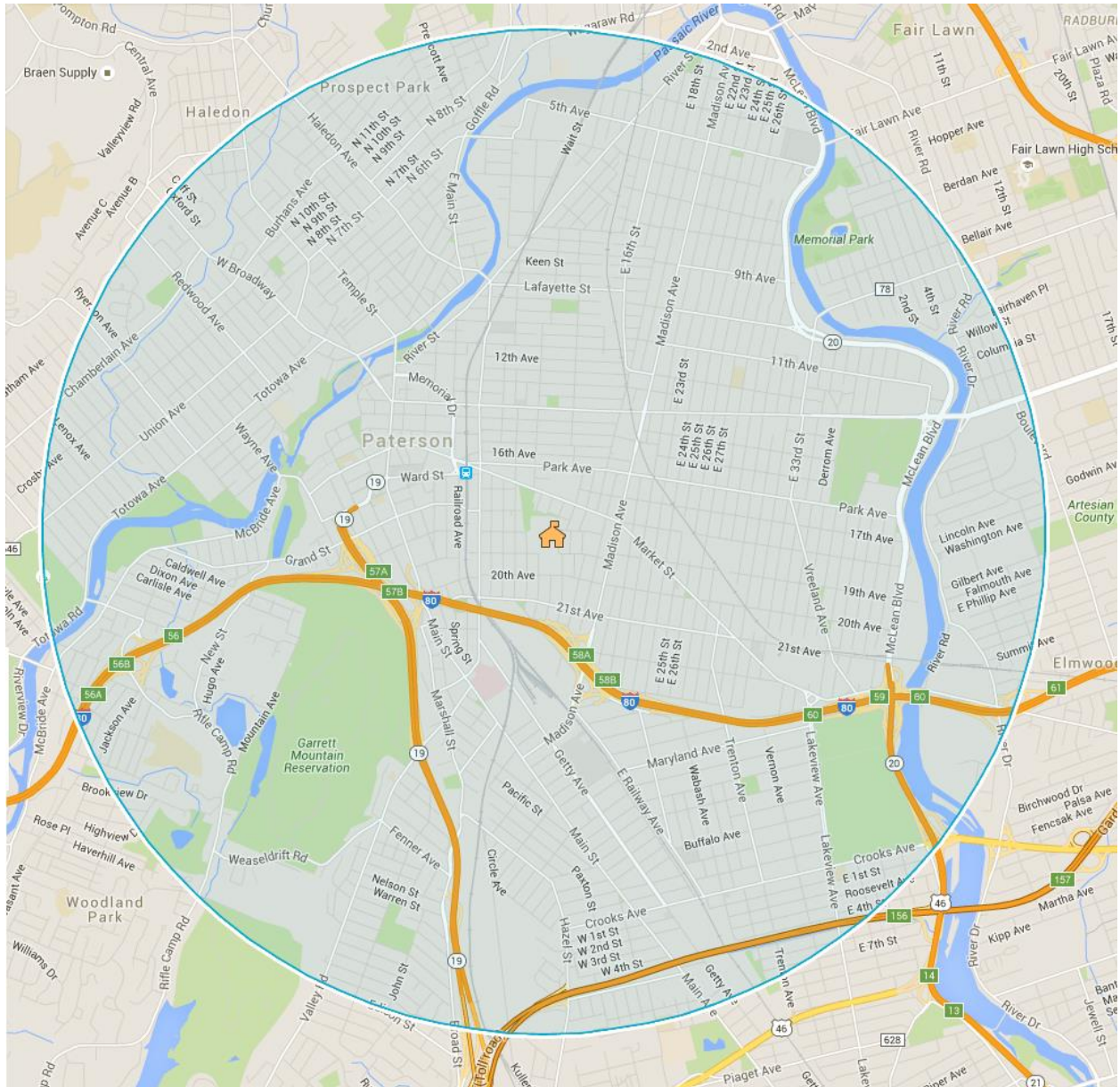
Enrollment Trends by Grade				Enrollment Trends by Student Group				Enrollment by Racial and Ethnic Group			
This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.				This table shows the percentage of students by student group for the past three school years.				This table shows the percentage of students by racial and ethnic group for the past three school years.			
Grade	2016-17	2017-18	2018-19	Student Group	2016-17	2017-18	2018-19	Racial and Ethnic Group	2016-17	2017-18	2018-19
PK	57	58	56	Female	46.4%	47.4%	46.7%	White	1.3%	1.4%	0.8%
KG	115	106	73	Male	53.6%	52.6%	53.3%	Hispanic	86.3%	85.7%	86.9%
1	100	94	96	Economically Disadvantaged Students	91.4%	87.5%	71.5%	Black or African American	12.1%	12.6%	11.8%
2	99	96	98	Students with Disabilities	10.9%	10.0%	13.6%	Asian	0.3%	0.3%	0.5%
3	89	100	100	English Learners	29.0%	35.4%	41.1%	Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
4	122	94	96	Homeless Students	0.7%	0.8%	2.0%	American Indian or Alaska Native	0.0%	0.0%	0.0%
5	104	110	85	Students in Foster Care	0.4%	0.8%	0.2%	Two or More Races	0.0%	0.0%	0.0%
Total	686	658	604	Military-Connected Students	0.0%	0.0%	0.0%				
				Migrant Students	0.0%	0.0%	0.0%				

Source: NJ School Performance Report , 2018-19

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 fewer children who walk to school. Today, on average only about 15 percent of children walk or bike to school. Map 1 provides a two mile area of the residential area surrounding Paterson Public School No. 15.

Map 1: Two Mile Area Surrounding Paterson Public School No. 15



3.1. Current Student Travel Environment

The school is located near the Roberto Clemente Park. One of the routes selected goes through this same park. The area near the school is mostly residential. The school is only a block away from Market Street, which is home to several businesses. The school is also very close to Paterson High School and the New Roberto Clemente Middle School.

Map 2: Area Surrounding School



School Hours

The school day for students starts at 8:20 am and ends at 3:00 pm Monday through Friday. Students can attend extended learning programs after school 3:00 pm to 5:00 pm. Only special needs students receive busing.

Drop-off/Pick- Up Procedure

There is a drop off area for parents and buses designated on Oak Street since it was changed into a one-way street to alleviate traffic.

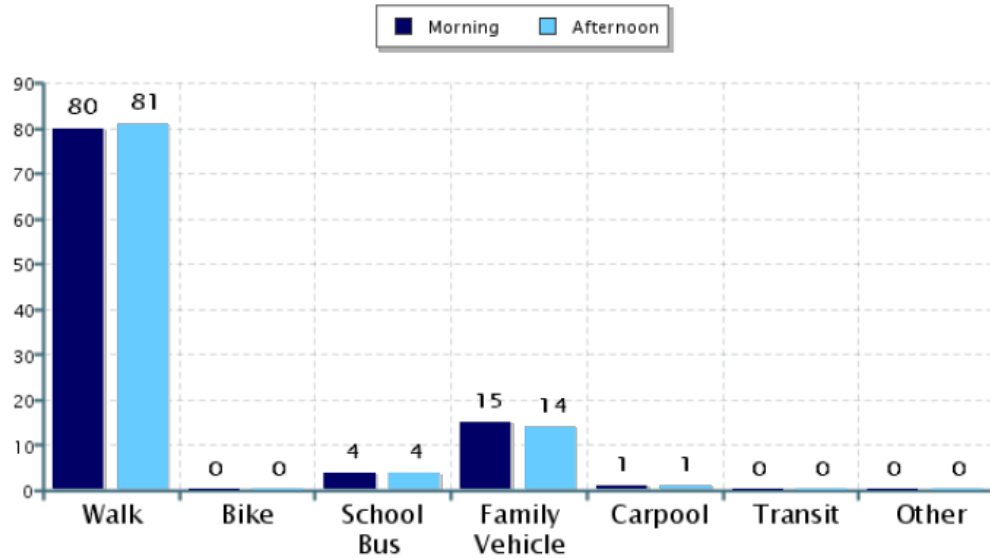
Crossing Guards

There is one crossing guard assigned to the Market Street and Pennington Street intersection near Paterson Public School No. 15.

Student Travel Mode

In June 2016, the teachers at Paterson Public School conducted a Travel Tally to document how the children get to and from school. Tallies were taken by teachers three times during one week. A total of 1,918 trips during the morning and afternoon were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University. The bar graph below displays the results from this report.

Morning and Afternoon Travel Mode Comparison



As shown in Table 2, the analysis found that 80 percent of children walk to school, one percent carpool to school, 15 percent are driven in family vehicles to school, and four percent take the school bus to school. 81 percent walk home, one percent carpool home, four percent ride the school bus home. No students reported riding bikes to school or home.

Table 2. Current Commute Mode

Mode	Arrival	Dismissal
Walk	80 percent	81 percent
School Bus	4 percent	4 percent
Driven in personal car	15 percent	14 percent
Public Transit	0.3 percent	0.3 percent
Carpool	1 percent	1 percent
Bike	0 percent	0 percent



3.2 Pedestrian Safety

EZ Ride conducted an analysis of the pedestrian-related accidents within a one-mile radius of the school over a 10-year period from 2005 to 2015 based on police incident reports. The reported incidents were plotted on Map 2.

Map 3: Pedestrian Crashes within One Mile of Paterson Public School No. 15, 2005-15



Source: Plan4Safety 2005-2015 Crash Data, Googlemaps, Freemaptools.com



Paterson School No. 15
Pedestrian Crash Location

Table 3. Pedestrian Crashes by Age, In Paterson (2005-2015)

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Percent
0-10	41	42	35	36	36	29	9	4	4	7	14	257	13%
11-17	50	40	37	34	38	29	13	5	10	8	16	280	15%
18-35	50	66	53	79	58	56	42	20	16	34	38	512	27%
36-60	72	67	68	80	85	72	45	19	27	58	61	654	34%
60+	17	28	21	20	24	34	9	1	9	13	40	216	11%
Total	230	243	214	249	241	220	118	49	66	120	169	1,919	100%

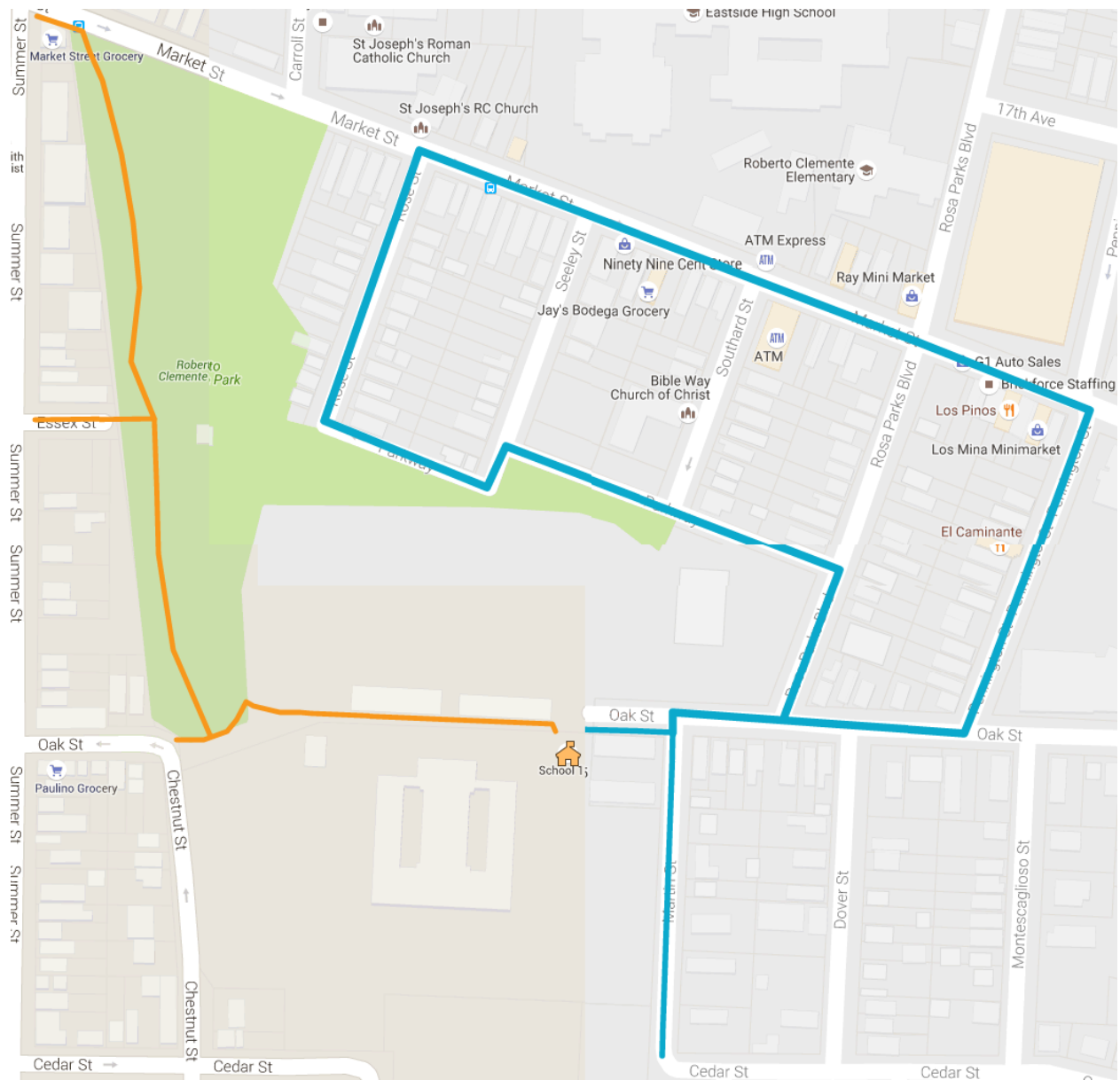
For Paterson, there were 1,919 pedestrian crashes between the years 2005 - 2015. On average there were approximately 174 pedestrian crashes per year. While the majority of the crashes (approximately 72 percent) involved pedestrians aged 18-60, approximately 28 percent (537) of the total incidents involved children in the 0-17 age group.

3.3 Walkability Assessment

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

The community assessed two different routes near Paterson Public School No. 15. Map 4 shows the walking routes which were assessed.

Map 4: School 15 Walkability Assessment Overview



1. Common Problems

1.1 Crosswalks need to be seen to alert drivers that pedestrians are crossing. High visibility crosswalks provide greater safety for students crossing streets



No Visible Crosswalks

Route 1

- Essex Street and Summer Street (across Summer Street)

Route 2

- Oak Street and Pennington Street
- Parkway and Seeley Street



Low Visibility/Faded Crosswalks

Route 1

- Essex Street and Summer Street (across Essex Street)

- Market Street and Summer Street

Route 2

- Oak Street and Main Street
- Market Street and Pennington Street
- Market Street and Rosa Parks Boulevard
- Market Street and Southard Street

1. Common Problems

1.2 Truncated Dome pads are designed to aid visually impaired pedestrians and alert them that they are leaving the safety of the sidewalk and entering the street. Their alignment provides direction for pedestrians to use the crosswalk and arrive safely at the opposite corner. The Americans with Disabilities Act (ADA) requires that new construction include curb ramps for those in wheelchairs and truncated dome pads for blind or visually-impaired pedestrians.



Misaligned Truncated Dome Pad

Route 1

- Essex Street and Summer Street
- Market Street and Summer Street



No Truncated Dome Pads

Route 2

- Oak Street and Main Street
- Oak Street and Pennington Street
- Parkway and Seeley Street

1. Common Problems

1.3 Sidewalks should provide a safe and accessible place for pedestrians to walk. Width, surface quality and obstructions impact pedestrians' ability to travel. Those using wheelchairs are especially concerned about sidewalk quality. It's important to consider sidewalk surface and width in areas frequented by seniors and veterans who use wheelchairs/scooters.



Cracked, Uneven Sidewalk

Route 1

- Essex Street

Route 2

- Main Street next to School #15 (sidewalk ends; rocks and dirt are tripping/slipping hazards)
- Oak Street
- Pennington Street
- Parkway and Seeley Street



Narrow Sidewalk

Route 1

- Essex Street

- Market Street (electrical box)

Route 2

- Oak Street, behind School No. 15
- Pennington Street

1. Common Problems

1.4 Curb Ramps: Ramps provide access for those in wheelchairs /using strollers to access the sidewalk and street. Street quality also impacts pedestrian travel.



**No Curb Ramp/ No level area before curb
ramp**

Route 2

- Oak Street and Main Street
- Parkway and Seeley Street

1. Common Problems

1.5 Other issues: Some issues impact how pedestrians feel about their neighborhood and safety. Pleasant surroundings and good pedestrian lighting promote more walking.



Litter

Route 1

- Essex Street
- Market Street and Summer Street (broken hydrant, garbage)

Route 2

- Main Street next to School No. 15
- Oak Street
- Pennington Street
- Market Street and Rosa Parks Boulevard
- Market Street and Southard Street
- Rose Street
- Parkway



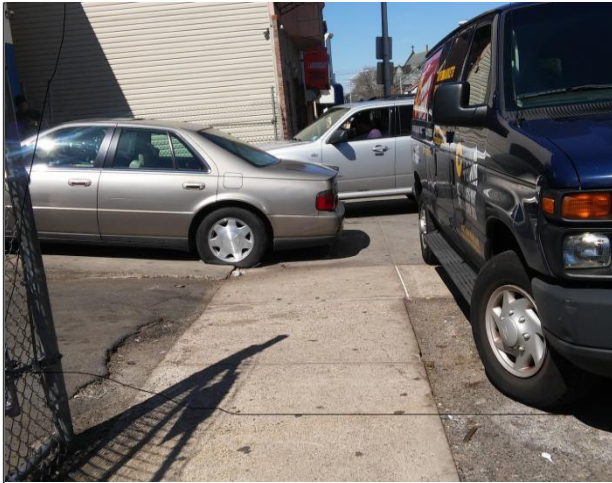
Abandoned Lots/Property

Route 2

- Main Street behind School No. 15
- Rose Street
- Parkway
- Market Street and Southard Street

1. Common Problems

1.5 Other



Miscellaneous

Route 2

- Oak Street and Pennington Street: School Zone sign outdated mustard yellow color
- Market Street: Vehicle (above) has flat tire and is blocking sidewalk. Dark blue van is also parked on sidewalk
- Market St. & Southard St.: green Toyota parked blocking crosswalk
- Market Street: cars parked partially on sidewalk
- Rose Street and Parkway: cars parked on lot



Roberto Clemente Park & Basketball Court

Route 1

- Asphalt is broken and cracked leading to court
- Steps leading to park are in disrepair and present falling risk at Rosa Park Street entrance
- The asphalt path in the park is uneven in areas, littered with garbage, and covered with debris and/or sticks
- Main Street entrance is littered with garbage
- Walls are covered with graffiti and can be repainted

4. Action Plan & Recommendations

The Safe Routes to School Action Plan is organized into the “Five E’s”: Education, Encouragement, Enforcement, Engineering and Evaluation. Additionally, each element of the Action Plan considers two parameters – time and cost as shown below. Together, they comprise a set of directions to help the community prioritize their action steps to increase safety for students. The tables below identify preliminary recommendations specific to the Paterson Public School No. 15 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 infrastructure grant funds to fully implement all the action steps. A grants list is provided in Appendix B.

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
Invite EZ Ride to provide SRTS bicycle and pedestrian safety presentations, and bike skill events to students in all schools annually	School, EZ Ride	Short-term, Mid-term, Long-term	No cost
Reinforce bus/drop off/pick up procedures via Robo Call and school news in September and January annually	School	Short-term, Mid-term, Long-term	No cost
Create and update Family Handbook that supports walking/biking to school, and defines arrival/dismissal procedures with map and text that defines drop-off/pick-up areas, anti-idling law, and rules for driving on local streets in school zone	School, District, Parent Liaison,	Long-term	No cost
Invite speakers from NJ Transit Rail Safety Education Program to present at all schools	School, EZ Ride	Short-term to Mid-term	No cost
Conduct “Drive Safe and Slow” Campaign twice a year. Notify parents/guardians and school staff by publishing information/updates in the Parent/Family Handbook, School Newsletters and website	School, City	Short-term, Mid-term, Long-term	No cost
Ask Police Department to give a talk re driving safety and Street Smart tip cards to parents	Police, School, PTO,	Short-term, Mid-term, Long-term	No cost

at Back to School Night or PTO meetings			
Integrate walking and bicycling safety education into classroom PE/Health curriculum (can invite EZ Ride)	School/PE staff, EZ Ride	Short-term, Mid-term, Long-term	No cost
Leverage Social Media to promote walking and bicycling for health, spread awareness of school zone and enforcement activities, and to provide anti-idling law education to parents to reduce asthma, community members, delivery trucks/commercial vehicles	School RN, Tech Team, PTO, Community	Short-term, Mid-term, Long-term	No cost

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

Encouragement Actions	Responsibility	Time Frame	Cost
Hold student poster contest on Walking and Biking to school	School, EZ Ride	Short-term	No cost
Circulate School Travel Plan Report via School website and PTO meetings	School, PTO	Short-term	No cost
Host Bike/Walk to School Days throughout the school year	School Health Council PTO,	Short-term, Mid-term, Long-term	No cost
Participate in International Walk to School Day in October, National Bike to School Day, and NJ Walk and Bike to School Day	School Health Council, PTO, EZ Ride	Short-term, Mid-term, Long-term	No cost
Utilize the school website to advance Safe Routes to School safety messages	School Tech Coordinator	Mid-term, Long-term	No cost
Adopt Complete Streets and implement SRTS District Policy to promote walking/biking and ensure all road projects and maintenance comply. SRTS policy removes District liability	City, BOE	Short-term, Mid-term, Long-term	No cost

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

Enforcement Actions	Responsibility	Time Frame	Cost
Conduct bicycle registration at Back to School night	School, Police	Short-term, Mid-term, Long-term	No cost
Investigate EZ Ride training to recruit parent volunteers to develop Walking School Bus and have parents watch out for kids' safety while walking	School Liaison, PTO, Police, EZ Ride	Mid-term, Long-term	No cost
Ask police to set up radar signs that post drivers speeds and remind people to not	Police Department, School Safety Liaison	Short-term, Long-term	No cost

speed as it's school zone – do this 3x/year in Sept., Jan., and May			
Investigate and slow traffic speeds around the school	Police	Short-term, Mid-term	Low
Ask City to post police near school routes to give tickets to speeding and double parked vehicles and those parked on sidewalks quarterly	Police, School, City	Short term Mid term Long Term	No cost
Ensure property owners or city maintain property (owned or abandoned) and ensure adherence to parking rules on Essex Street, Market and Summer Street, Oak Street, Main Street, Pennington Street, Rose Street, and Parkway	City Police	Short-term – Long Term	No cost

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

Engineering Actions	Responsibility	Time Frame	Cost
Install bike racks and skateboard racks near school entrance	School	Mid-term,	Low
Paint “SLOW SCHOOL ZONE ” on roadways surrounding school	City or County Engineering/Planning	Short-term	Low
Add radar speed limit, pedestrian crossing signs where needed at outskirts of school zone	City or County Engineering/Planning	Short-term	Low
Repair or install sidewalks at the along Essex Street, Main Street, the Basketball court, Oak Street, the path in the Park, Pennington Street, Parkway, and Seeley Street	City, County or State Engineering/Planning, Police	Mid-term, Long-term	Medium-High
Install pedestrian lighting at intersections where kids frequently cross near the school, Oak Street, the Basketball Courts, and by the Park	City or County Engineering/Planning, DPW	Mid-term, Long-term	Medium – High
Add bike lanes or share the road markings/signs	City or County Engineering/Planning, DPW	Mid-term, Long-term	Low
Paint or Repaint high visibility crosswalks at Essex Street and Summer Street, Market Street and Summer Street, Oak Street and Main Street, Oak Street and Pennington Street, Market Street and	City or County Engineering/Planning, DPW	Short to Mid-term	Low - Medium

Pennington Street, Parkway and Seeley Street			
Installing or repairing curb ramps at Essex Street and Summer Street, Oak Street and Main Street, Parkway and Seeley Street	City or County Engineering/Planning, DPW	Short to Mid-term	Medium-High
Repairing Oak Street, Main Street, Parkway and Seeley Street	City or County Engineering/Planning, DPW	Short to Mid-term	High
Fixing or installing truncated dome pads at Essex Street and Summer Street, Oak Street and Main Street, Oak Street and Pennington Street, Park way and Seeley Street	City or County Engineering/Planning, DPW	Short to Mid-term	Medium
Add pedestrian signal heads and push buttons or rapid flashing beacon signals where there is heavier traffic	City or County Engineering/Planning, DPW	Short to Mid-term	Low to Medium
Repaving/ repairing paths and repainting walls at the Basketball court	City DPW	Short to Mid-term	Medium

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

Evaluation Actions	Responsibility	Time Frame	Cost
Continue to conduct student travel tallies every year to measure how effective the SRTS program has been to increase the number of students walking, biking or carpooling	School, District, EZ Ride	Mid-term, Long-term	No cost
Determine if Complete Streets and SRTS policy has been implemented and to what degree	City, District	Mid-term, Long term	No cost
Survey parents and students to see if they feel safety is better	School, District, Wellness Council		No cost
Improve communications between school officials and families establishing a convenient mechanism to share information and get feedback	PTO, Parent Liaisons, School Tech Coordinator	Short-term, Mid-term, Long-term	No cost

Conclusion

Community priorities around Paterson Public School No. 15 are safety for students and reducing the speed of traffic in the school zone by adding more high visibility striped crosswalks, SLOW SCHOOL ZONE pavement markings, radar speed limit, and school zone signs. Repairing damaged roadways and sidewalks is crucial to promote safe walking for students and residents. Adding high visibility striping and crosswalks needs to be done as soon as possible as the assessment revealed that school zones and crosswalks are not visually evident for drivers and there have been many pedestrian crashes in the vicinity of the school zone. Other suggested improvements include enforcing parking laws and ticketing vehicles who are obstructing sidewalks and adding bike lanes.

EZ Ride is proud to work with the community to improve safety and bring SRTS educational and encouragement programs to the schools. The school community's desire to collaborate to help protect students and encourage safe walking and bicycling is admirable and deserves support.

This School Travel Plan was prepared for Paterson Public School 15 and it is hoped the school will continue to schedule biking and pedestrian safety programs for students in the coming years. This report can be used by the District, County or City to apply for SRTS infrastructure grants, Transportation Alternatives Set-Aside Program (TAP) grant, or other DOT/safety grants (Bikeways, Safe Routes to Transit) to make the sidewalks and neighborhood safer for students and residents to walk and bike in Paterson.

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

Appendix B: Funding and Building Resources to Build Infrastructure

Source: Together North Jersey (TNJ): Funding and Resources Database

https://togethernorthjersey.com/?page_id=24974#home/

Program Name	Program Description	Eligibility Description	Eligibility	Source
21st Century Redevelopment Program	To provide municipalities and counties with the funding necessary to redevelop "stranded assets," which are underutilized or vacant office or retail spaces, usually located far from transit	New Jersey municipal or county governments, and redevelopment agencies	County, Municipal	New Jersey Economic Development Authority
Biking in New Jersey - Planning Resources	NJDOT offers engineering guidelines, a Master Plan for roadways that are compatible with bicyclists and walkers and a resource center for statewide projects	New Jersey communities	Municipal	New Jersey Department of Transportation
Community Development Block Grants	The Community Development Block Grant (CDBG) program is a flexible program that provides communities with resources to address a wide range of unique community development needs	Larger cities and urban counties	County, Municipal	US Housing and Urban Development
Congestion Mitigation and Air Quality Initiatives Program	To advance readily implementable and innovative projects and services that improve air quality and reduce congestion in the NJTPA's air quality maintenance and non-attainment areas	Local, County, State, and Regional governments	County, Municipal, State	NJTPA
Environmental Workforce Development and Job Training Grants	Eligible entities, including nonprofit organizations, to deliver environmental workforce development and job training programs that recruit, train, and place local, unemployed and under-employed residents with the skills needed to secure full-time employment in the environmental field	Non-profit organizations and local government agencies in communities historically affected by economic disinvestment, health disparities, and environmental	County, Municipal, Non-profit organizations	US EPA Environmental Workforce Development and Job Training Grant Fund

		contamination, including low-income, minority, and tribal communities		
Future in Transportation	NJFIT changed the way NJDOT does business in New Jersey by using a comprehensive and cooperative approach to transportation and land use planning. Working with community planners, we can keep jobs, goods and services within reach of every New Jersey citizen and reinvest in our infrastructure by shaping transportation to fit into the environment of our communities	New Jersey Communities.	Municipal	New Jersey Department of Transportation
Geraldine R. Dodge Foundation	Funds Arts, Education, Environment and Informed Communities initiatives that are innovative and promote collaboration and community-driven decision making	no restrictions	State, County, Municipal, Private, Non-profit organizations, Other	Geraldine R. Dodge Foundation
Local Planning Services	Local Planning Services (LPS), an office within DCA, works with communities to achieve local land use and planning goals. As part of DCA's commitment to provide technical assistance to municipalities, our professional planning staff offers comprehensive planning services at no-cost to local governments. LPS Can provide a variety of planning services: master plans and redevelopment plans, land use land mapping, economic development plans, and special municipal projects	Municipalities	Municipal	New Jersey Department of Community Affairs

Neighborhood Preservation Program	This program provides direct financial and technical assistance to municipalities over a three to five year period to conduct activities associated with the preservation of designated neighborhoods based on strategic revitalization's plans within those municipalities.	Municipalities	Municipal	New Jersey Department of Community Affairs
New Jersey Healthy Communities Network - Community Grants Program	<p>The aim of the initiative is to prevent chronic disease and improve health by advancing environment, policy, and system change; and enhancing the built environment to support healthy eating and active living. Supported projects are creating a culture of health by increasing food access and opportunities for physical activity in communities, schools, places of worship, early care and education, neighborhoods, and municipalities.</p> <p>The Network also facilitates a statewide community of practice to share best practices, provide networking and professional development opportunities, and encourage collaboration. Within this community of practice, grantees will be connected to people and organizations with shared goals and agendas and be recognized as a leader in building healthy communities</p>		Non-profit organizations, Other	New Jersey Healthy Communities Network
Our Town Grants	The Our Town grant program supports creative place making projects that help to transform communities into lively, beautiful, and resilient places with the arts at their core.	Communities	Municipal	National Endowment for the Arts
People for Bikes	The People For Bikes Community	Communities	Municipal	People for

Community Grants	Grant Program provides funding for important and influential projects that leverage federal funding and build momentum for bicycling in communities across the U.S. These projects include bike paths and rail trails, as well as mountain bike trails, bike parks, BMX facilities, and large-scale bicycle advocacy initiatives	across the US		Bikes - Community Grants
Safe Routes to Schools	Provides federal and state funding to projects that enable children in grades K-8 to walk and bicycle more safely to school.	County, municipal governments, school districts, and schools	County, Municipal	New Jersey Department of Transportation
Safe Routes to Schools	Safe Routes to School (SRTS) is a federal, state and local effort to enable and encourage children, including those with disabilities, to walk and bicycle to school. SRTS facilitates the planning, development and implementation of projects that improve safety and air quality, as well as reduce traffic and fuel consumption around school	Communities in New Jersey	County, Municipal	New Jersey Department of Transportation
Safe Routes to Transit	The Safe Routes to Transit program was established in 2006 with state funding to enable counties and municipalities to improve safety in the vicinity of transit facilities and to make routes to bus stops and rail stations safer for bicyclists and pedestrians	Counties and municipalities.	County, Municipal	New Jersey Department of Transportation
Street Smart Program	Communities that participate in the Street Smart Program work to raise awareness of pedestrian safety laws by hosting events, handing out information, and through social media. Local police step up enforcement during the campaign to ensure motorists	Municipalities and communities in New Jersey	Municipal	North Jersey Transportation Planning Agency

	and pedestrians are obeying the laws. All communities are urged to participate			
Sustainable Jersey Grants and Resources	Sustainable Jersey identifies resources to help municipalities develop a comprehensive sustainable community program. This includes financial resources in the form of grants and incentives, and technical support in the form of trainings, access to support organizations, and guidance material	New Jersey municipalities	Municipal	Sustainable New Jersey