# Introduction

This Travel Plan represents the work of the Ferrisburgh Central School Safe Route to School Team. Our school is aiming to be a Silver-level Partner with the Vermont Safe Routes to School Resource Center with the desire to eventually reach higher partnership levels. We believe this travel plan is a good way to ensure an on-going Safe Routes to School program at our school.

**The Five E’s**

SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.

**Engineering** strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

**Education** programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

**Enforcement** strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

**Encouragement** activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

**Evaluation** is an important component of SRTS programs that can be incorporated into each of the other E’s. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

- *Excerpted from “Safe Routes to School: A Transportation Legacy”, the report of the National Safe Routes to School Task Force*

The Ferrisburgh Central School administration assembled a diverse Safe Routes to School (SRTS) team, consisting of parents, teachers, town officials and other community members, which has provided input, guidance and oversight in writing our plan.

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| **Members of the Ferrisburgh Central School Travel Plan Team** |
| JoAnne Taft-BlakelyPrincipalFerrisburgh Central School | Carl ColeCommunity Member |
| Anne CohnSchool NurseFerrisburgh Central School  | Sheila SchwaneflugelParent |
| Bill Wager Fire Chief Town of Ferrisburgh | Megan LaustedDistrict School LiaisonDepartment of Health |
|  | John WeberParent |

The Vermont SRTS Resource Center provided technical assistance creating this plan.

## Team Vision

The SRTS program at Ferrisburgh Central School aligns with Ferrisburgh’s efforts towards promoting better mobility for pedestrians and bicyclists. The SRTS program goals of combining engineering, education, enforcement, evaluation and encouragement strategies (also known as the Five E’s) to improve the safety and health of students who walk to school fit our school and town’s values. Our vision for Ferrisburgh Central School and Ferrisburgh is to have:

* Safe traffic patterns for all modes of transportation;
	+ A community culture where students and families feel safe walking and biking together to school, recreation areas and other destination in town;
	+ Ferrisburgh Central School students prefer walking and biking to school to other means of getting there, even those who live further than two miles away from school with more students walking, biking or riding the bus to school than arriving by car;
	+ Ferrisburgh parents feel comfortable letting their children walk or bike to school and to other destinations in Town;
* All- season pathways connecting Ferrisburgh Central School and neighborhoods, recreation areas and other destinations in town; and
* Road users who are educated on how to be a safe driver, biker, and/or pedestrian.

This SRTS Travel Plan outlines our school’s intentions for making walking to and from school more sustainable and safer for students and the community. Through our SRTS program and efforts, we hope to reach a rate of 5% of our students walking or biking to school at least two days a week during the fall and spring seasons of the 2012/2013 school year and 10% during the following school year. We believe this goal is attainable, as slightly more than 17% of our students live within one mile of school.

## About this Plan

Our SRTS team met three times with the Vermont SRTS Resource Center to develop this SRTS Travel Plan and once more on our own to adopt the plan. Each meeting provided education on the benefits of SRTS and highlighted successful program components and strategies. The “engineering meeting” included a discussion about the areas around our school. We also discussed education, encouragement, enforcement, and evaluation strategies, which helped us to identify needed additions and complimentary programs to support our existing efforts as well as our proposed engineering strategies.

|  |  |
| --- | --- |
| **Meeting Date** | **Content and Outcomes** |
| **September 2011** | **Kick-off Meeting**: **How the Vermont SRTS Travel Plan Works*** Award of the planning assistance grant
* Overview of the planning process
 |
| **January 2012** | **Engineering Meeting*** Observed arrival
* Team visioning
* Opportunity and barrier discussions
* Walk and bike audit from aerial photos
* Observed dismissal
 |
| **February 2012** | **Plan Review*** Observed arrival
* Reviewed the draft plan
* Identified roles and immediate steps for non-engineering recommendations
 |
| **April 2012** | **Plan Adoption*** Adopted plan
* Began implementation of non-infrastructure recommendations
 |

# Travel Plan Context

## Ferrisburgh Central School and Ferrisburgh Overview

Ferrisburgh Central School is located in Ferrisburgh, a community in northern Addison County in western Vermont. The town has experienced steady growth since the 1980’s.

Ferrisburgh Central School lies approximately 325 feet west of US Route 7 on Little Chicago Road, just off of US Route 7. Ferrisburgh has classified Little Chicago Road as a Class 2 Highway with a posted speed limit of 35 MPH. US Route 7 (Route 7) is the major north-south roadway on the west side of Vermont. Route 7 is heavily traveled; the average annual daily traffic volume is 11,800 vehicles per day. The post speed limit along Route 7 near the school is 40 MPH.

There are no sidewalks or crosswalks on either Route 7 or Little Chicago Road within two miles of the school. East of Route 7, just offset a small bit to the north, Middlebrook Road heads east towards several small residential areas.

Access to Ferrisburgh Central School from Little Chicago Road is via a one-way driveway loop extending into the site from a single access point on the road. The wide end of the loop is at the Schools Main entrance. Parking lines the sides of the one-way drive. There is a sidewalk along the western half of the front of the school at the edge of the access drive, but there is no sidewalk linking this sidewalk or the front of the school with the Little Chicago Road. There are play areas and athletic fields on the north and west side of the school.

 The areas surrounding the school include the commercial center of Ferrisburgh on Route 7 and scattered low density housing on Little Chicago Road and other nearby roads. There is a small cluster of housing directly to the north of the school on residential roads that intersect with Route 7. The Town office fronting on Route 7 lie to the north east of the school property.

The majority of the land near the school is open with most in agricultural use. There is an informal trail linking the residences to the north of the school with the school grounds. There is also an unused gravel drive linking the northeast corner of the school grounds with the Town Hall and Community Center on Route 7 as well as two short footbridges over the drainage ditch along the eastern edge of the school property leading to the rear of adjacent properties that front on Route 7.

There is a small, new community recreation area just to the west of the school grounds.



## Current School Demographics

Our school has a total of 209 students enrolled for the 2011-2012 school year. Our school serves kindergarten through sixth grade. They come from all parts of Ferrisburgh. **Attachment C** includes a map that shows the distribution of the students by grade throughout the town.

|  |  |  |
| --- | --- | --- |
| **Demographic** | Count | Percentage of student body |
| Students with Disabilities | x full time | X% |
| Limited English proficient students | x | X% |
| **Distance From School** |
| Students living within 1/4 mile of school | 4 | 2% |
| Students living within 1/2 mile of school | 14 | 7% |
| Students living within 1 mile of school | 35 | 17% |
| Students living within 2 miles of school | 62 | 30% |
| Students in grades K-3 | 126 | 60% |
| Students in grades 4-6 | 83 | 40% |

## Current Student Travel Modes

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Travel Mode** | **Walk** | **Bike** | **School Bus** | **Family Vehicle** | **Carpool** | **Public Transit** | **Other** |
| Percentage of Student Body in the AM | 3% | 2% | 57% | 37%  | 2% | 0% | 0% |
| Percentage of Student Body in the PM | 3% | 2% | 56% | 36% | 3% | 0% | 0% |

Data based on SRTS Student Tallies administered in November 2011

Ferrisburgh Central School offers busing to all students, no matter how close to the school they may live.

## School Arrival and Dismissal Procedures

Ferrisburgh Central School relies on policies, practices, and support activities to ensure a safe and orderly process for students to arrive at school, regardless of how they travel to school. Parents are reminded of these procedures in the student handbook and school newsletters that are sent home with students.

The students that currently walk to school enter the school property from the north across the playfields and proceed around the side of the school to the front entrance.

The six school buses serving the school and many parents use the front entrance drive to Ferrisburgh Central School to drop off and pick up students in the morning. The buses arrive at approximately 7:50 AM and stop in the one-way access loop close to the front of the school to let children out. A teacher or the school nurse oversees the drop-off procedures and supervises the children coming by bus into the school when they leave the bus.

Some parents drop their children off from private vehicles in the access drive as well, arriving before, during and after the bus drop off times. Those that arrive before the busses pull up to the front of the school via the access drive loop. Those that arrive while the busses are unloading students must stack up in the access drive, and sometimes out into the street, until the busses all pull out of the access drive. The parents driving these vehicles, as well as those that arrive after the busses leave, stop close to the front of the school to let their children off.

Several high school students also walk or take the bus to the Ferrisburgh Community School and then transfer to a second bus that takes them to the high school.

In the afternoon, the buses line up along the entry drive. At 3:00 PM, the students leave the school and board buses, begin walking or riding home, or head to other waiting vehicles. Parents who pick up their children move to the front of the school to pick up their children after the buses have departed.

For those students that ride bicycles to school, the bicycle rack is located just a few feet to the east of the front door of the school ion the lawn between the school building and the access driveway loop.

|  |
| --- |
| Arrival |
| Travel Mode | Procedure | Time |
| Walk | Arrive staggered. Enter through the front door. | 7:30-7:45 |
| Bike | Puts bike in rack and enters through the front door | 7:30-7:45 |
| School Bus | Arrive generally at the same time. Unload through the front door. | 7:40 |
| Family Vehicle | Arrive staggered. Unload on different side of school than buses. | 7:30-7:50 |
| Dismissal |
| Travel Mode | Procedure | Time |
| Walk | Leave through the front entrance | 3:00 |
| Bike | Leave through the front entrance and head to bike rack | 3:00 |
| School Bus | Bus Riders dismissed at front door close to buses. | 3:00 |
| Family Vehicle | Parents line the access drive or park in designated spaces and wait for students at the front door.  | 2:50 – 3:00 |

The wide entry way of the school driveway encourages some drivers to drive the wrong way around the loop to avoid the backup caused by the buses waiting for students to unload in the morning or load in the afternoon.

## Existing Travel Habits

Students from Round Barn and Atkins Farm Roads to the north use an informal path crossing open fields to reach the school grounds. Most of these students travel in small groups or are escorted by parents.

On the day of our safety audit, we did not observe any student bicycling to school and noticed only two students walking to school.

Parents of students living between one half miles and one mile from school and who drive their children to school listed the following reasons that deter them from allowing their children to walk or bike to school:

* The narrow width of the roads;
* The volume and speed of the traffic on the road;
* The safety of intersections and crossings; and
* The overall distance the students must walk.

Those parents that do let their children walk to school were most concerned about the lack of adults with which to walk or bike to school. Most parents, no matter where they lived or whether they did or did not allow their children to walk to school were concerned that there were no sidewalks or pathways leading to the school.

**Attachment C** contains a copy of the full parent survey result tally.

We kept these concerns in mind when picking the strategies that we want to accomplish the remainder of this school and the coming school year, 2012-2013.

## Key Issues

The team identified the following barriers and opportunities to walking or bicycling during the bicycling and walking audit and from the parent’s survey.

*Barrier: Difficult crossing of Route 7 at the Little Chicago/Middlebrook Roads intersection or other intersections along Route 7.*

With no crosswalk at the Little Chicago Road intersection with Route 7, it is very difficult for pedestrians, especially younger school aged ones, to feel secure crossing Route 7 at almost any time of day. The Average Annual Daily Traffic counts for Route 7 in Ferrisburgh are 11,800. The crossing is even more difficult because the numedrous vehicles on Route 7 are typically traveling at speeds of at least five to ten mph higher than the posted speed limit of 40 mph, based on observed behavior.

*Barrier: Minimal width of shoulders on nearby roadways.*

Neither Little Chicago Road nor Middlebrook Road has marked shoulders. The roadways are 22 feet wide. Little Chicago Road has gravel shoulders at least two feet wide close to the school, but these narrow to one foot or disappear entirely further west near the Depot Road intersection. Middlebrook Road has minimal or no gravel shoulders. The roads leading to these two roads also do not have adequate shoulders for bicyclists or pedestrians.

*Barrier: Little Chicago Road is difficult for walkers and bicyclists to use west of the school due to the combination of the railroad crossing, bridge, and intersection with Depot and Creamery Roads.*

The close proximity of an offset intersection on a curve, a drop in elevation, a narrow, old bridge that is approximately 200 feet long and a railroad crossing, creates a daunting set of challenges for bikers or walkers on Little Chicago Road just a bit west of the school. The lack of paved or gravel shoulders, poor sight distances at the curve and the combination of a vertical and horizontal curve in the road compounds the unwelcoming nature of this portion of the roadway for bicyclists and pedestrians.

*Barrier: The speed of vehicles on Little Chicago Road near the school is considered excessive by many parents and teachers.*

There is currently no mandatory school zone speed limit near Ferrisburgh Central School. The most recent traffic counts for Little Chicago Road showed approximately \_\_\_\_\_ vehicles traveled the road on average every day. The study also showed that approximately \_\_\_\_ percent of the vehicles were traveling above the posted 35 mph speed limit. In addition to concerns about the volume and speed of traffic, the lack of crosswalks in front of the school to allow children to access the correct side of the road for walking increases parents concerns about walking near the school.

*Barrier: There are no permanent off-road options for students that want to walk or bike to school.*

There is currently a small mowed path heading north from the unused gravel path between the northeast corner of the school property and the Town Hall and Community Center. It leads to the Atkins Farm/Round Barn neighborhood; students use the path to walk to and from school. The parents of the students that use it established the route; they also mow the path to keep it open. The path does not extend further north to reach other clusters of residences. The surface has not been improved and it is sometimes soggy or difficult to use in inclement weather. It is not plowed in the winter. There are no corresponding paths to the west or south of the school.

*Barrier: The narrowing of the roadways in the winter due to snow banks increases the conflicts between motorists and pedestrians and decreases the overall visibility of pedestrians.*

Ferrisburgh often experiences long periods of continuous snow on the ground. Snow plowing of the roads creates snow banks along the sides of the road, obscuring motorists’ long distance views when there is even the slightest curve in the road and at intersections. The current snow plowing practices by the Ferrisburgh road crews is to plow the gravel shoulders of the road along with the roadway, where possible, which helps to create visible spaces for pedestrians at the edges of the road. The limited sight distance in winter is potentially counteracted by the tendency of Ferrisburgh motorists to pass pedestrians with a wide margin, provided that they can see them in time.

*Barrier: Lack of a sidewalk for pedestrians or a route for bicyclists to access the school’s front door from Little Chicago Road.*

There is currently no sidewalk or bicycle travel path between Little Chicago Road and the front of the school. Pedestrians walk along the edge of the driveway on either side of parked or idling vehicles. This condition is exacerbated by the existing conflict in front of the school between buses and automobiles at student drop-off and pick-up time. There is also no marked crossing on Little Chicago Road in front of the school to allow students to easily cross the road to reach the proper side for walking or bicycling, depending on their direction of travel.

*Opportunities: There is room and interest in adding a sidewalk in front of the school along Little Chicago Road heading west to the adjacent community recreation area.*

School representatives previously attempted to add a sidewalk along Little Chicago Road but were told that the presence of a water line limited their abilities to do so. The water line should not be a limiting factor. There are methods to protect water and other utilities line from initial or ongoing impacts of a sidewalk. The potential concerns of homeland security can also be addressed by careful planning and design.

*Opportunities: New Bus Stop Location*. The school administration has been concerned about the conflicts in front of the school between pedestrians, parent vehicles and busses bringing or taking students to or from school. The administration is open to considering new options that can create easier conditions for students that walk or bike to school as well as a more orderly arrival and departure procedure.

*Opportunities: Existing Pedestrian Paths*. The existence of the informal footpath to the school from the neighborhood to the north can serve as the basis of a more formalized and easily accessible path to the school. Part of this path uses a wide gravel access way between the Ferrisburgh Town Hall and Community Center on Route 7 and the north end of the school property, which could also serve as a non-motorized access way to Route 7. Lastly, there is an informal path heading east from the school to the rear of the adjacent Ferrisburgh Bakery and Deli, which could potentially be another off-road pedestrian way to Route 7.

# Travel Plan Recommendations

## OVERVIEW

This Travel Plan is comprised of several sections detailing activities and programs for our school to implement now and projects for us to develop over time with local officials and the Supervisory Union.

Non-Engineering Plan

This Travel Plan identifies best practice education, encouragement, enforcement and evaluation activities and programs suitable for our school. Information on the basis and considerations for each strategy as well as resources to help us implement each are included in the Attachments.

18–Month SRTS Activity Calendar

Our team will pursue a smaller subset of items in the non-engineering plan during the next 18 months. We will review our work periodically, adding additional activities that will continue the SRTS program momentum.

Engineering Recommendations

With assistance from the Vermont SRTS Resource Center, we have identified short and long-term engineering treatments to make walking and bicycling to school safer for our students.

## Non-Engineering Travel Plan

We identified a number of activities and programs to expand our existing program of promoting safe walking and biking to school. These activities and programs, while grouped primarily by “The Five E’s”, are dependent upon each other for their individual success. We plan to work on our highest priority programs this year, following up with other programs in successive years. We used the timeframe below to determine when to initiate programs:

|  |  |  |
| --- | --- | --- |
| **Type** | **Short** | **Long** |
| Encouragement, Education, Enforcement, Evaluation, Policies | What we plan to do this or next school year | What we plan to do in two school years or more |

We have identified the activities and programs we expect to work on during the next 18 months in the following section. Long Term strategies are described in subsequent sections. A calendar for our strategies is included in **Attachment A**.

## Short term Education Strategies

The education strategies included in our 18-month activity calendar are aimed at providing all students with pedestrian walking skills. Specifically, we will:

* Provide walking and bicycling educational materials to students to share with their parents;
* Conduct a bicycle rodeo at the school during the spring session;
* Use incentives such as raffles and door prizes to increase parent participation at the bicycle rodeo;
* Add the use of *Walk Smart/Bike Smart Vermont!* curriculum elements to physical education classes;
* Continue the teaching of the “Think First and Stay Safe” curriculum to the fifth grade;
* Provide tips and tools from the SRTS Partner Resource CD and in the VT SRTS monthly newsletters to students and the community via the school’s website, the school newsletter, the *Addison County Independent* newspaper and the Ferrisburgh Front Porch Forum; and
* Share the Bicycle Safety Guide for Parents and other bicycling and walking safety information with parents to increase awareness of safety issues.

## short term Encouragement Strategies

Encouragement strategies included in our 18-month activity calendar will help students and their parents feel more comfortable and confident about walking and bicycling to school.

The school has formalized its walking school buses but only on a very limited basis and with a police escort. Our encouragement activities will:

* Use walking field trips to acquaint students with the safe and secure way to walk on public roads;
* Continue to encourage student participation in the Mileage Club;
* Participate in the Vermont Walk and Roll to School Days and the Way to Go Week;
* Initiate a Walk Your Child to School Day;
* Begin to work with older students to encourage younger students in their walking and biking activities;
* Bring the SRTS plan to the larger Ferrisburgh community; and
* Initiate organized Saturday morning family bike rides to encourage parent participation in biking and to make biking more familiar to the whole family.

## short term Enforcement Strategies

Our SRTS enforcement strategies are aimed at both changing the behavior of drivers and making the community safer and more secure for students walking or biking to and from school. Our partners for traffic safety are the Vermont State Police, the Addison County Sherriff and the Vergennes Police Department. Our enforcement activities this year will:

* Engage parents and the community to help enforce proper walking, driving and bicycling behavior and make it the norm (such as wearing a helmet, wearing reflective visible clothing, walking facing traffic if there is no sidewalk, no running, and no random crossing of roads) and by having parents sign a “Safety First” pledge;
* Provide well advertised speed enforcement on Route 7 and Little Chicago Road concentrated during several days or a week-long effort;
* Communicate the timing of the concentrated speed enforcement events with parents; and
* Use a temporary speed feedback trailer at least once a year on Route 7, Little Chicago Road and Middlebrook Road to encourage slower vehicular speeds.

## short term Evaluation Strategies

Evaluation is an important component of our SRTS program. We plan to complete in-classroom student tallies and evaluation tools regularly, such as the student tally and parent survey forms provided by National Center for Safe Routes to School (NCSRTS). We first administered these in October and November of 2011, which provided base line information on student travel behavior. Subsequent student tallies and parent surveys will help us measure the effectiveness of SRTS efforts over time. As part of our evaluation strategy, we plan to:

* Participate annually by submitting student tallies at the same time each year;
* Conduct annual walk audits to evaluate the changes to the existing walking and biking environment as well as monitor the progress of recommended projects;
* Work with the Addison County Regional Planning Commission to get updated information on traffic levels and speeds on Little Chicago Road, Middlebrook Road and Route 7; and
* Distribute parent surveys annually in November to gain a better understanding of the changing attitudes of parents towards allowing their children to walk or ride to school on a regular basis.

|  |  |  |
| --- | --- | --- |
| Evaluation Tool | Leader | Schedule |
| Parent Surveys | Anne CohnSchool Nurse | Annually in November |
| Student Tallies | Anne CohnSchool Nurse | Annually in November during Evaluation Week |
| Walk Audits | SRTS Travel Plan Team | Annually, two weeks before school opens in the fall |

## Long Term Non engineering Strategies

Our long-term efforts are those that will take more than 18 months to review and implement. They include:

* Develop and distribute Ferrisburgh trail maps and start a “Discover a New Walking Trail” program;
* Promote Ferrisburgh’s ancient trails;
* Create Story Walks along paths to the school;
* Provide free or reduced-cost bicycle lights, helmets, tall bike flags, or other safety gear for bicyclists and pedestrians;
* Organize a helmet drive to recycle student helmets that are still in good condition;
* Establish “Park and Walk” locations within two miles of the school and create safe walking routes from these locations to the school;
* Identify walking school bus routes and leaders and initiate an annual walking school bus program to encourage regular and on-going walking activities; and
* Create opportunities for families to learn about walking and bicycling together through special exhibits and educational sessions at the library.

# ENGINEEring Travel Plan

## OVERVIEW

Our goal for engineering improvements is to improve the physical environment on school property and at critical locations on potential walking routes that students could easily use. Engineering improvements generally fall into four categories:

* Provide sidewalks and paths,
* Upgrade shoulders,
* Improve crossings, and
* Upgrade the safety and efficiency of school drop-off and pick-up locations.

We recognize that infrastructure improvements can take time to complete and are a collaborative effort between the Town of Ferrisburgh, the school district and the Vermont Agency of Transportation (VTrans) to implement the projects. The following short, medium and long timeframes as a guide for anticipated project completion, but actual timeframes may vary:

|  |  |
| --- | --- |
| **Short term** | **Within 2 years** |
| **Long term** | **Longer than 2 years** |

The team prioritized the infrastructure improvements according to this time frame. The factors affecting this ranking include:

* Locations with specific safety concerns;
* Location at the school that can assist in arrivals and departures for all students; and
* Locations along potential student walking or bicycling routes, including the walking school bus route.

The school is located on Little Chicago Road, approximately 325 feet west of US Route 7. Ferrisburgh has classified Little Chicago Road is paved and is approximately 22 feet wide with two eleven-foot travel lanes and no marked paved shoulder on either side of the road. Little Chicago Road intersects with Creamery Road and Depot Road approximately 1,500 feet west of the school. Slightly beyond these intersections, the road crosses a stream via a 24-foot wide two-lane bridge and then crosses an active railroad track. Beyond the railroad, Little Chicago Road narrows to approximately 20 feet wide with minimal gravel shoulders. It intersects Avery Road, Botsford Road, and Walker Road before ending approximately three miles west of the school at Sand Road.

US Route 7 (Route 7) is the major north-south roadway on the west side of Vermont. Close to the school, Route 7 consists of two, 12-foot wide travel lanes and with seven-foot wide paved shoulders on either side. At the intersection with Little Chicago and Middlebrook Roads, Route 7 has opposing 11-foot wide left turn lanes, two 12-foot wide travel lanes and 2.5-foot wide paved shoulders. North of the intersection, curbs line both sides of the road; south of the intersection, curbs line only the east side of the road and the paved shoulders are each approximately four feet wide.

There are no sidewalks or crosswalks on either Route 7 or Little Chicago Road within two miles of the school. East of Route 7, just offset a small bit to the north, Middlebrook Road heads east towards several small residential areas. It intersects with Slattery Road and Shellhouse Mountain Road approximately ¾ mile east of Route 7.

## Short Term Infrastructure Strategies

To assist in addressing the key issues, we are recommending infrastructure changes around the school and in the surrounding area. The table in **Attachment B** describes each location and engineering recommendation in detail. **Attachment D** contains a glossary that describes the purpose and composition of typical bicycle and pedestrian improvements, including some of those recommended here.

*Site A – School Property*

Our goal in recommending modification on the school property is to make all approaches on the school grounds to the school entrance as easy and safe for pedestrians and bicyclists to use as possible. Our recommendations include:

* A well-delineated pedestrian and bicycle link along the eastern portion of the existing access drive, on the east side of the parking area, between Little Chicago Road and the end of the paved area near the rear of the school;
* A pedestrian space along the northern edge of the paved roadway area in front of the school east of the school’s main entrance with a crosswalk linking it to the pedestrian and bicycle link described in the previous bullet;
* An established path between the northeast corner of the school property and the northern end of the pedestrian and bicycle link described in the first bullet; and
* A sidewalk along Little Chicago Road on school property between the school entrance drive and the recreational area to the west of the ball field.

*Site B – Little Chicago Road*

Make the walking and bicycling environment on Little Chicago Road as inviting and comfortable for students and parents as possible. To accomplish this, our recommended changes include:

* New pedestrian warning and share the road signage along Little Chicago Road, Hawkins Road and Botsford Road;
* A school zone on Little Chicago Road near the school;
* A crosswalk and crosswalk warning signs on Little Chicago Road in front of the school and at the western end of the new sidewalk described above to encourage students to walk on the correct side of the road when coming to or going from school, and
* Restriping of Little Chicago Road between Route 7 and at least the intersection with Botsford and Hawkins Roads to create two nine-foot travel lanes with two-foot wide paved shoulders on both outside edges.

*Site C – Route 7*

Create a pedestrian crossing on Route 7 at the intersection of Little Chicago Road that is comfortable for users of all ages and that parents would consider acceptable for their children. Recommended modifications include:

* The addition of a high visibility crosswalk on the north side of the intersection, where there are curbs on both sides of the road;
* Crosswalks on Little Chicago Road and Middlebrook Road;
* Crosswalk advance warning signs on Route 7; and
* Periodically placing a speed feedback sign on Route 7 near the Little Chicago intersection.

*Site D – Middlebrook Road*

Make the walking and bicycling environment on Middlebrook Road and roads leading into it as inviting and comfortable for students and parents as possible. To accomplish this, our recommended changes include:

* New pedestrian warning and share the road signage along Middlebrook Road, starting on the east side of the Slattery and Shellhouse Mountain Roads intersection well as on Slattery and Shellhouse Mountain Roads; and
* Restriping of Middlebrook Road to create two nine-foot travel lanes with two-foot wide paved shoulders on both outside edges combined with a lowering of the speed limit to 35 mph between Route 7 and the intersection with Shellhouse Mountain and Slattery Roads.

*Site E – Off Road*

Create pedestrian and bicycle routes through the Town that do not follow the existing roadway system. To begin this system, our recommendations include:

* A well maintain, gravel based trail between Atkins Farm Road and the northeast corner of the school property;
* A well maintained, gravel based trail between Round Barn Road and Atkins Farm Road;
* A clearly marked path along the existing gravel drive between the school property and the Town Hall and Community Center; and
* A pedestrian path along the north side of Little Chicago Road between the school and Route 7 on the Ferrisburgh Historical Society Museum property.

## Long Term Infrastructure Recommendations

The goals for the various sites identified in the short term recommendations will remain the same over time, but we have identified several long term recommendations that will help to continue the achievement of the goals:

*Site A – School Property*

* A concrete sidewalk between the school entrance and Little Chicago Road.

*Site B- Little Chicago Road and Beyond*

* Increased width of the shoulders, either paved or unpaved on Botsford and Hawkins Roads;
* A park and walk site located between one and two miles from school on the west side of Route 7; and
* A wider bridge over the Little Otter Creek.

*Site C: - Route 7*

* A rapid flashing beacon for the crosswalk at Little Chicago Road, and
* A speed feedback sign.

*Site D: - Middlebrook Road*

* Wider shoulders, either paved or unpaved on Middlebrook Road and Shellhouse Mountain Road; and
* A park and walk site located between one and two miles from school on the east side of Route 7.

*Site E: - Off Road*

* A shared use path between the school and Greenbush Road to the north; and
* A shared use path between the school and the park and ride lot just north of Route 22A.

## Considerations for Design, Project Selection, and Funding

Design

* Infrastructure recommendations in this plan are considered “planning level” and may require further engineering analysis, design, or public input before implementation.
* Recommended changes to existing traffic patterns (adding a signal, adding a stop sign, changing speed limits, lane patterns, etc) will require a study to evaluate the potential impact that the recommendation could have on existing traffic conditions.
* Drainage, existing utilities and ADA compliance will need to be evaluated for the recommendations at the time of design. ADA guidelines recommend particular design features to accommodate persons with disabilities. ADA design considerations for curb ramps, sidewalks and paths, include appropriate slopes, landing areas, surface conditions, and use of detectable warning materials for visually impaired pedestrians, among other design features.
* Right-of-way was not evaluated as a part of this project. Recommendations assume that sufficient right-of-way exists or that a method to gain needed right-of-way will be identified as the project progresses.
* District office staff will be involved in the planning and design process for recommendation made on the state system.
* Infrastructure recommendations should comply with federal, state, and local standards including the American Association of State Highway and Transportation Officials’ Policy on Geometric Design of Highways and Streets and the Manual on Uniform Traffic Control Devices (MUTCD).
* Refer to the Vermont Pedestrian and Bicycle Facility Planning and Design Manual for guidelines on pedestrian and bicycle accommodations.

Funding

A variety of funding sources may be used for the recommendations, including Safe Routes to School sources. For example, projects requiring right-of-way acquisition or existing utilities relocation will not be eligible with SRTS funds, but may be funded through other sources.

More information on the types of projects eligible for SRTS funding through the VTrans is located at http://saferoutes.vermont.gov/getting\_started/funding.

# Attachments

1. Non-infrastructure Strategy Calendar
2. Location-Specific Engineering Recommendation Details (Maps and Recommendations Table)
3. October 2011 Student Travel Tally/Parent Survey Reports
4. Glossary of Terms
5. Typical Infrastructure Recommendations
6. Non-Engineering Strategies Resource Guide