Bayonne School District Pedestrian and Bicycle Travel Plan

Course Number: 970 510:05  
Instructor: Sean Meehan, Room 450  
Fall 2016  
Phone: 848-932-2860  
Time: 6:10 PM - 9:00 PM  
Email: smeehan@ejb.rutgers.edu  
Room: CSB 243  
Civic Square Building  
33 Livingston Ave, New Brunswick  
Office Hours: Wed 11-1 or by  
appointment, please email to arrange

Course Description

How do we get more people to consider walking and biking? We have to get them used to it again. By getting children to walk and bike when they are young, it is possible to encourage a lifetime love of active transportation and to make walking and biking the norm, not the “alternative.” Safe Routes to School (SRTS) is a nationwide program overseen in New Jersey by the New Jersey Department of Transportation that works to encourage and enable students to walk and bike to school. In addition to encouraging more walking and biking, SRTS also seeks to make improvements to make the walking environment around schools safer. A School Travel Plan “maps out” how to improve pedestrian and bicycle travel to and from school to increase the number of students who walk and bike and to improve safety.

School Travel Plans have traditionally been focused on individual schools and have proven to be a time consuming process, especially in urban school districts with high populations and multiple schools. This studio will help to ensure that New Jersey’s urban school districts benefit from the support of statewide SRTS program by enhancing the School Travel Plan element of the program to develop a successful and effective model for developing a Districtwide planning process that encompass all of the schools in a large school district.

As part of this studio, students will work with the NJ Department of Transportation’s Office of Bicycle and Pedestrian Programs, the City of Bayonne and the Bayonne Public School District to:

- Identify and organize local SRTS Working Group team members
- Research and document existing school and municipal policies
• Gather, analyze and map data including demographics, crash data, number of students walking and bicycling to school
• Conduct field work to identify opportunities and barriers to walking and bicycling
• Conduct public involvement activities to identify and prioritize key issues and countermeasures that address walking and bicycling safety
• Develop and present a Final Districtwide School Travel Plan

Course Format:

Students will learn through lecture, class discussion and reading, but most importantly there will be several field visits to Bayonne to meet with the City and School District administration and to conduct walkability and bikeability assessments.

Much of the course content will be presented in the first half of the course. During the second half of the course, students will conduct walkability assessments, meet with community members for input and have class time to work on mapping, analysis and preparation of the final report. Students will make the final presentation to Bayonne local government officials from the City and School District and to the NJ Department of Transportation.

Course Objectives

• Students will understand and apply healthy community design principals that address active transportation for children.
• Students will recognize barriers to walking and biking and the various engineering, education, and encouragement countermeasures that can be employed to overcome them.
• Students will develop individual student expertise in topics related to public engagement, issue prioritization, and community planning that can increase effectiveness in the workplace after graduation.

Clients: Bayonne Public School District, City of Bayonne and NJ Department of Transportation Office of Bicycle and Pedestrian Programs

Grading: Students will be graded through peer review including team participation in presentations and written assignments. Participation, attendance, and class assignments will be graded by peer review, through a class sign-in list, and ability to meet deadlines. In calculating your grade at the end of the semester, the assignments will be weighted in the following manner, percentages are subject to change:
## Final Class Presentation and Client Product
40%

## Class Presentations
20%

## Written Assignments
20%

## Class Participation & Attendance
20%

### Class Schedule

Class meeting dates, assignments, and assignment due dates are subject to change due to unexpected weather conditions or scheduling conflicts with project partners.

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Date</th>
<th>Meeting Type</th>
<th>Subject</th>
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</table>
| 1            | 9/12 | Regular Class | • Studio introduction and expectations  
• Intro to Safe Routes to School  
• Discussion about final client deliverables |
| 2            | 9/19 | Guest Speaker | • School Travel Plans team presentation  
• City of Bayonne team presentation  
• Data Collection information  
• *Guest Speaker*: Elise Bremer-Nei, NJ Dept. of Transportation Safe Routes to School Coordinator  
Assignment 1:  
• Group A- Overview of School Travel Plans  
• Group B- City of Bayonne presentation and report |
| 3            | 9/26 | Guest Speaker | • Overview of NJ Transportation Management Association SRTS Coordinators  
• SRTS programs and projects that address non-infrastructure issues  
• *Guest Speaker*: Jay DiDomenico, Hudson TMA  
• Field work/ Walkability Assessment Overview  
Assignment 2:  
• Draft outline of report  
• Review and make recommendations for Principal Survey |
| 4            | 10/3 | Regular Class | • Engineering for pedestrian and bicycle facilities around schools:  
Assignment 3:  
• Mapping and Demographics |
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<th>Product Due</th>
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<td>what to look for in making assessments and recommendations</td>
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<td>• Children and Cognitive Development</td>
<td>• Recommendations on schools to assess – presentation and report</td>
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<td>5</td>
<td>10/10</td>
<td>Regular class</td>
<td>• Prep for client meeting</td>
<td>Prep for client meeting</td>
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<td>• Evaluation</td>
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<td>6</td>
<td>10/17</td>
<td>Regular class/ Client meeting</td>
<td>• Client meeting</td>
<td>Prep for client meeting</td>
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<td></td>
<td>TBD</td>
<td>• Group fieldwork</td>
<td>• SRTS Tally info</td>
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<td>• School Travel Mode Tally results</td>
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<td>7</td>
<td>10/24</td>
<td>Regular Class</td>
<td>• Choose routes for school walkability assessments</td>
<td>• Client meeting follow-up</td>
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<td>• Group fieldwork plans</td>
<td>Recommendations on schools to assess</td>
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<td>• Mid-term Peer Evaluation Assignment</td>
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<td>8</td>
<td>10/31</td>
<td>Regular class</td>
<td>• Walkability Assessment progress report including photo inventory of school assessments</td>
<td>Assignment 4:</td>
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<td>• Prep for public involvement meeting (TBD)</td>
<td>• Continue Walkability Assessments</td>
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<td>• Mid-term Peer Evaluation</td>
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<td>9</td>
<td>11/7</td>
<td>Regular class</td>
<td>• Walkability Assessment progress report including photo inventory of school assessments</td>
<td>Assignment 5:</td>
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<td>• Public involvement meeting prep (TBD) – discussion of draft findings</td>
<td>• Walkability Assessments Photo Inventory &amp; Draft Solution Ideas</td>
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<td>10</td>
<td>11/14</td>
<td>Guest Speaker</td>
<td>• Present walkability assessment outcomes &amp; ideas for improvements</td>
<td>Assignment 6:</td>
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<td>• Engineer feedback on improvement ideas</td>
<td>• Work on District School Travel Plan and public meeting</td>
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<td>• Compile report sections</td>
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<tr>
<td>11</td>
<td>11/21</td>
<td>Regular class/ Public Meeting(TBD)</td>
<td>• School District Principal survey results</td>
<td>Prep for public meeting</td>
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<td>• Conduct public meeting</td>
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<td>• Compile report sections for District School Travel Plan</td>
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<td>12</td>
<td>11/28</td>
<td>Regular class/work session</td>
<td>• Work on District School Travel Plan</td>
<td>Assignment 6:</td>
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<td>• Work on client presentation</td>
<td>• Work on District School Travel Plan and public meeting</td>
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<td>• Review and synthesize public comments into report and compile draft report sections</td>
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<td>13</td>
<td>12/5</td>
<td>Regular class</td>
<td>• Initial draft of School Travel Plan due</td>
<td>Assignment 8:</td>
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<td>• Work on District School Travel Plan and final client presentation</td>
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<td>14</td>
<td>12/14</td>
<td>Regular class</td>
<td>• Practice final presentation</td>
<td>Assignment 9:</td>
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<td>• Initial draft of School Travel Plan due</td>
<td>• Draft Final District School Travel Plan due</td>
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<td>15</td>
<td>12/19</td>
<td>Client meeting</td>
<td>• Final presentation</td>
<td>Assignment 10:</td>
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<td>• Peer evaluation</td>
<td>• Final District School Travel Plan due</td>
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<td>• Personal Reflection</td>
<td>• Final presentation due</td>
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Reading for Week 2: SRTS History and Walkability/Bikeability Assessments
Required:

NJ School Travel Plan Documents: Review website

http://www.saferoutesnj.org/resources/stp/

NJ School Travel Plan Documents:

http://www.saferoutesnj.org/resources/stp/school-travel-plans/

- Columbus City Schools District-Wide Travel Plan
- Plainfield School District Travel Plan
- Vineland- Thomas Wallace Middle School
- Elizabethport School 1, 9, 13, and 28 School Travel Plan


Recommended:


Hinckson, Erica A and Hannah M. Badland; “School Travel Plans: Preliminary Evidence for Changing School-Related Travel Patterns in Elementary School Children”

Baslington, Hazel; “School Travel Plans: Overcoming Barriers to Implementation”


Reading for Week 3: SRTS Non-infrastructure Programs & Projects

Required:

http://www.saferoutesnj.org/resources/reports/

NJ SRTS Program Update Report December 2014


**Reading for Week 4:** Children & Cognitive Development

*Required:*


**Reading for Week 5:** SRTS and Health/Evaluation

*Required:*

*Evaluating Your Safe Routes to School Program*

“*Safe Routes to School and Health: Understanding the Physical Activity Benefits of Walking and Bicycling to School.*” National Center for SRTS. (2010)

**Late Assignments:** Depending on degree of lateness, reduced grades may be given. Since all presentations and assignments will be conducted in teams, determination will be made as to the reduction of grade per individual student based on degree of lateness, peer evaluation and level of difficulty of the assignment. If you anticipate an issue with completing an assignment in a timely manner, you must contact Leigh Ann Von Hagen and Sean Meehan prior to the assignment and/or presentation due date.

**Academic Integrity**

The highest level of academic and professional integrity is required to successfully complete this course. All members of our community must be confident that each person’s work has been honorably acquired, developed, and presented. The work presented must be original and reflect the effort put forth by each team and each team member. A violation of academic honesty is a breach of trust, and will result in penalties.

Written assignments for this course will be submitted electronically using TurnItIn plagiarism detection software. Examples of what this software can detect are on Sakai. If you don’t know what plagiarism is or have any questions related to citation, paraphrasing or attribution, visit [http://plagiarism.org](http://plagiarism.org) or speak with Leigh Ann Von Hagen. Plagiarism on any component of the course will result in an F for that component, and possibly an F for the entire course. All sources of photos, websites and other references must be cited in all work.

Also review the University’s Academic Integrity Policy here: [http://academicintegrity.rutgers.edu/academic-integrity-policy/](http://academicintegrity.rutgers.edu/academic-integrity-policy/)