

Terryville Safe Routes to School:



for Eli Terry Jr. Middle School and Harry S. Fisher Elementary School

Terryville Safe Routes to School Committee:

Officer Kevin Sulek	Plymouth Police Department	860.589.7779	sulekk@plymouth.k12.ct.us
Principal Gary Travers	Eli Terry Jr. Middle School	860.314.7790	traversg@plymouth.k12.ct.us
Dave Morgan	Parent, Fisher Elementary School	860.583.6548	david-morgan@sbcglobal.net
Principal Phyllis Worhunsy	Harry S Fisher Elementary School	860.314.2770	worhunksyp@plymouth.k12.ct.us
Tony Lorenzetti	Plymouth Department of Public Works	860.585.4030	publicworks@plymouthct.us
Tony Distasio, Superintendent	Plymouth Board of Education	860.314.8004	distasioa@plymouth.k12.ct.us
Donna Simpkins	Plymouth Department of Public Works	860.585.4090	publicworks@plymouthct.us
Mike Santogatta	Plymouth Board of Education	860.314.2867	santogatam@plymouth.k12.ct.us
Pat Perugino	Plymouth Board of Education	860.589.5451	pperugino@comcast.net

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CCRPA Project Planner:

Melon Wedick

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Ken Shooshan-Stoller	Deputy Director
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Francis Pickering	Regional Planner
Michael Tonelli	Regional Planner
Cheri Bouchard-Duquette	Office Manager / Bookkeeper

This plan was prepared in cooperation with the U.S. Department of Transportation (including its participating agencies) and the Connecticut Department of Transportation. The opinions, findings, and conclusions expressed in this publication are those of the Central Connecticut Regional Planning Agency, and do not necessarily reflect the official views or policies of the Connecticut Department of Transportation and/or the U.S. Department of Transportation.

INTRODUCTION

Safe Routes to School is a national and international initiative dedicated to improving conditions around schools so that more children may safely walk and bike to school. The benefits of the program are manifold; in addition to increasing safety, the program encourages physical fitness, independence, and confidence by creating conditions wherein children are responsible for their own transportation. Studies have shown that students who are more physically active are less restless and more focused in class, and may have improved academic performance.

In Terryville, only a handful of the hundreds of children who live within a mile of their schools walk on a regular basis. Those who do walk face conditions that can be treacherous: sidewalks in some areas are intermittent or missing; intersections may lack signage or crosswalks, or need adult supervision; bicycle provisions are nonexistent. Collisions between students and cars have occurred: in 2006 a child was struck and killed by a car while riding his bicycle near the Fisher School; in September 2008 the Safe Routes to School Committee witnessed another child get struck by a car while he crossed the road at an



Two Harry Fisher School students walk home from school.

inappropriate place. The school grounds themselves present safety problems: at the elementary school, it is impossible for students to access sidewalks or bike racks without walking across driveways that are often choked with bus and car traffic. At the middle school, a crossing guard sees students safely across the road only to watch them walk in the street the rest of the way home. Perceptions of unsafe conditions lead many parents to drive their children to and from school,

causing a spike in traffic volumes during the time when the streets are most heavily traveled by students.

The Terryville Safe Routes to School Committee sees this program as an opportunity to increase safety on local streets by: reducing traffic around the schools during arrival and dismissal times, expanding efforts to educate students about safe walking and biking, and improving infrastructure to support safe active transportation. These changes may lead to improvements in students' physical activity, health, and confidence.

PROCESS

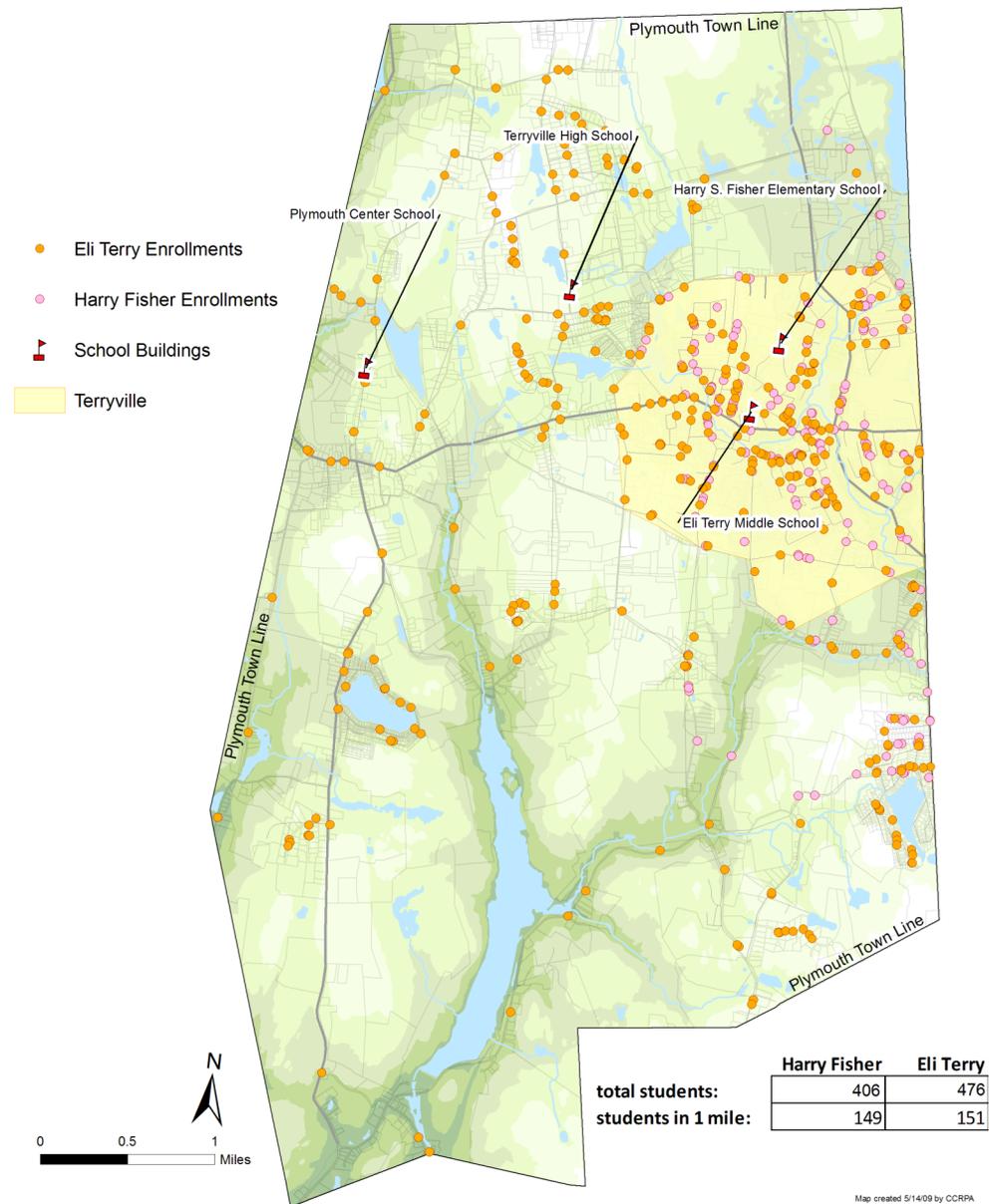
The Terryville Safe Routes to School plan is the product of a partnership between the Plymouth Board of Education, the principals of the Harry S. Fisher Elementary and Eli Terry Jr. Middle Schools, interested parents, and representatives of the Town's Department of Public Works and Police Department. The Central Connecticut Regional Planning Agency was pleased to support the process through data collection and analysis. Plan recommendations are based on this data analysis and on observations and suggestions received from parents, students, and PTA members.

SCHOOL CHARACTERISTICS

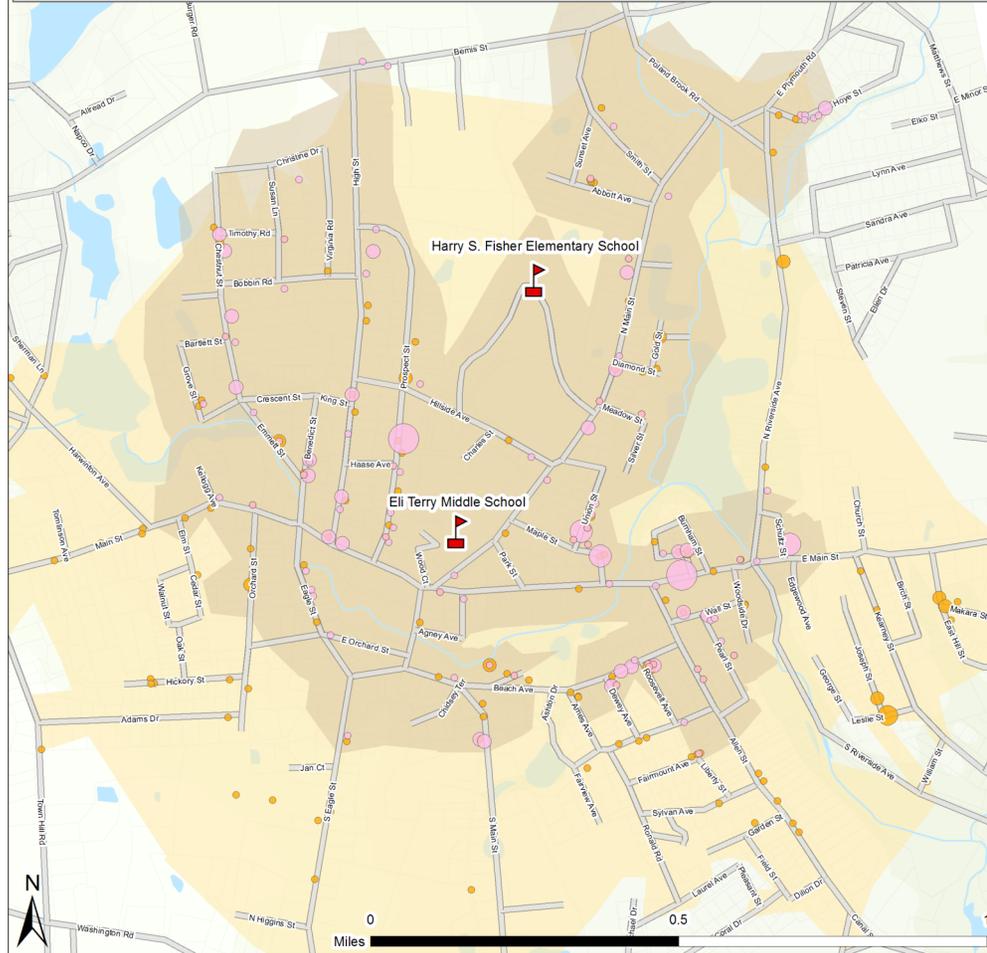
Eli Terry Jr. Middle School and Harry S. Fisher Elementary School are located in Terryville, a village in the town of Plymouth, CT. Named after Eli Terry Jr., an influential local clockmaker, Terryville is the urban center of the town. It is home to 13% of Plymouth's land and 46% of its population, as well as two of the town's four schools. Harry Fisher Elementary is one of two elementary schools in town, and serves grades K-5, plus preschool. (The other, Plymouth Center School, is on the western side of town.) Eli Terry covers grades 6-8, and is the only middle school in town.

Both schools recently underwent transformations. While their buildings have been in use for many years, construction of a new high school building in 2007 caused school demographics to shift. As high school students who formerly used the Eli Terry School building moved to their new home, middle school students moved from the Fisher School to Eli Terry, and elementary school students moved from the Main Street and Prospect Street Schools to Harry Fisher. This reallocation of space resulted in some challenges, particularly for students at the new elementary school, whose parking lot and pick-up / drop-off

Eli Terry and Harry Fisher School Enrollments



Eli Terry and Harry Fisher School Students Within 1 Mile



Eli Terry Enrollments*

- 1 student
- 2 students
- 3 students
- 4 students
- more than 4 students

Harry Fisher Enrollments*

- 1 student
- 2 students
- 3 students
- 4 students

📍 School Buildings

■ 1 mile from Harry Fisher School

■ 1 mile from Eli Terry School

*Only homes less than 1 mile (along the street network) from their schools are shown.

total students:
students in 1 mile:

	Harry Fisher	Eli Terry
total students:	406	476
students in 1 mile:	149	151

area functioned smoothly for sixth through eighth graders but does not work so well for its new, smaller students.

ENROLLMENTS

As the only middle school in town, Eli Terry serves students from all corners of Plymouth. Harry Fisher School serves elementary school students from only the eastern part of town; students from the western half attend Plymouth Center. As of December 2008, Eli Terry had 476 students in grades 6 through 8, while Harry Fisher had 406 students in grades K through 5. (Harry Fisher also houses a preschool whose students were not counted for this study.)

The Safe Routes to School program concerns itself with students who live within 1 mile of their school building. 149 elementary school students and 151 middle school students currently live within 1 mile of their respective schools (see map). This equates to 32% of all middle school students and 37% of elementary school students.

Few of these students currently walk or bike to school. While more middle school than elementary school students walk and bike, the proportion of walkers and bikers at neither school

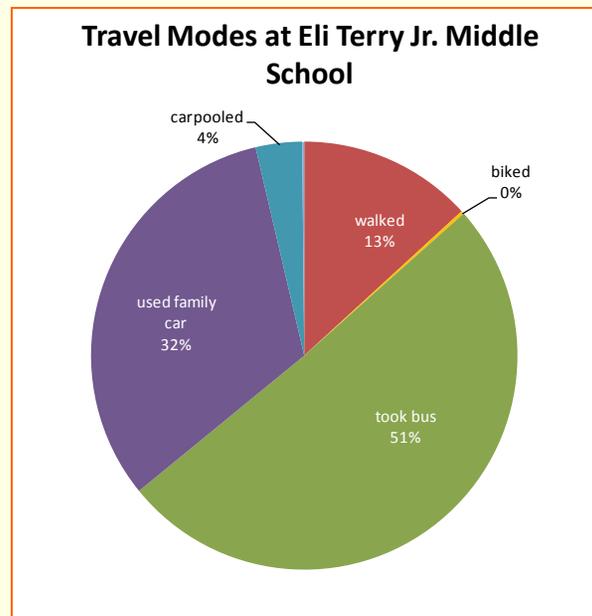
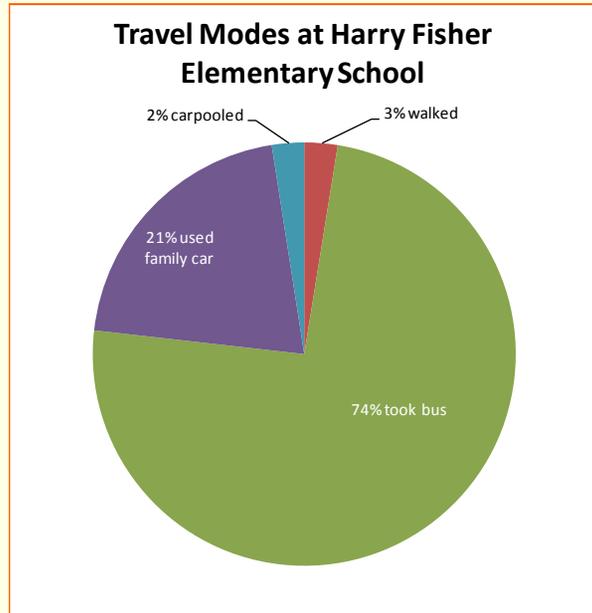
approaches the proportion of students who live within one mile of their school building.

CURRENT TRAVEL PATTERNS

Faculty surveyed students at Harry Fisher Elementary about their travel habits on December 9 and 10, 2008. On each day, teachers asked students how they arrived at school and how they were intending to go home. Students indicated whether they took the bus, rode in the family car, carpooled, walked, biked, used public transit, or arrived by other means. ("Other means" includes skateboarding, rollerblading, or any other method of transportation; see appendix for survey used. Note that no public transit routes serve Plymouth.)

Despite the fact that over 35% of all elementary school students live within one mile of the school building, during the survey period only 3% of students walked to or from school. Another 2% carpooled, 21% traveled in their families' cars, and 74% took the bus. No students used bicycles or "other means."

The survey was administered to middle school students on April 21, 22, and 23 of 2009. Over the three days, 13% of students walked, 4% carpooled, 32% traveled in their families' cars, and



51% took the bus. Two students (less than 1%) traveled to and from school by bicycle. Two trips in the three days were made using "other means."

There was a significant difference in the number of middle school students who walked to school and from school. Only 9% of trips to school were made on foot, compared to 18% of trips home. This discrepancy could arise from after-school activities, parents' work schedules, an early school start time, or just personal preference.

Although multiple factors underlie the low numbers of walkers and bikers, the SRTS Committee hopes that by increasing education and encouragement efforts and improving the physical environment, it can increase the number of students participating in active transportation.

BUSSING

The Plymouth Board of Education's policy is that students in grades 4-8 who live less than 1.5 miles from school or students in grades K-3 who live less than 1 mile from school are not to be bussed unless hazardous conditions exist.

Hazardous conditions vary by age group, but include: absence of crossing assistance (walk signal, traffic light, or crossing guard) at

intersections where three or more streets intersect or where the traffic count during school commute hours exceeds 60 vehicles per hour (90 vehicles per hour for students in grades 4-12); absence of sidewalks on roads where there are significant sight obstructions, the traffic count is greater than 60 vehicles per hour during school commute times, the roadway available to vehicles is less than 22 feet wide (20 feet wide in winter), the speed limit is above 30 miles per hour, or man-made hazards are present; and proximity to railroad tracks, ponds, lakes, culverts, precipices or other hazards (varies by age). (See Appendix B for full text of the policy.)

These hazard bussing conditions obtain on many streets surrounding the two schools. As a consequence, many students living within 1 mile of the school are bussed: all students living north of the Harry Fisher School driveway on North Main Street are bussed, for instance. This added annual expense is felt by taxpayers throughout the town. Not all students who confront these hazardous conditions on their way to or from school benefit from bussing, however. Busses that transport students home at the end of the day do not accommodate after-school activities; consequently many students who participate in activities may find themselves walking home.



A student walks home in the road on North Main Street after the sidewalk ends.

SUPPORT FOR ACTIVE TRANSPORTATION

Neither school has any formal policies in place that specifically support or discourage active transportation. The board of education does not have a standing policy regarding bicycle use on school grounds, although it does specify that skateboards or rollerblades are subject to confiscation. A plaque adhered to the school building at Eli Terry School clearly states that no bicycles, skateboards, or rollerblades may be used on school grounds; the school's policy, however, is

that students may use any of these methods to get to or from school, so long as they do not use them on school grounds.

Both schools provide bicycle racks. The rack at the middle school is located near the front entrance; bicyclists need to cross a small driveway to access the school. The rack at Fisher School is further from the entrance; bicyclists must cross the entire parking / pick-up and drop-off area to access the school building.

The elementary school makes an effort to incorporate education about bike safety into its curriculum, holding a bicycle rodeo or bike safety class each year. Third graders take a walking field trip each year while studying their community, and fourth graders start each day with a run around the school's baseball field.

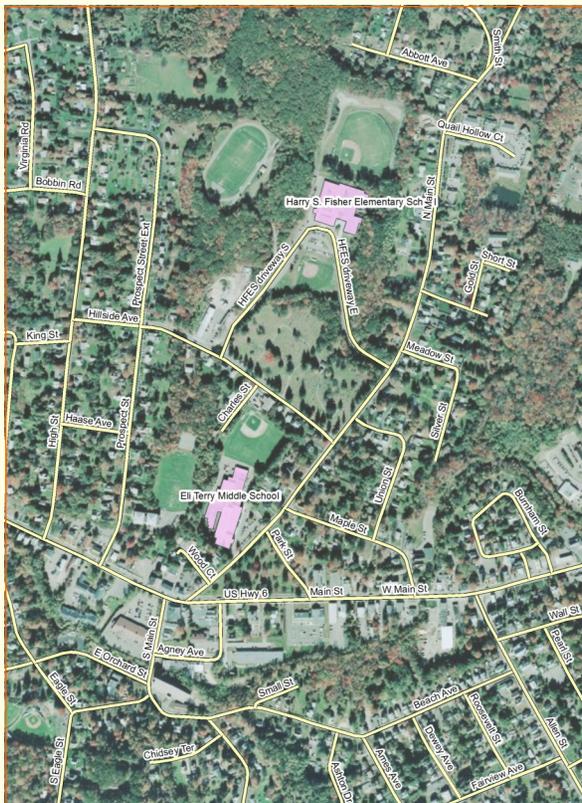


The bicycle rack at Harry Fisher Elementary.

The middle school does not currently have any programs that encourage walking or biking in this way.

ARRIVAL AND DISMISSAL

Middle school students start the day at 7:50 am and finish at 2:20 pm, while elementary school students arrive at 8:50 am and are dismissed at 3:05 pm. (For the 2009-2010 school year, both schools are adjusting their hours by a few minutes.)



The two schools and their surrounding area.



A crossing guard helps middle schoolers across North Main Street.

All middle school students are dismissed at the same time, while elementary students' dismissals are staggered: preschool students are dismissed from the lower doors at 3pm; all other students are dismissed at 3:05. Kindergarten students are escorted to their busses by teachers; grades 1-3 are accompanied by teachers to the main doors of the school building and proceed to their busses unescorted; grades 4 and 5 exit by the west side door and go to busses unescorted.

Arrival and dismissal at both schools are supported by crossing guards. Guards assist students at four locations: at the east driveway to Harry Fisher School where it intersects North Main Street, at the south driveway to Harry Fisher School where it intersects Hillside Avenue (the guard helps children cross the driveway, not the street), at Park Street where it intersects North Main Street (in front of the middle school), and at the intersection

of North Main and Main Streets. Hours vary; at the Fisher School driveways, crossing guards are present from 8:20 - 9:00 am and from 2:15 - 2:45pm. The crossing guard at Park and North Main is present from 7:25 - 7:55 am and 2:50 - 3:20 pm. The guard at Main and North Main is present from 8:20 - 9:00 am and 2:50 - 3:20 pm, which benefits elementary school students but not middle schoolers.

PICK-UP & DROP-OFF

As the travel method surveys indicated, large numbers of parents descend on both schools



Middle school students cross North Main Street with the aid of a crossing guard, only to walk in the street in order to get home.

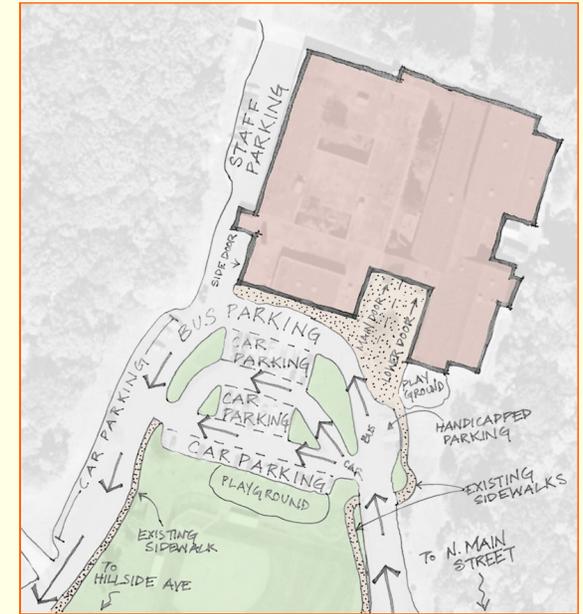
each morning and afternoon to drop off and pick up their children.

Despite space constraints, the middle school manages to segregate drop-off and pick-up areas for parents and busses. Busses entirely fill the small driveway area, while parents park on both sides of Park Street, across from the school. A crossing guard helps students cross busy North Main Street to get to and from their parents' cars. Unfortunately, once across the street these students must walk in the shoulder of North Main Street if they are heading north, or down the center of Park Street if they are going to a parent's car.

Dismissal at the elementary school is less

streamlined. Busses and parents both head directly to the school via the east driveway. At the top of the drive, cars are diverted to the left, while busses head to the right (see diagram, right). Parked cars block the entire parking area, and latecomers park on both sides of the school's east driveway, occasionally parking with two wheels up on the sidewalk. Parents and students alike walk down the center of the driveway to get to vehicles, heedless of oncoming traffic. In addition, any students wanting to use a sidewalk must cross either the parking lot or the busy east driveway to do so.

Physical improvements to sidewalk infrastructure on and around school grounds could significantly improve students' safety at both



Traffic flow patterns at Harry S. Fisher Elementary School. schools during pick-up and drop-off times.



Kids crossing the east driveway at Harry Fisher School to remain on the sidewalk.

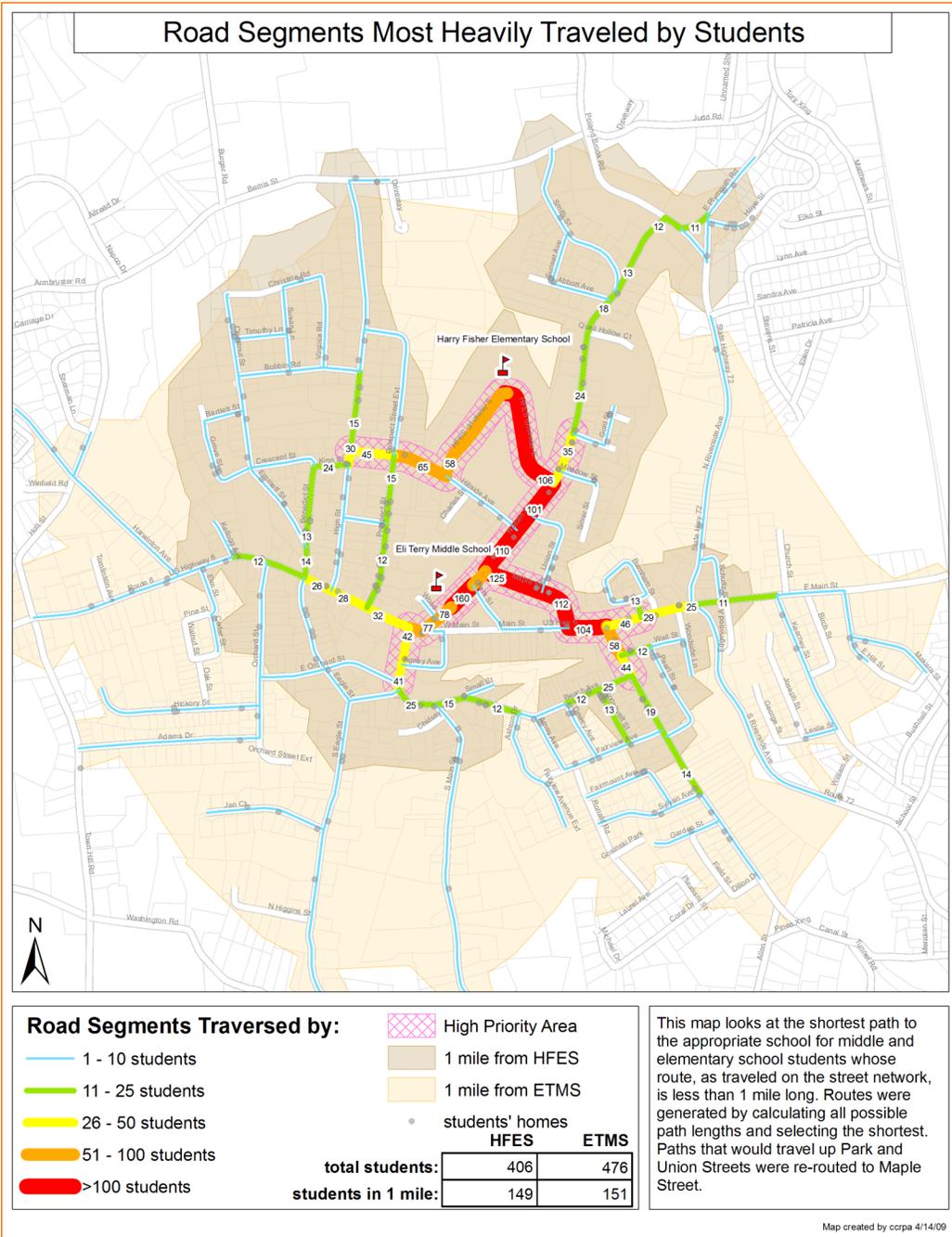
CURRENT CONDITIONS

Many of the streets around the two schools are less than ideal for walking and biking. No streets in Terryville have any bicycle provisions such as bike lanes, and many streets lack sidewalks. Many intersections are unmarked, or lack sufficient supports to make them safe for students. Many streets have high traffic counts and issues with speeding.

Not all of these concerns are necessarily problematic for students on their way to school. In order to focus on areas where improvements could potentially affect the most students, the Safe Routes Committee examined which streets have the potential to be most heavily used by students commuting to and from school.

ROUTES TO SCHOOL

The map at right shows how many students would travel each road in central Terryville if all students who live within 1 mile of school were to walk. Students' routes were calculated based on the shortest path along the street network that connects their homes to their schools (with one exception—students whose shortest paths took them up Park Street or Union Street were re-routed



to Maple Street). Paths were calculated once per student rather than once per house. Red streets are traveled by the most students, followed by orange, then yellow, then green, then blue. Paths traversed by ten or more students are labeled with the number of students whose shortest paths to school travel along the road segment.

Unsurprisingly, the greatest concentration of students is on North Main Street between the two schools: all but roughly 75 students (those approaching the elementary school from the west or the north) must travel this segment of road. If all students approaching from the southeast are directed up Maple Street (rather than splitting between Maple, Park, and Union), a total of 125 students would pass along the street. 104 travel on Main Street between Allen and Maple, and 106 reach the Fisher School via its east driveway.

Secondary areas of concentration (orange segments) include North Main south of the middle school (78 students), Allen Street where it crosses Main (58 students), and the west drive of Fisher Elementary (58 students).

These areas of highest demand became the areas of highest priority for the Safe Routes Committee. Next, the Committee worked to

examine intersection and sidewalk conditions and traffic data in these areas, in order to get a better idea of the existing challenges to active transportation.

SIDEWALK & INTERSECTION INVENTORY

In April 2009, CCRPA conducted a walking audit of the most heavily traveled streets around the schools. The location, materials, width, condition, and start and end points of sidewalk segments on both sides of each street were noted. Intersections were inventoried according to whether they possessed crosswalks, traffic lights, walk signals, stop signs, or school crossing signs. Intersections where crossing guards are stationed were noted.

The results of the walking audit were converted to a map (printed on page 10). The map uses a color scale to rate intersections and sidewalks: green is good, orange / yellow is fair, red is poor, and black is very bad. Sidewalk classifications are defined as follows (quality was considered separately from width):

Good: mostly clean, level, and in good repair, with no major damage.

Fair: mostly good, but a moderate amount of

breakage, holes, and patches.

Poor: a significant amount of broken pavement, holes, patching, or root upheaval. Would pose significant difficulty for handicapped access.

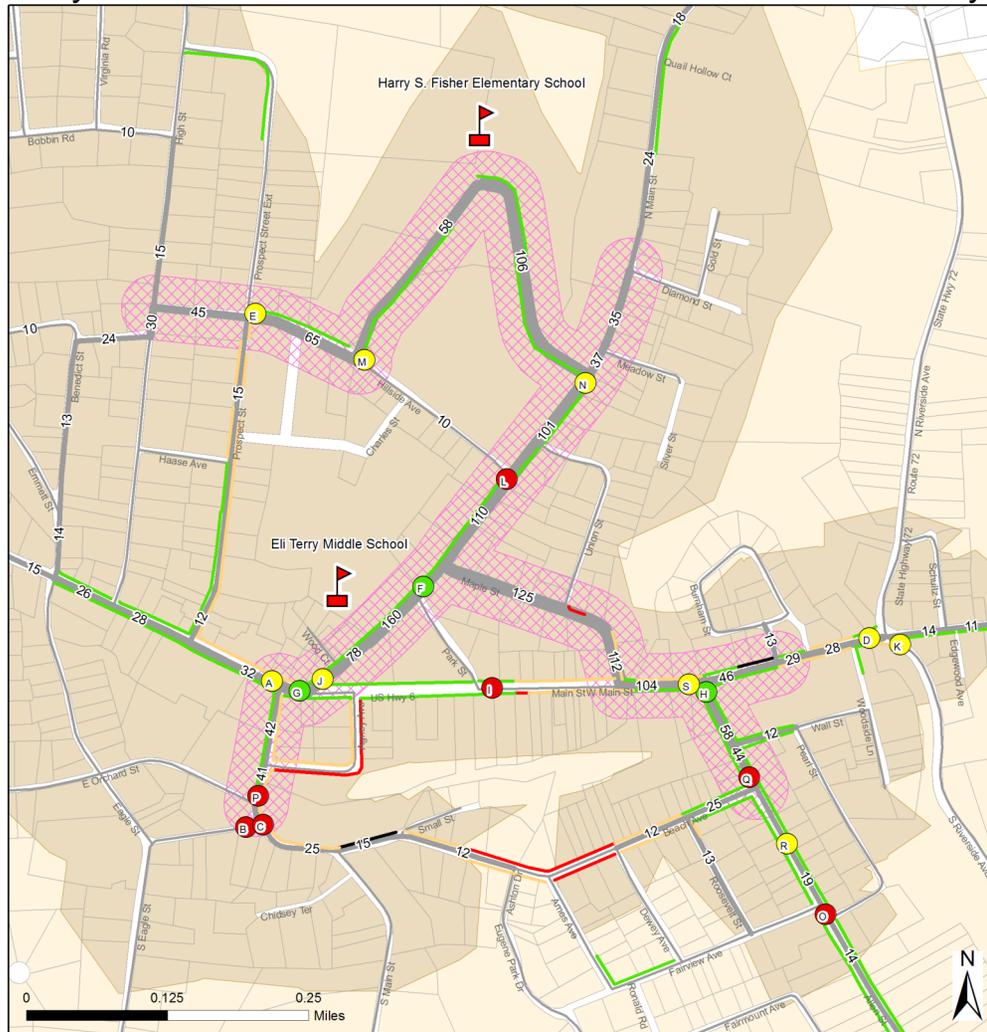
Very Bad: unpaved (dirt) at least part of the way.

Sidewalks are shown only in the places where they exist on the ground.

Intersections are color-coded in the same way as sidewalks, but the colors correspond to a numerical score based on presence of supports compared to perceived traffic speed and volume. Intersections are marked only where there is some form of existing infrastructure supporting a crossing. (No intersection is shown at Maple and North Main, for instance, because no supports are present at that location.) Intersections are only marked along major routes. Each intersection is given a letter that corresponds to an entry in the table on pg 11.

Gray lines on the map represent streams of students; as in the previous map, line thickness varies by number of students, and road segments traveled by 10 or more students are labeled accordingly.

Terryville Sidewalks & Intersections: Conditions & Connectivity



Streets traveled by:	Sidewalk Conditions*	Intersection Conditions	1 mile from HFES
1 - 10	Very Bad	Poor	1 mile from ETMS
11 - 25	Poor	Fair	High Priority Area
26 - 50	Fair	Good	
51 - 100	Good		
101 - 161			

*Sidewalks are shown only where sidewalks actually exist.

For details of conditions at each lettered intersection, please see accompanying table.

Map created 5/14/09 by CCRPA

What this map makes clear is that while there are areas of Terryville that have excellent pedestrian amenities, these tend not to be in the areas where most students need to walk. Main Street between Park and North Main is traveled by only one or two students, but has wide, clean, well-maintained sidewalks. Allen Street south of Main Street has even wider walks (details of sidewalks can be seen on the table in the appendix), but benefits only a handful of students.

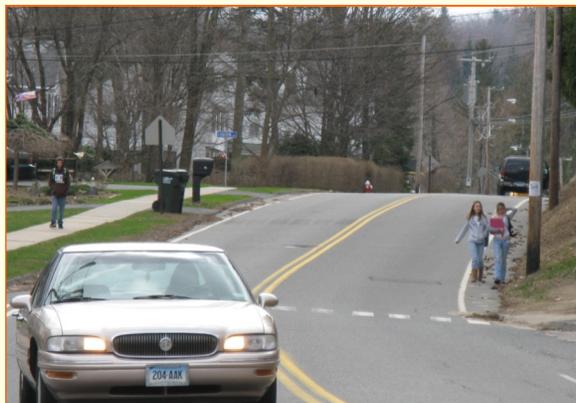
Maple Street, however, where the largest single number of students would walk, has only fragments of sidewalks (Union and Park, whose streams were diverted to Maple, have no sidewalks). North Main Street has continuous, good-quality sidewalks between the two schools, but because the sidewalk switches sides of the road at intersection L (rated "poor" for a combination of relatively heavy, fast traffic and no supports beyond a faded crosswalk), students are forced to cross this busy street multiple times.

Notable gaps or insufficiencies within the high priority area are:

- 1) Maple Street: as mentioned earlier, 125 students could walk to school via Maple Street. There is no supported crossing where Maple

Intersection	Travel Road	Road to Cross	Traffic Signal (Light)	Walk Signal	Stop Sign	Crosswalk	Crosswalk Signs	Crossing Guard	Notes
A	S MAIN	MAIN	YES	YES		YES			SIGNAL ONLY CONTROLS MAIN STREET
B	S MAIN	S EAGLE							3 WAY INTERSECTION, NO SIGNAGE
C	S EAGLE	S MAIN							3 WAY INTERSECTION, NO SIGNAGE
D	RIVERSIDE	MAIN	YES	YES		YES			SIGNAL WORKS; CROSSWALK ON WEST ONLY
E	PROSPECT	HILLSIDE				YES			CROSSWALK, NO STOP
F	PARK	N MAIN				YES	YES	YES	CROSSWALK, NO STOP
G	N MAIN	MAIN	YES	YES		YES		YES	SIGNAL WORKS; VISIBILITY MODERATE
H	MAIN	ALLEN	YES	YES		YES			SIGNAL WORKS, CROSSWALK FADED
I	MAIN	MAIN				YES	YES		CROSSWALK, NO STOP
J	MAIN	N MAIN	YES	YES					SIGNAL WORKS; NO CROSSWALK; VISIBILITY MODERATE
K	MAIN	RIVERSIDE	YES	YES		YES			SIGNAL WORKS; CROSSWALK ON SOUTH SIDE ONLY
L	HILLSIDE	N MAIN				YES			CROSSWALK EXTREMELY FADED, NO SIGNS
M	HFES DRIVE	HILLSIDE							CROSSING GUARD IN SCHOOL DRIVE ONLY
N	HFES DRIVE	N MAIN				YES	YES	YES	SIGN @ SOUTH ONLY; CROSSING GUARD; VISIBILITY POOR FROM NORTH
O	FAIRVIEW	ALLEN				YES			CROSSWALK FADED, NO STOP
P	E ORCHARD	S MAIN							3 WAY INTERSECTION, NO SIGNAGE
Q	BEACH	ALLEN				YES			CROSSWALK FADED, NO STOP
R	ALLEN	ALLEN				YES	YES		CROSSWALK, NO STOP
S	ALLEN	MAIN	YES	YES		YES			SIGNAL WORKS; CROSSWALK
T	PROSPECT	MAIN	YES	YES		YES			SIGNAL WORKS; CROSSWALKS EAST AND WEST ON MAIN

meets North Main Street, and no sidewalk on the east side of North Main Street. Students walking to school this way would need to walk



3 middle school students on North Main Street at the Harry Fisher east driveway.

in the street either north to the sidewalk that begins at Hillside, or south to the crossing guard at Park Street.

- 2) North Main Street: The wide, high-quality sidewalks switch from the west to east sides of the street at Hillside, forcing students to cross. Students must cross again at the Fisher School. Students traveling further north must walk in the street after the sidewalk ends at the Fisher School driveway. Students from the middle school often cross at Park Street and then travel north, walking in the street, to get home.

- 3) The intersection of Hillside Ave and North Main Street: all students using the sidewalks on North Main must cross here, but the only provision is a very faded crosswalk. There are no signs, no traffic controls, and no crossing guards to help students get across the street.
- 4) The driveways of Harry Fisher School, traveled by a total of 164 students: sidewalks are on the far side of the driveway from the school, forcing all students to cross the bus and car traffic. Combined bus and car pick-ups and drop-offs make the driveways and parking

areas chaotic at arrival and dismissal times.

- 5) Hillside Avenue, which has no sidewalks



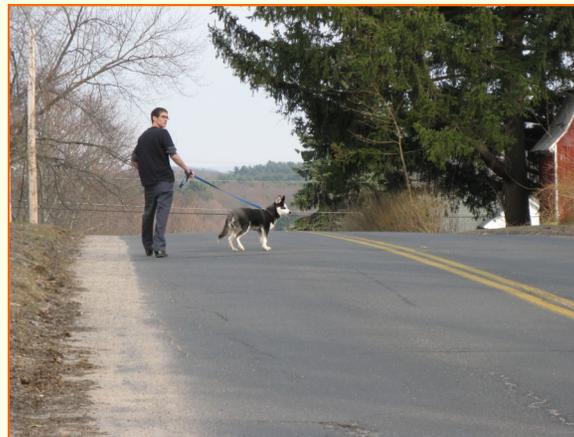
Two middle school students cross Hillside Avenue to get to after-school activities at the Fisher School.

between the Fisher Driveway and North Main Street: few students walk this way on their way to or from school, but approximately 50 students per day cross here after school to get from the middle school to sports fields at the elementary school.

Notable deficiencies outside the high priority area include:

- 1) The intersection of South Main, South Eagle, and Orchard Streets: this intersection has no signage, no traffic controls, no crosswalks, and moderately heavy, moderately fast traffic. 42 potential walkers would come this way.

- 2) The intersection of Rte 6 (Main Street) and Rte 72 (Riverside Ave): although very few students need to use this intersection, it is an almost insurmountable obstacle for the few that do. Crosswalks are present only on two sides of the intersection, traffic volumes and speeds are high, and there are no sidewalks on Rte 72 or on the northeast segment of Rte 6.
- 3) Hillside and High Streets, west of Prospect Street: 45 students live in this northwest area and would travel east along Hillside to get to school. There are no sidewalks, crosswalks, or other provisions (except for stop signs along side streets) in this entire area. High Street is a relatively busy road whose traffic is given priority over side street traffic; it does not slow or stop until it reaches Route 6.



A boy walks a dog on Hillside Street near High Street.

TRAFFIC

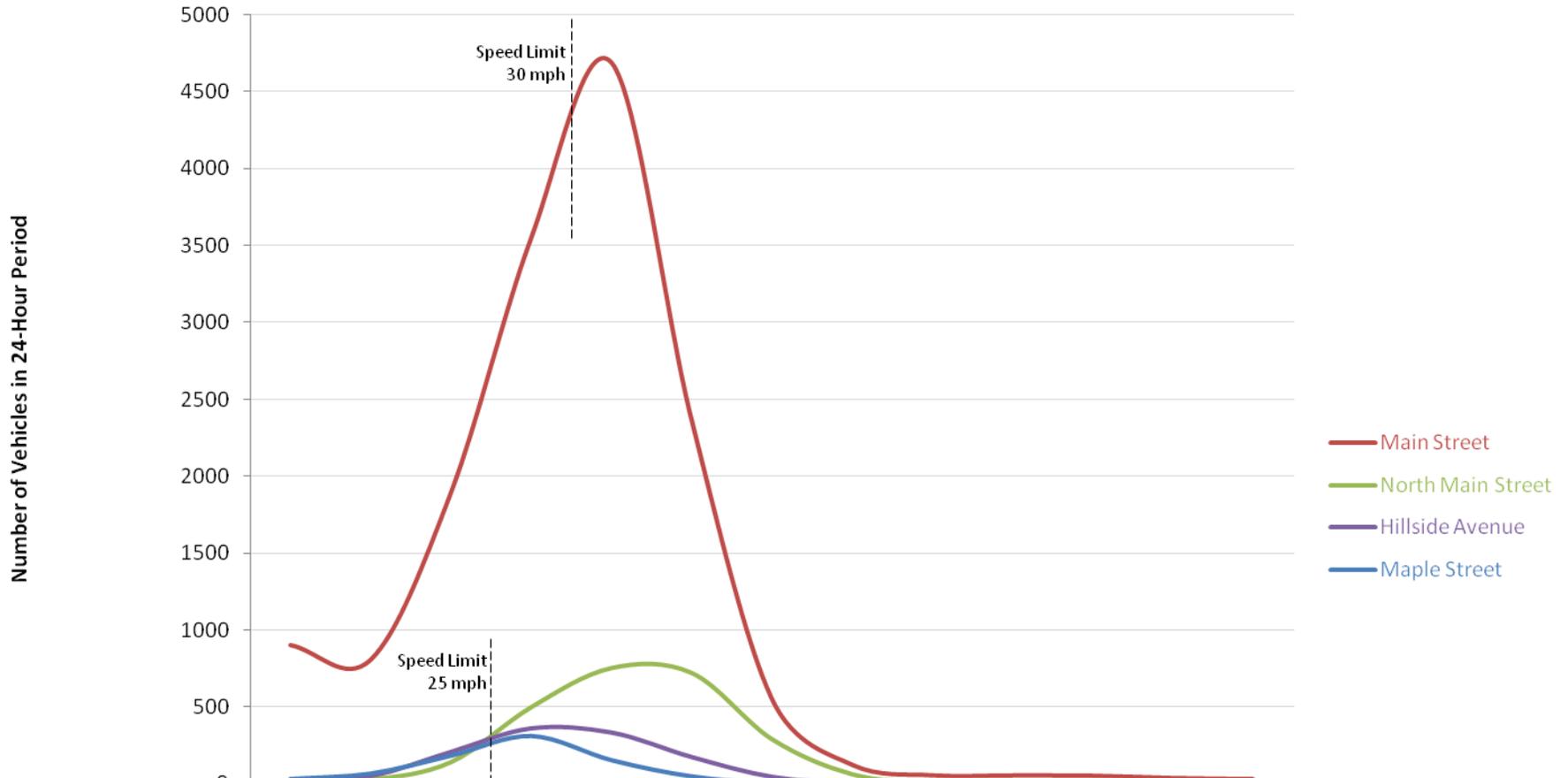
Intersection ratings in the preceding map were based on the presence of pedestrian supports that facilitated crossing, and also on perceived volumes and speeds of traffic. Since perceptions of traffic can be misleading, CCRPA collected data on some of the key streets near the schools.

Between May 27 and June 16, CCRPA performed 24-hour, weekday counts of traffic volumes, speeds, and types on Main Street between Allen and Maple Streets, Maple Street between Union and North Main Street, North Main Street between Hillside Avenue and the Fisher School driveway, and Hillside Avenue between the Fisher School driveway and Charles Street.

The chart on the following page shows how many of the vehicles that traveled past the counters were traveling in particular speed brackets. It shows that speeding is an issue in the area, and that some of the roads experience very high traffic volumes.

Over 2,500 cars traveled past the counters on North Main Street during its 24-hour count. 92% of those cars were traveling in excess of the posted speed limit of 25 mph. During the school commute

Number and Speed of Vehicles in 24-Hour Period: Main Street, North Main Street, Hillside Avenue, and Maple Street



	0-15mph	16-20mph	21-25mph	26-30mph	31-35mph	36-40mph	41-45mph	46-50mph	51-55mph	56-60mph	61-65mph	66-70mph	71-75mph
Main Street	901	806	1891	3544	4686	2364	553	124	55	54	52	37	30
North Main Street	29	30	142	500	755	724	293	64	5	4	0	0	0
Hillside Avenue	30	54	210	363	336	177	48	4	0	0	1	0	1
Maple Street	34	69	185	312	156	51	5	0	1	0	1	1	0

Average Speeds:	% Going Above Speed Limit:
32 mph	55%
35 mph	92%
30 mph	76%
27 mph	65%

hours of 7-9 am and 2-4 pm, an average of 223 cars per hour traveled past the counters. The highest volumes were during school arrival and dismissal times, with 258 vehicles passing the counter between 8 and 9 am and 235 between 2 and 3 pm. These peaks in traffic volume coincided with declines in average vehicle speeds and were two of the only points when the average speed approached the speed limit of 25mph. (Average speeds at these times may have been affected by the placement of the counter, which was situated fairly close to the Fisher School's driveway.)

Hillside Avenue and Maple Street also showed traffic volume peaks during school arrival and dismissal times. Hillside Avenue's highest volume (135 vehicles) was recorded from 8 to 9 am. Its second-highest volume was from 2 to 3 pm, with 128 vehicles. Maple Street showed similar patterns, with 79 and 75 vehicles, respectively. Only Main Street (Rte 6) did not clearly show the impact of school arrivals and dismissals; its peaks appear to conform to normal rush hour times instead. (Maple Street also had a third, higher peak during the evening rush hour, from 6 to 7 pm.)

Drivers had a tendency to speed on Hillside and Maple; 76% of all vehicles on Hillside Avenue

and 65% of all vehicles on Maple Street that passed the counters were traveling above 25mph. Both streets showed traffic slowing around school arrival and dismissal times.

Main Street, a state highway, had far higher traffic volumes than the other streets. Peak vehicle volume occurred between 3 and 5pm, with 1045 vehicles per hour. It also experienced peaks between 7 and 8 am, and between 12 and 2 pm. Speeds on the road were fairly consistent, with the average speed per hour reaching a high of 38mph from 2 to 3 am. Only 55% of vehicles were recorded as going above the posted speed limit of 30mph.

The tables at right show vehicle speeds during school commute times. The chart on the following page shows total vehicles per hour for every hour in the 24-hour count period. All the streets save Main Street clearly show peaks related to school arrival and dismissal times (these times are highlighted in yellow). Peak vehicle load for the morning and evening is noted for each street.

Vehicle Speeds During School Travel Times:

MAPLE STREET

Speed (MPH)	# vehicles from 7-8 am	# of vehicles from 8 - 9am	# of vehicles from 2 - 3pm	# of vehicles from 3 - 4 pm
0-15mph	0	2	4	1
16-25mph	29	17	36	16
26-35mph	45	35	33	31
36-45mph	5	4	2	1
46-55mph	0	0	0	0
56mph+	0	0	0	0

HILLSIDE AVENUE

Speed (MPH)	# vehicles from 7-8 am	# of vehicles from 8 - 9am	# of vehicles from 2 - 3pm	# of vehicles from 3 - 4 pm
0-15mph	1	6	1	3
16-25mph	17	48	34	24
26-35mph	79	68	70	65
36-45mph	33	13	22	14
46-55mph	0	0	1	0
56mph+	0	0	0	0

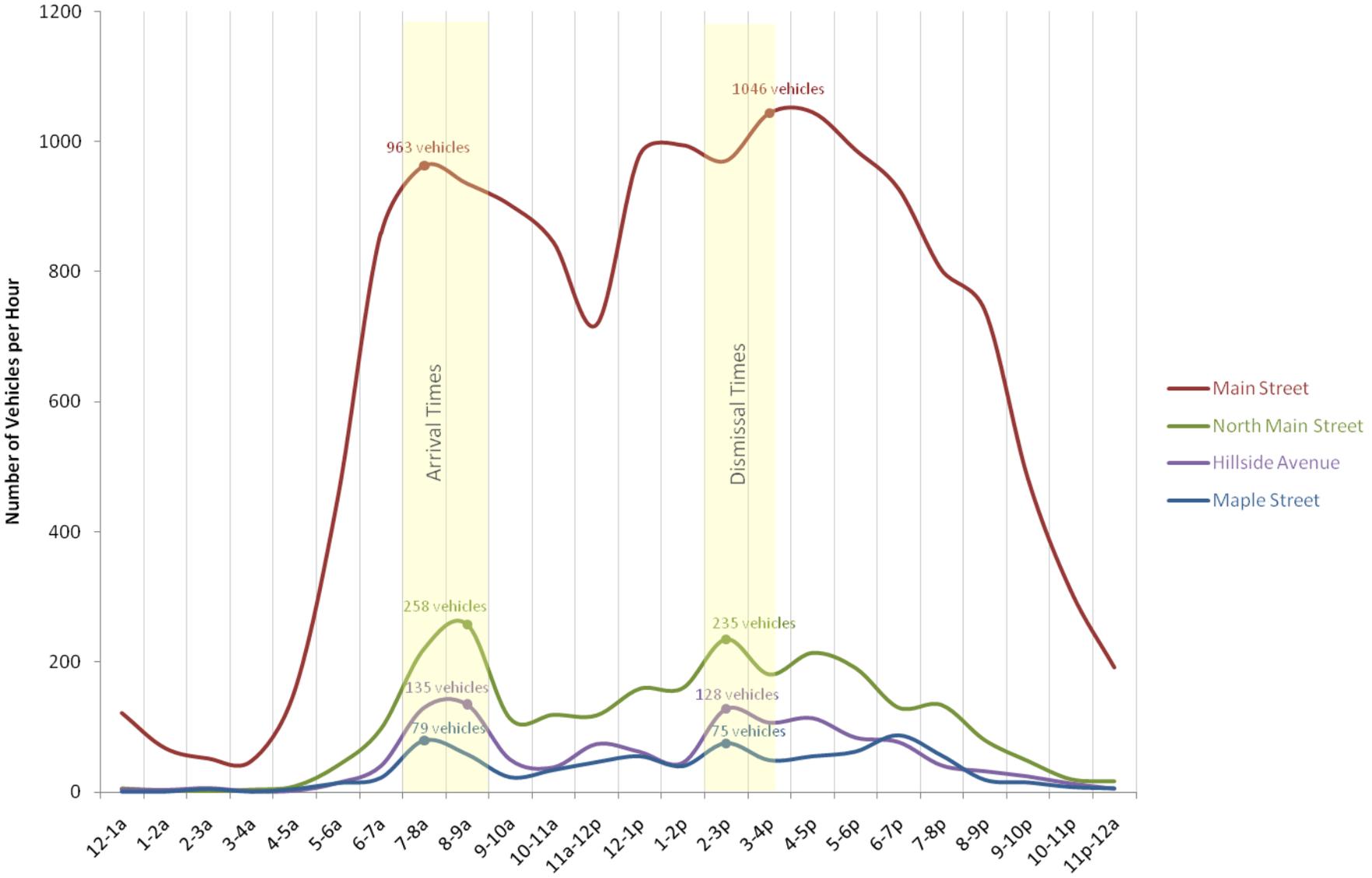
NORTH MAIN STREET

Speed (MPH)	# vehicles from 7-8 am	# of vehicles from 8 - 9am	# of vehicles from 2 - 3pm	# of vehicles from 3 - 4 pm
0-15mph	1	5	3	2
16-25mph	21	53	33	5
26-35mph	102	142	133	72
36-45mph	85	54	59	92
46-55mph	9	2	5	6
56mph+	0	0	0	2

ROUTE 6

Speed (MPH)	# vehicles from 7-8 am	# of vehicles from 8 - 9am	# of vehicles from 2 - 3pm	# of vehicles from 3 - 4 pm
0-15mph	98	60	101	83
16-25mph	297	201	209	229
26-35mph	415	525	491	536
36-45mph	104	107	88	102
46-55mph	9	7	14	14
56mph+	15	7	17	17

Traffic Volumes and Student Travel Times: Main Street, North Main Street, Hillside Avenue, and Maple Street



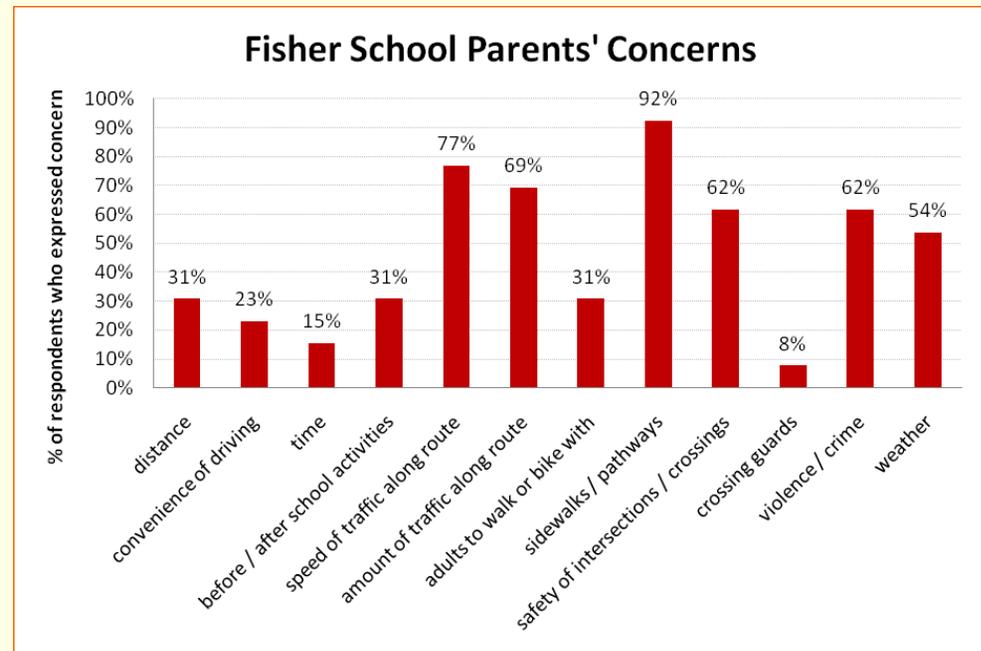
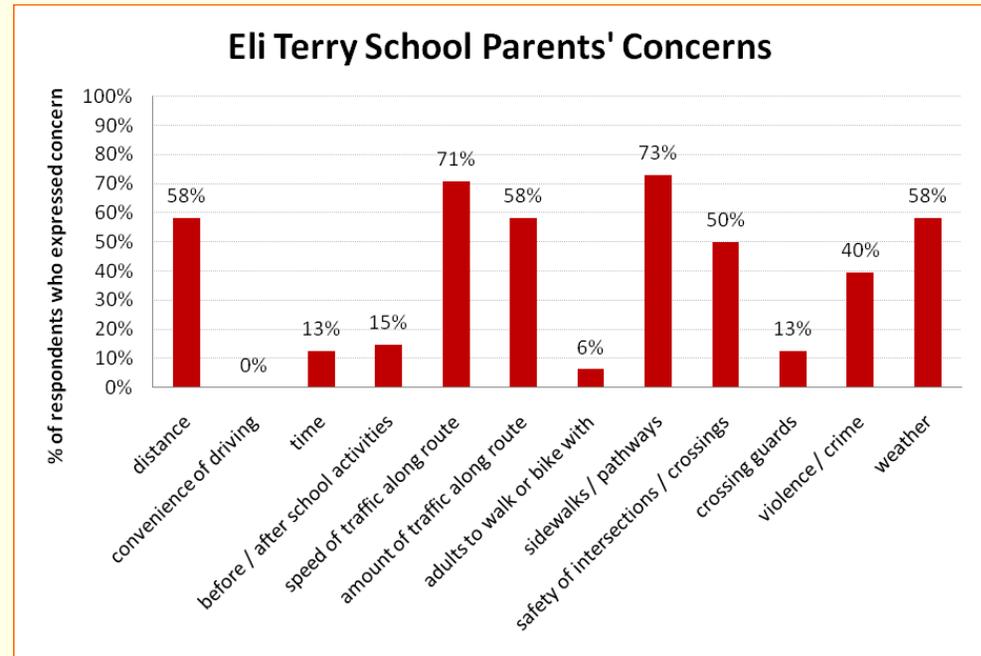
PUBLIC INPUT

Data collection and analysis is not sufficient to de-code travel patterns around schools. Many factors may influence parents' decisions to allow their children to walk or bike to school. Data about traffic and sidewalk conditions cannot reveal community traditions, neighborhood history, or parental concerns. With this in mind, the Terryville Safe Routes to School Committee solicited input from the public at several times.

PARENT SURVEY

The committee began by surveying parents at both schools about their decisions to allow their children to walk or bicycle to and from school. Fisher School parents received the survey in October 2008, while Eli Terry School parents were contacted in April 2009. 13 Fisher parents and 48 Eli Terry parents returned surveys.

The survey, included in Appendix A, asked parents to provide basic demographic information about their children, describe how their children currently travel to and from school, and indicate which of several factors influenced their decisions about allowing their children to walk or bike to and from school. Space for comments was provided.



Infrastructure and safety topped the list of factors influencing parents' decisions. Presence of sidewalks and pathways was important to 92% of elementary school parents who responded, and 73% of middle school parents. Traffic volumes and speeds along students' routes to school, safety at intersections, violence / crime, and weather also topped the list.

Parents' concern about the presence (or absence) of sidewalks and safety of intersections along their children's routes likely reflects the data discussed earlier. As already illustrated, very few students' routes to school have continuous, easily accessible sidewalks, and many heavily-trafficked intersections lack sufficient supports. Many parents took advantage of the space for comments to discuss their concerns about sidewalks and intersections (see box at right).

Concerns about traffic seem to correspond to data revealed by CCRPA's traffic counts; these showed high traffic volumes during school travel times, and a tendency among drivers to speed. In combination with insufficient sidewalks and intersection supports, these traffic volumes and speeds may be cause for concern.

58% of middle school parents who

PARENT COMMENTS

"Children within 1/4 mile shouldn't walk with no sidewalks."

"We have no sidewalks most of the way."

"There is no cross signal at Harwinton and Main."

"Sidewalks would make me feel better if we had them all the way to school."

"My son has to walk and there are not sidewalks the entire way."

"No sidewalks on her way home, she walks with an older sister."

"My daughter will be walking with her brother to the high school next year. I will be relieved when I see sidewalks someday. It is sad to see so many children walking on busy side roads without sidewalks in all areas."

responded said that distance was a factor in deciding whether or not to let their children walk or bike. By contrast, only 31% of elementary school parents responded in the same way. This reflects the respondent populations: 65% of middle school respondents lived further than 1 mile from the middle school. Of that group, 80% cited distance as a negative factor. Only 31% of elementary school respondents lived further than 1 mile from school.

Elementary school parents expressed interest in having adults walk with their students;

middle school parents did not. This presumably reflects the different ages and maturity levels of the students.

School start times also appeared to influence parents' willingness to escort their children to school: 23% of respondents from the elementary school, which has a start time of 8:50, cited convenience of driving as a factor in their decision. At the middle school, which has a start time of 7:40, no survey respondents indicated that driving was convenient.

Finally, a substantial percentage of respondents at both schools cited the weather and violence / crime as factors in their decisions.

Although Connecticut does experience long, cold winters and rainy springs, its weather is not notably worse (and in some cases, is considerably better) than in other places with successful Safe Routes to School Programs. The biggest potential problem is snow-covered sidewalks in the winter; although town regulations state that homeowners are responsible for snow removal, they do not stipulate that snow must be removed by 7 or 8 am, when students are walking to school.

Violence and crime are not, statistically, a big problem in Plymouth. Although recent data are not available, the CT Crime and Police Database indicates that in 2000 (the most recent year for which data is available), there was a total of 1 personal crime committed (personal crime includes assaults, murders, rapes, and robberies). In 1998 and 1995 there were 7 and 29 personal crimes, respectively. By contrast, there were upwards of 200 property crimes (burglaries, larcenies, arsons, and motor vehicle thefts) per year. Statistics may not do much to assuage parents' fears of harm coming to their children; creating opportunities for groups of students to walk together or for adults to chaperone walkers may do more to defray parents' concerns.

WALK TO SCHOOL DAY

The public was next invited to participate and comment during a Walk to School Day event held at the Fisher School on April 8, 2009. Despite cold temperatures and a surprise snow flurry, over 170 parents, students, and teachers participated in the event. Participants gathered at four starting locations and made their way to school on foot. Everyone was given the opportunity to draw and annotate their route on a map, fill out a survey, and

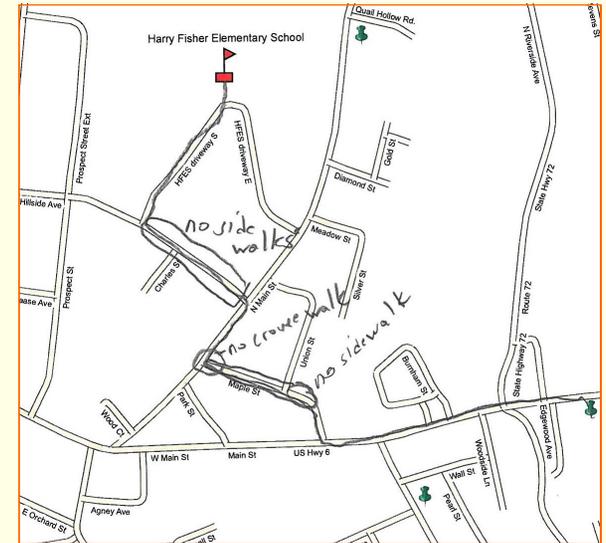


Walk to School Day participants gathered at Main Street School.

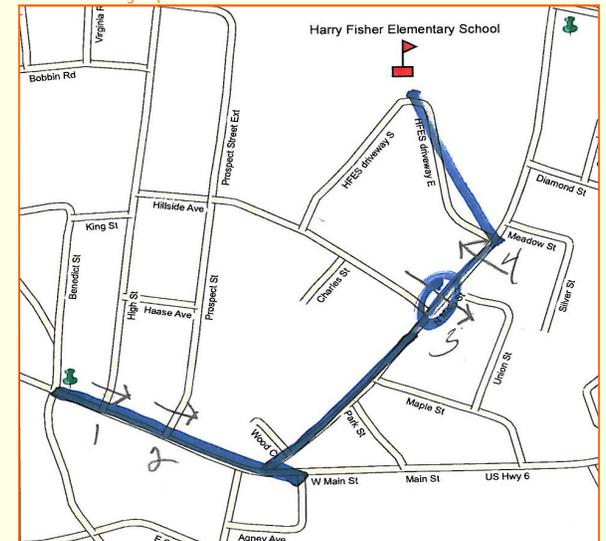
leave comments about their experience. 48 individuals returned surveys, and four students wrote out comment cards (see Appendix A for copies of the map and survey).

Surveys asked participants to comment on different aspects of their walk: presence and continuity of sidewalks, experiences at street crossings, and driver behavior. Participants were also asked what part of the walk they most enjoyed, how they usually get to and from school vs. how they would like to do so, and which of several listed factors would enable them to walk to or from school more often. There was also room for comments.

On the whole, participants seemed impressed by driver behavior. 89% of respondents said that some or many drivers drove slowly and



One parent (above) noted deficiencies on the walk. Another (below) noted how many times his or her group crossed the street.



carefully; 95% said that drivers waited for them to cross. Very few drivers were accused of speeding through intersections or blocking crosswalks.

Question 2-a asked who or what helped participants cross the busiest street on their walk:

	% Respondents
Parents / Adults Walking	44%
Help Crossing the Street (at specific location)	38%
A Sidewalk (at specific location)	40%
A Drop-off Place Closer to School, to Walk From	21%
Fewer Books to Carry	19%
No Scary Dogs	15%
Sidewalks that are Clean and Not Broken	44%
Slower Traffic	23%
More Considerate Drivers	23%

Crosswalks and crossing guards were considered the most valuable assets at intersections, followed by traffic lights, stop signs, and the presence of other people. The sheer number of people crossing may have been undervalued as an important asset: several people noted that cars honked their horns at the sight of dozens of schoolchildren crossing the road. One PTA member later reported that her husband, seeing crowds of kids on the sidewalks, thought the schools had been evacuated because of some emergency. Although the numbers were exaggerated due to the nature of the event, the fact



Superintendent of Schools Anthony Distasio helped to direct traffic on Hillside Avenue.

that drivers were so captivated drives home the point that there is safety in numbers.

Participants were asked to select from a list what things would help them walk to or from school more often. The table at left lists the breakdown of responses.

Sidewalks were item most frequently cited, with 44% of respondents looking for sidewalks in good repair, and 40% indicating the need for new sidewalks. 38% pointed out the need for increased supports at intersections. Many of the individuals who identified a need for improved sidewalks or crossing supports listed specific places where these would be helpful. The streets cited as needing sidewalks were (in order of frequency):

North Main Street

- Hillside Avenue
- Maple Street
- Route 6 (listed as needing repairs)
- Route 72
- South Main Street (near Beach Avenue)
- Union Street

Intersections where respondents noted a need for assistance were (in order of frequency):

- North Main @ Maple Street
- Rte 6 @ Rte 72
- Main Street @ North Main Street
- North Main @ Hillside
- Eagle Street @ Main Street

One of these intersections, at Main and North Main Streets, currently has a crossing guard present in the mornings from 8:20 until 9:00, and in the afternoons from 2:50 to 3:20.

It is important to note that the Walk to School Day routes did not follow the routes calculated earlier as representing the shortest routes from students' homes. Many groups traveled up Hillside Avenue as a way to avoid crossing North Main Street multiple times.

44% of respondents (including student and adult respondents) thought that the presence of

adult chaperones would enable students to walk to school more frequently. This sentiment was later echoed at the elementary school's April PTA meeting, where parents emphasized safety benefits of large, chaperoned groups, and discussed the possibility of a weekly Walking School Bus or similar program.

In addition to documenting infrastructure deficiencies, the surveys sought to determine demand for safer walking and biking conditions. Respondents were asked both how they (or their children) currently traveled to school, and how they would prefer to do so. While 70% of respondents said they currently traveled by bus, 22% by car, 8% by foot and none by bicycle, 72% responded that they would like to walk or bike. Fifth graders were particularly enthusiastic about the possibility of biking to school.

Question 4 asked what participants enjoyed the most about their walk to school:

	STUDENTS	ADULTS
Getting Exercise	52%	71%
Being Outside	44%	52%
Being with Friends and Family	68%	36%
Helping the Environment	36%	29%

Participants were also asked what aspect of the walk to school they enjoyed the most. Here the results differed depending on whether the respondent was an adult or a student. For students, the best part of the walk was being with friends and family, followed by getting exercise and being outside. For adults, exercise was the best part, followed by being outside.

Finally, a handful of students submitted comment cards at the end of the walk. The students' comments (spelling corrected) were:

Need more sidewalks

It was so fun!

Need to be closer

I think that we had a wonderful time!

PARENT-TEACHER ASSOCIATIONS

Committee representatives spoke about the Safe Routes to School program at PTA meetings at both schools in April. At the middle school, Principal Gary Travers gave a brief program overview and handed out informational flyers (see next page). At the elementary school, the focus was on discussing the Walk to School Day event.

Middle school PTA members expressed enthusiasm for the Safe Routes to School program.

Many of the members have children enrolled at both schools, and several had participated in the April 8 Walk to School Day Event. Although it was the Committee's intention to host a second Walk to



Students made signs to carry on the walk.

School Day at the middle school, PTA members dissented; many middle school parents had attended the April 8 event at the elementary school, and the consensus was that few parents would participate in an event that required them to walk to the middle school before 8am.

Elementary school PTA members reported that their kids enjoyed the Walk to School Day. One teacher commented that “the kids talked about it all morning, and loved it.” After hearing the results of the surveys, many members expressed enthusiasm for the idea of a Walking School Bus or weekly Walking Wednesday, where students could walk to school in groups from designated locations. Members agreed that walking in groups increased students’ visibility and safety. Need for additional sidewalks, particularly on North Main Street, was raised; in the words of one commenter who chose to walk up Hillside Avenue rather than crossing North Main to remain on the sidewalk, “By the time I got up [North] Main Street, I was not going to cross another street!”



Safe Routes to Eli Terry Middle School

What is Safe Routes to School?

Safe Routes to School (SRTS) is an international initiative to promote healthier lifestyles for our children, improve safety in our communities, and reduce pollution in our environment by encouraging children to walk and bicycle to school. SRTS programs actively involve parents, schools, community leaders, and local, state, and federal governments. SRTS projects and activities look at the conditions around schools and work at improving safety and reducing traffic and air pollution in the vicinity of schools. As a result, bicycling and walking to school become safer and more appealing transportation choices, and children make physical activity a priority from an early age.

Connecticut’s SRTS Program

The Connecticut DOT established a program to support SRTS initiatives in K-8 schools throughout the state. Their goals are to provide training, technical assistance and infrastructure grants to interested municipalities and schools.

What’s happening in Plymouth?

The Principals of the Eli Terry Middle School and the Harry Fisher Elementary School are working with members of the Board of Education, the Department of Public Works, the Police Department, and interested parents to come up with a plan for improving walking and biking conditions around the two schools. The committee is looking at engineering solutions that could improve sidewalks, crosswalks, and signs in the area, but also at education, encouragement, and enforcement solutions. Parent input from Walk to School events and Walking and Biking Surveys is essential to help the committee identify the biggest concerns parents have about letting their kids walk to school, the streets that are best or worst for walking and biking, and solutions that excite the greatest number of people.

Why Should Safe Routes to School be Important to Your Family?

- ✓ Safe Routes activities encourage walking and biking to school, providing physical activity for children
- ✓ Engaging in physical activity every day improves your child’s ability to focus on learning
- ✓ Learning proper walking and biking behaviors reduces your child’s risk of injury, and increases their sense of independence
- ✓ Fewer cars on the roads around schools means safer children
- ✓ Healthier children have more positive school experiences and better academic performance
- ✓ Improving sidewalks and crosswalks around town benefits all town residents, not just children

Upcoming Events:

April 22, 6:45 pm: Harry Fisher PTA meeting
 April 23, 7pm: Eli Terry PTA meeting
 April 28, 2pm: Safe Routes Committee meeting
 Date TBA: Walk to School Day at Eli Terry

To Get Involved:

If you would like to join the Safe Routes Committee, please contact Principal Travers.

For Information on the Statewide Program: visit www.ctsaferoutes.org or contact Sharon Okoye, Connecticut’s SRTS Coordinator, at: (860) 594-2367 or email sharon.okoye@po.state.ct.us

Information about the Safe Routes program was distributed to PTA members.

OBSTACLES TO ACTIVE TRANSPORTATION

Through data collection and public input, the Terryville Safe Routes to School Committee was able to identify a number of obstacles to active transportation.

SIDEWALK CONTINUITY

One of the most frequently identified obstacles to active transportation in and around the two school is the fragmented nature of the sidewalk



Students walking on a sidewalk on Rte 6. Many sidewalks on Main Street double as parking areas for local businesses.

network. The current sidewalk network, while excellent in some areas, has several sizeable gaps on major routes in the schools' immediate neighborhood:

- On the north side of Maple Street
- On the east side of North Main Street, from Hillside Avenue south to Park Street
- On North Main Street north of the Fisher School's driveway
- On Hillside Avenue between the two schools, from North Main Street to the Fisher School's driveway
- On Hillside Avenue between Prospect Street and High Street
- On High Street

In some locations, the lack of continuous sidewalk forces students to walk in the street or to cross busy roads multiple times. Many students who live within a mile of school must be bussed due to the lack of sidewalks.

SIDEWALK REPAIR

Many sidewalks in Terryville are in



The place where the sidewalk ends: South Main Street at Beach Street. A well-worn dirt track acts as de facto sidewalk extension.

excellent repair, while others are not. Sidewalks on Rte 6 east of Park Street are characterized by a mix of paving materials, a great deal of patching, and dual functionality as sidewalks and parking areas. On the north side of Rte 6 between Allen Street and Burnham Street, the sidewalk gives way to bare dirt. This negatively impacts the ability of disabled

students to use the sidewalks, and poses hazards for bicyclists and other pedestrians as well.

SAFETY AT INTERSECTIONS

The current crossing guard program implemented by the Plymouth Police Department provides adult supervision at four key intersections around the schools. Despite this provision, there are a number of crossings in the schools' neighborhood that might be dangerous for younger or more inexperienced students to cross:

- The intersection of North Main Street and Hillside Avenue, where all students using North Main Street must either cross or else walk in the street, has a faded crosswalk but no other supports. Over 200 vehicles travel this road per hour, and 92% of them speed.
- There is no crosswalk or designated place to cross Hillside Avenue between the two schools. Roughly 50 middle school students cross between Charles Street and the Fisher School driveway every day in order to access sports fields during the fall and spring. Traffic counts indicate vehicle traffic in excess of 100 cars per hour during school commute times, with 76% of vehicles overall going above the speed limit.



A mother and daughter walk down the Fisher School's east driveway to their car.

- High Street has no marked crosswalks where students living to the west may cross. Traffic on High Street is given priority over other streets, and does not slow or stop until it reaches Route 6. Roughly 45 students are affected.

UNSAFE BEHAVIOR

Unmarked intersections and streets without sidewalks are not uncommon in small towns, and nearly all students who walk to or from school will encounter at least a small side street where these conditions obtain. While not ideal, these streets and intersections need not be

threatening. Armed with knowledge of appropriate walking, biking, and crossing behaviors, students can be quite safe.

Students' behavior is currently an obstacle to their active transportation. Where there are sidewalks present, students often choose to walk in the street. Where sidewalks are not present, students walk on the wrong side of the street or run headlong across them. The Safe Routes to School Committee witnessed a student get hit by a car when running across North Main Street at an inappropriate place. At the Fisher School, parents and students alike walk down the center of the driveway to get to their cars, ignoring the provided sidewalks.

In many cases, inadequate infrastructure encourages unsafe behavior. On North Main Street, discontinuous sidewalks make it onerous to stay on the sidewalk, while the Fisher School sidewalks are on the wrong side of the driveway for easy car or school access. Addressing these infrastructure problems will likely start to remedy behavior issues. In other cases, unsafe behavior (such as walking or bicycling on the wrong side of the road where there are no sidewalks) may arise from ignorance, which can be counteracted with education.

TRAFFIC VOLUMES & SPEEDS

Many parents expressed concern about traffic volumes and speeds on the roads where their children must walk. Coupled with other obstacles such as sidewalk gaps and unmarked intersections, the traffic volumes and speeds observed during CCRPA's 24-hour traffic counts may be problematic for students walking and biking to school. Peaks in traffic volume occurring during arrival and dismissal times, however, imply that parents dropping off and picking up their children are contributing to the problem. Simply convincing more students to walk and bike to school may begin to reduce traffic around the schools at these times.

DISTANCE TO SCHOOL

58% of middle school parents and 31% of elementary school parents indicated that they felt the distance was too great between their home and their children's school to allow their children to walk or bike. While this may be the case for some students, approximately 300 students live within 1 mile of their schools. Once adequate infrastructure and other supports are in place, and students and parents see classmates walking and biking, the distance will likely seem less intimidating.



Students and parents in and around the Fisher School's east driveway at dismissal time.

CRIME & WEATHER

Parents also expressed concern about crime and the weather. Ensuring that sidewalks are clean and cleared of snow in time for school in the winter can be an obstacle. Apart from that obstacle, however, most concerns about crime and weather are spurious. The most effective way to address dangers from crime and weather is through education: by teaching students how to negotiate dangerous situations and locate shelter or safety.

SCHOOL GROUNDS

While not an obstacle to active transportation, the configuration of the school grounds can pose an obstacle to pedestrian and bicycle safety among students. Re-configuring the driveways and parking areas to allow separation of bus and car traffic and create dedicated pedestrian walkways that connect the schools with sidewalks and pick-up areas would improve safety at both schools.

RECOMMENDATIONS

In light of these obstacles to active transportation, the Safe Routes Committee has the following recommendations for improving conditions around the schools:

ENGINEERING

- Add sidewalks on the north side of Maple Street. (Priority: 1)
- Extend the east sidewalk on North Main Street south from Hillside Avenue to Park Street. (Priority: 1)
- Add a sign to alert drivers approaching from the north to the crosswalk at the Harry Fisher School driveway on North Main Street. (Priority: 1)
- Reconfigure the parking lot and driveways at Harry Fisher School to separate car and bus traffic and create a pedestrian walkway. (Priority: 2)
- Consider putting sidewalks on Hillside Avenue between the two schools. (Priority: 3)
- Add school zone signs and road striping to alert drivers to slow down. (Priority: 3)

- Consider putting sidewalks on Hillside Avenue west of Prospect Street and on High Street. Also consider striping crosswalks in these areas. (Priority: 4)

ENFORCEMENT

- Increase hours of crossing guards to support elementary school students crossing at Park Street and middle school students crossing Rte 6 at North Main Street. (Priority: 1)
- Increase speed enforcement around the schools during arrival and dismissal hours, as Police Department availability allows. (Priority: 1)
- Add crossing guards at heavily-used intersections like Allen Street and Rte 6. (Priority: 2)
- Start informal speed enforcement program like PACE car program, to encourage volunteers to drive the speed limit in school zones. (Priority: 2)

EDUCATION

- Educate students about safe walking and biking behaviors, both in the presence of

amenities like crosswalks and sidewalks, and without them. (Priority: 1)

- Create maps of recommended routes to school and distribute to students at the start of the year, along with safe behavior informational flyers. (Priority: 2)

ENCOURAGEMENT

- Start a Walking Wednesday program at the elementary school. Incorporate Walking School Bus idea to stress safety in numbers and provide adult chaperones. (Priority: 1)
- Celebrate International Walk to School Day on October 9; encourage parents, students, and teachers to walk or bike. (Priority: 1)
- Start competitions and incentive programs to encourage students to walk or bike. (Priority: 2)
- Incorporate walking and biking into school field trips and other activities. (Priority: 3)

The Safe Routes to School Committee feels that these recommendations will contribute to safer conditions for walking and biking. A plan to evaluate the effectiveness of these steps can be found on the following page.

ACTION & EVALUATION PLAN

Category	Strategy	Priority	Time Frame	Students Affected	Cost	What will be done	What will be measured	How/When will it be measured	Change Expected	What will be measured	How/When will it be measured
Engineering	Expand Sidewalks in Highest-Priority Areas (Maple and North Main Streets)	1	When funding is available.	125+	TBD	Put Sidewalks on the north side of Maple Street and on the east side of North Main Street, from Park Street to Hillside Avenue.	Linear feet of sidewalk constructed	When project is completed.	More students walking and biking to school from areas to the southeast.	Number of students walking to school from this area	Annual student travel methods survey with added question about the route taken to school.
	Reconfigure Harry Fisher School's parking lot to allow separation of bicyclists & pedestrians from cars & busses	2	When funding is available.	357 (100% of Harry Fisher Students)	TBD	Create separate drop-off areas for bus and car, separated by a raised pedestrian walkway that will connect the school to existing sidewalks.	Reconfiguration of driveway and parking area	When project is completed.	100% parents and busses using new drop-off areas.	Number of parents and busses using new drop-off areas.	Anecdotal evidence from Principal.
									100% of students and parents using pedestrian area to access vehicles	Number of students and parents using pedestrian area	Anecdotal evidence from Principal.
	Increase drivers' awareness of schools by adding signage and school zone painting	3	When funding is available.	100%	TBD	Add crosswalk sign to crosswalk at North Main and HFES East Driveway; Add school zone signs with speed limits where necessary	Number of signs added	Counting signs after they are installed	Drivers more aware of speeds and crosswalks; slower driving speeds	Vehicle speeds during school hours	Traffic counts conducted after signs are added
Add school zone paint to pavement at both schools						Number of areas painted	Counting painted areas	Drivers more aware of speed and presence of students	Vehicle speeds during school hours	Traffic counts conducted after paint has been added	

Category	Strategy	Priority	Time Frame	Students Affected	Cost	What will be done	What will be measured	How/When will it be measured	Change Expected	What will be measured	How/When will it be measured
Education	Expand or implement bicycle and pedestrian safety education programs at both schools	1	09-10 school year	100%	Minimal	Continue annual bicycle rodeo / bike safety classes at Harry Fisher School	Number of classes held; number of student participants	Note number of classes held and number of students who participate	Increase in awareness of safe bicycling and walking habits	Students' awareness of safe bicycling & walking habits	Annual quiz of safe behaviors; observation of behaviors during Walking Wednesdays
						Begin annual bicycle rodeo or bike safety class program at middle school			Continued low or reduced numbers of collisions between vehicles and bikes / pedestrians	Number of collisions annually between vehicles and bikes / pedestrians within 1 mile of school buildings	Annual traffic accident data
						Begin pedestrian education program at both schools; stress safe behaviors where no sidewalks or crosswalks are present					
	Distribute bicycle and pedestrian safety information to all students and parents at start of year	2	09-10 school year	100%	Cost of copying flyers	Create flyers detailing safe bicycle & pedestrian behaviors; distribute to all students	Number of flyers sent home	Count of flyers sent out	Increase in awareness of safe walking and biking habits	Students' and parents' awareness of safe bicycling and walking habits	Annual quiz of safe behaviors
Create and distribute maps of "Safe Routes to School" for both schools at start of year	2	09-10 school year	100%	Cost of copying maps	Create maps of safe / recommended routes to school and distribute to all students	Number of flyers sent home	Count of flyers sent out	More students walking and biking to school along recommended routes	Number of students using recommended routes	Annual survey of students' travel behaviors	

Category	Strategy	Priority	Time Frame	Students Affected	Cost	What will be done	What will be measured	How/When will it be measured	Change Expected	What will be measured	How/When will it be measured
Enforcement	Expand Crossing Guard Program	1	As volunteers and funding allow	TBD	TBD	Increase hours and numbers of crossing guards	Number of crossing guards and hours when they are present	Tallying number of crossing guards and hours they are present	More students walking and biking to school ; increased safety at intersections	Number of students walking and biking to school	Annual student travel methods survey
	Increase police effort to enforce speed limits around schools	1	As police availability allows	100%	TBD	Increase police efforts to enforce speed limits around schools during student travel times	Number of speeding tickets issued in school zones at these times	Counts from police department	Reduction in traffic speeds around schools during school times	Vehicle speeds during school hours	Traffic counts conducted after program is in place
	Use PACE Car Program to self-enforce speed limits in school zones	2	As volunteers allow	100%	Minimal	Recruit parent volunteers to act as "PACE Cars" who observe the speed limit in school zones and force other cars to do the same	Number of volunteers who agree to keep the pace	Count of volunteers at program start and 6 months later	Reduction in traffic speeds around schools during school times	Vehicle speeds during school hours	Traffic counts conducted after program is in place

Category	Strategy	Priority	Time Frame	Students Affected	Cost	What will be done	What will be measured	How/When will it be measured	Change Expected	What will be measured	How/When will it be measured
Encouragement	Start a Walking Wednesday program	1	09-10 school year, kickoff with International Walk to School Day	100%	Minimal	At Harry Fisher School: create and publicize Walking School Bus Routes where kids will be picked up by teachers/ volunteers and walked to school each Wednesday	Number of students participating	Count students walking or biking to school each Wednesday	Increase in number of students walking and biking to school	Number of students walking and biking to school on Walking Wednesdays	Count the number of students participating each week; track numbers throughout the year
						At Eli Terry Middle School, encourage students to walk or bike to school on Wednesdays through an incentive program	Number of students participating	Count students walking or biking to school each Wednesday	Increase in number of students walking and biking to school	Number of students walking and biking to school on Walking Wednesdays	Count the number of students participating each week; track numbers throughout the year
	Celebrate International Walk to School Day	1	Every October 9, starting with 09-10 school year	100%	Minimal	Advertise and celebrate International Walk to School Day by having parents, teachers, and students walk or bike to school	Number of students participating in the event	Count students participating in event	Increase in number of students walking and biking to school (over several years)	Number of students walking and biking to school	Annual survey of students' travel behaviors.
	Create incentives to encourage more students to walk or bike to school	2	09-10 school year	100%	Minimal	Create contests and incentives at both schools to encourage students to walk and bike to school. E.g.: Walk Across the World mileage counts,	Number of contests / incentives held	Create a list of all contests / incentives held throughout the year and the number of grades / classrooms participating	Increase in number of students walking and biking to school	Number of students walking and biking to school.	Annual survey of students' travel behaviors.
	Incorporate walking into school activities	3	09-10 school year	100%	Minimal	Continue and expand upon existing efforts to incorporate walking into school activities (example: 3rd grade walking field trips at Harry Fisher School).	Number of walking or biking related school activities	Create a list of all walking or biking related school trips / activities throughout the year and the number of grades / classrooms participating	Increased amount of walking and biking during school hours	Miles walked or biked for school trips / activities	Calculate mileage walked or biked for each event, tabulate at end of year to get final number



The social aspect of walking with friends and family appealed to students participating in Walk to School Day.

APPENDIX A: SURVEYS

**SURVEY ABOUT WALKING AND BIKING TO SCHOOL
- FOR PARENTS -**

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

School Name:

Completing this form: Please write with CAPITAL letters. Mark boxes with "X" instead of "✓".

1. What is the grade of the child who brought home this survey? (K - 8) grade
2. Is the child who brought home this survey male or female? MALE FEMALE
3. How many children do you have in Kindergarten through 8th grade? children
4. What is the street intersection nearest your home? (provide the names of two intersecting streets)

AND

5. How far does your child live from school? (choose one and mark box with X)
 - a. less than 1/4 mile
 - b. 1/4 mile up to 1/2 mile
 - c. 1/2 mile up to 1 mile
 - d. 1 mile up to 2 miles
 - e. More than 2 miles
 - f. Don't know

6. On most days, how does your child arrive at school and leave for home after school? (select one choice per column, mark box with X)

Arrive at school	Leave for home
<input type="checkbox"/> a. Walk	<input type="checkbox"/> a. Walk
<input type="checkbox"/> b. Bike	<input type="checkbox"/> b. Bike
<input type="checkbox"/> c. School Bus	<input type="checkbox"/> c. School Bus
<input type="checkbox"/> d. Family vehicle (only with children from your family)	<input type="checkbox"/> d. Family vehicle (only with children from your family)
<input type="checkbox"/> e. Carpool (riding with children from other families)	<input type="checkbox"/> e. Carpool (riding with children from other families)
<input type="checkbox"/> f. Transit (city bus, subway, etc.)	<input type="checkbox"/> f. Transit (city bus, subway, etc.)
<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)	<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (fill-in circle for one choice per column)

Travel time to school	Travel time from school
<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes
<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes
<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes
<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes
<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure

8. Has your child asked you for permission to walk or bike to/from school in the last year? (select one) YES NO
9. At what grade would you allow your child to walk or bike without an adult to/from school? (select a grade between K - 8) grade (or I would not feel comfortable at any grade)

10. Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (select all that apply, mark with X in box)

<input type="checkbox"/> Distance	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Convenience of driving	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Time	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Child's before or after-school activities	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Speed of traffic along route	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Amount of traffic along route	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Adults to walk or bike with	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Sidewalks or pathways	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Safety of intersections and crossings	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Crossing guards	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Violence or crime	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Weather or climate	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (select one choice per line)

My child already walks or bikes to/from school

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (select one, mark with X in box)

Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage
<input type="checkbox"/>				
13. How much FUN is walking or biking to/from school for your child? (select one)

Very Fun	Fun	Neutral	Boring	Very Boring
<input type="checkbox"/>				
14. How HEALTHY is walking or biking to/from school for your child? (select one)

Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
<input type="checkbox"/>				

15. What is the highest grade or year of school you completed? (select one, mark with X in box)

<input type="checkbox"/> Grades 1 through 8 (Elementary)	<input type="checkbox"/> College 1 to 3 years (Some college or technical school)
<input type="checkbox"/> Grades 9 through 11 (Some high school)	<input type="checkbox"/> College 4 years or more (College graduate)
<input type="checkbox"/> Grade 12 or GED (High school graduate)	<input type="checkbox"/> Prefer not to answer

16. Please provide any additional comments below:

Thank you for participating in this survey!

SAFE ROUTES TO SCHOOL STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: Zip Code: -

Teacher: Grade (K-8)

Monday's Date / / 20 # of students enrolled in class
M M / D D / Y E A R

Teachers, here are simple instructions for using this form:

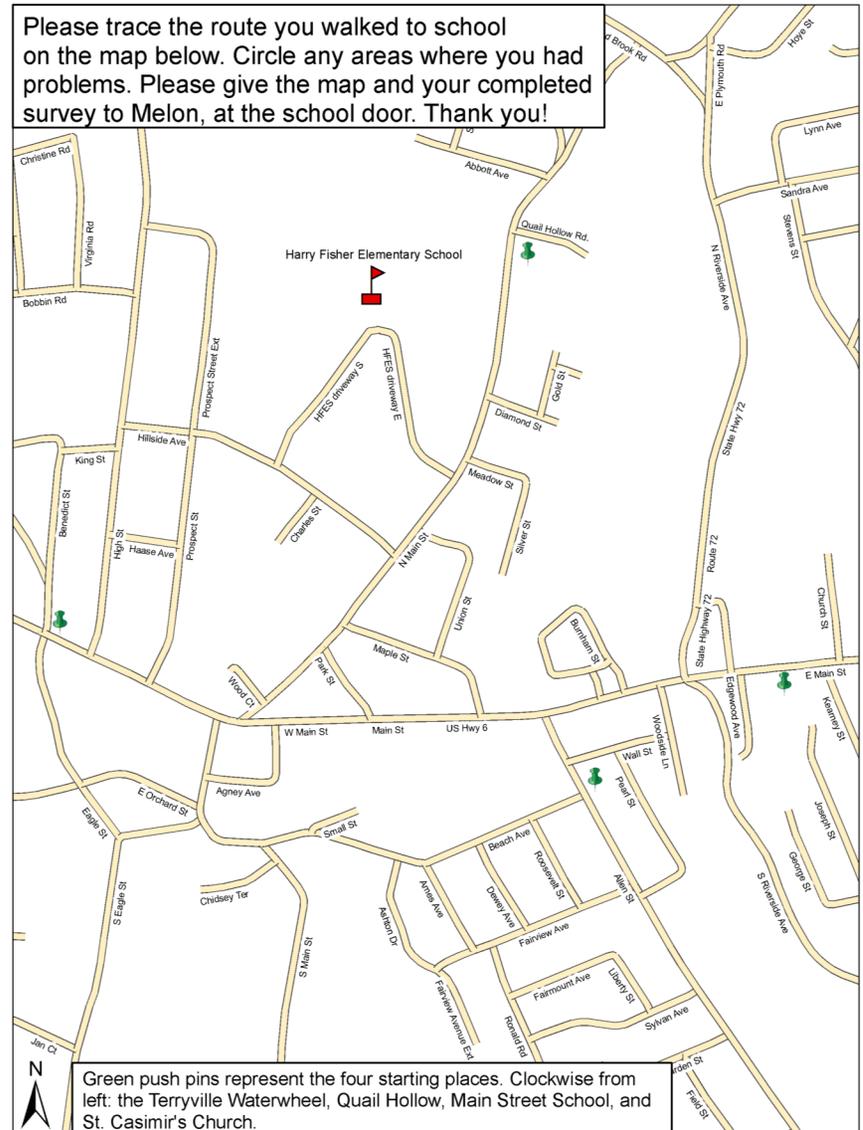
- Please conduct these counts **on any two days from Tuesday, Wednesday, or Thursday of the assigned week**. Only two days worth of counts are needed, but counting all 3 provides better data.
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question **"How did you arrive at school today?"**
- Read each answer and record the number of students that raised their hands for each.
- **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day.			Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" (record number of hands for each answer)							
	Weather S= sunny R= rainy O= overcast Sn= snow	Number of Students (in class when count made)	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)	
SAMPLE	S	27	4	2	11	7	3	0	0	
Tues AM										
Tues PM										
Wed AM										
Wed PM										
Thur AM										
Thur PM										

Comments (List disruptions to counts or any unusual travel conditions to/from the school on the days of the tally):

Thank you for helping gather this information!

Please trace the route you walked to school on the map below. Circle any areas where you had problems. Please give the map and your completed survey to Melon, at the school door. Thank you!



Green push pins represent the four starting places. Clockwise from left: the Terryville Waterwheel, Quail Hollow, Main Street School, and St. Casimir's Church.



Walkability Checklist

Questions about the school route for children and adults

On your walk...

- Did you have a sidewalk or path for the whole trip? Yes No
 - How many times did you have to walk off the sidewalk or path because something was in your way? _____ times
 - How many streets did you cross to get to school? _____ streets
 - Who or what helped you cross the busiest street? Circle all that apply.
 Crossing guard Stop Sign Crosswalk Traffic Light
 Other people crossing the street Nothing Other: _____
 - Put an X in one box in each row to show us how many drivers:

	No drivers	Some drivers	Many drivers
a. Drove slowly and safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Waited for you to cross the street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Blocked the crosswalk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sped through an intersection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. What else did drivers do? _____			
 - Circle (or write) what you liked best about your walk today:
 Getting exercise Being outside Being with friends/family
 Helping the environment Something else? _____
 - Were cars or buses dropping off other kids in your way, making it hard for you to enter the school grounds?

Yes No
- Please tell us about you:
- What grade are you in? _____
 - What is your home zip code? _____

~ more on back of page ~

7. How do you usually get... Circle the answer for the longest part of your trip.

- TO school? walk bicycle bus car
- home FROM school? walk bicycle bus car

8. If you had a choice, how would you like to get to and from school?

- Circle only one answer.
- walk bicycle bus car

9. Which of the following things would allow you to walk to and from school more often? Put an X in the box by the most important things.

- More parents and other adults walking
- More help crossing the street at this location: _____
for example: crossing guard or traffic signal or painted crosswalk
- Sidewalk or path at this location: _____
- A drop-off place closer to school so I can walk part of the way
- Fewer books to carry
- No scary dogs
- Sidewalks that are clean and not broken
- Slower traffic speeds
- More considerate drivers
- Nothing, we prefer to drive for: (circle your answer) safety convenience
- Nothing, we live too far from the school.
- Other: _____

Please return this checklist to your teacher or to Melon Wedick, at the school doors.

Thanks for your feedback!

This checklist can help your local leaders improve the quality and safety of your school route.

APPENDIX B: BOARD OF EDUCATION HAZARD BUSSING POLICY

3541(b)

Non-Instructional Operations

Transportation (continued)

- b. **"Walking distance"** means the linear measure of a prescribed or authorized pedestrian route between the student's residence and his/her school from a point at the curb or edge of a public or private road nearest the student's residence to a point at the entrance of the school, or the bus pick-up area, or a safe entrance to the school grounds located within one hundred feet of the school building entrance; or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Board of Education.
- c. **"One mile walking distance"** means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but no more than 5,380 feet.
- d. **"Grade K"** means kindergarten, or a school program appropriate to a kindergarten-age student.
- e. **"Hazard"** means a thing or condition, as prescribed in these guidelines, affecting the safety of students walking to and from school, or a designated bus pick-up area; a possible source of peril, danger, duress or difficulty (cf. Webster), exposure to molestation or attack considered morally degrading or physically harmful.
- f. **"Raised walk area or sidewalk"** means a portion of the landscaped right of way at least three feet wide, usually parallel to the traffic lanes which may be paved or unpaved; distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area, fencing; apart from and independent of any white line safety markings along the street pavement.
- g. **"Student"** means any individual of school age enrolled in a public school located within the school district.

Hazardous Conditions

1. The maximum walking distances are the following:
 - a. Students below the age of ten, or enrolled in Grades K through 3, up to one mile.
 - b. Students age ten to fourteen, or enrolled in the equivalent of Grades 4 through 8, at middle school or junior high school, up to one and one-half miles.

3541(c)

Non-Instructional Operations

Transportation (continued)

Hazardous Conditions (continued)

- c. Students aged fourteen and over or enrolled in Grades 9 through 12, up to two miles, from home to school or to a prescribed point of embarkation

Any walking route to either the bus stop or the school that is in excess of the above distances shall be hazardous.
2. A street or road having an adjacent or parallel sidewalk or raised walk may be deemed hazardous when any one of the following conditions exist:
 - a. For students under age ten, or enrolled in Grades K through 3, absence of pedestrian crossing light or crossing guard where three or more streets intersect, and at street crossings where there are no stop signs or crossing guards and the traffic count during the time that students are walking to or from school exceeds sixty vehicles per hour at the intersection.
 - b. For students over age ten, or enrolled in Grades 4 through 12, the absence of a traffic light or stop signs or crossing guard where three or more streets intersect and has a traffic count which exceeds ninety vehicles per hour during the time that students are walking to or from school.
 - c. For all students, any street, road, or highway with speed limits in excess of forty miles per hour which do not have pedestrian crossing lights or crossing guards or other safety provisions at points where students must cross when going to or from school or the bus stop.
 - d. For all students, the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisance which is hazardous or attractive to students.
 3. Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous when the line-of-site visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design.

3541(d)

Non-Instructional Operations

Transportation (continued)

Hazardous Conditions (continued)

4. Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous for students under ten years of age, or enrolled in Grades K through 3, if any one of the following conditions exist. For students over age ten, or enrolled in Grades 4 through 12, such road, street, or highway shall be deemed hazardous when two or more of the following conditions exist:
 - a. There exists a line-of-site obstruction caused by a hill, curve, structure, outcropping, land form, planting, snowbanks or other obscuring object or structure which may be safely, negotiated by vehicles only at speeds under fifteen miles per hour.
 - b. The traffic count is greater than sixty vehicles per hour during the time that students are walking to or from school.
 - c. Man-made hazards including attractive nuisances are present.
 - d. The roadway available to vehicles does not have a minimum width of twenty-two (22) feet.
 - e. The roadway available to vehicles, when plowed free of snow accumulations, does not have a minimum width of twenty feet.
 - f. Any street, road, or highway possessing a speed limit in excess of thirty miles per hour.
5. Any walkway, path, or bridge in an area adjacent and parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between students and the tracks; and any crossing of railroad tracks that carry moving trains during hours that students are walking to or from school shall be deemed hazardous unless the following conditions exist:
 - a. A crossing guard is present.
 - b. An automatic control bar is present at crossings used by students under age ten, or, a bar or red flashing signal light is operational when the crossing is used for students over ten years of age.

3541(e)

Non-Instructional Operations

Transportation (continued)

Hazardous Conditions (continued)

6. For students in Grades K through 4, a lake, pond, stream, culvert, waterway, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the student and the water.
7. Any area adjacent to a roadway, walkway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes without a fence or other suitable barrier shall be deemed a hazard.
8. Any street, road, walkway, sidewalk, or path designated as a walking route for all school students which passes through an area which has a history of aggressive acts or molestation resulting in actual or threatened physical harm or moral degradation during the hours when students.
9. A situation shall be considered hazardous wherein a board of education requires a student under age fourteen, or enrolled in Grade K through 8 or equivalent, to walk to or from school at any time prior to one-half hour before sunrise or anytime one-half hour after sunset.

General Conditions

1. These guidelines are applicable to private roads approved for passage of school transportation vehicles in accordance with Connecticut General Statutes 10-220c.
2. Students possessing physical handicaps and/or health conditions rendering them unable to walk to either the bus stop or school, as determined by their physician or the school medical adviser shall receive appropriate transportation.
3. Special education students shall be judged on an individual basis.
4. **Exception:** The Board of Education may grant an exception to any provision of these guidelines wherein a peculiar condition or combination of conditions renders such condition a hazard based upon reasonable judgment.

APPENDIX C: INVENTORY OF INTERSECTIONS

Travel Road	Road to cross	Light	Signal	Stop Sign	X-walk	# Signs	Xing Guard	# cars	Speed of Cars	visibility	Notes
N MAIN	ABBOTT			YES				NONE		GOOD	
S MAIN	AGNEY			YES	YES			FEW	MEDIUM	GOOD	
SYLVAN	ALLEN							LOTS	FAST	GOOD	
WALL	ALLEN							LOTS	FAST	GOOD	
BEACH	ALLEN				YES			LOTS	FAST	GOOD	X WALK ON NORTH SIDE ONLY, VERY FADED
FAIRVIEW	ALLEN				YES			LOTS	FAST	GOOD	X WALK ON SOUTH SIDE ONLY
ALLEN	ALLEN				YES	2		LOTS	FAST	GOOD	MID-BLOCK AT UKRANIAN BYZANTINE CATHOLIC CHURCH
GARDEN	ALLEN			YES	YES			LOTS	MEDIUM	GOOD	3 WAY STOP, X WALK SOUTH ONLY, X WALK FADED SOMEWHAT
MAIN	ALLEN	YES	YES		YES			SOME	SLOW	GOOD	BUTTON WORKS
BEACH	AMES			YES				SOME	N/A	OK	3 WAY STOP
FAIRVIEW	AMES			YES				NONE		GOOD	
ROOSEVELT	BEACH							SOME	FAST	OK	
DEWEY	BEACH							SOME	FAST	GOOD	
S MAIN	BEACH			YES				SOME	N/A	OK	3 WAY STOP
AMES	BEACH			YES				SOME	N/A	OK	3 WAY STOP
ALLEN	BEACH			YES	YES			SOME	N/A	GOOD	X WALK FADED
EMMETT	BENEDICT			YES				FEW	MEDIUM	POOR	SIGN ONLY FOR ONE DIRECTION; ROUNDABOUT-ISH, HARD TO DECIPHER / SEE
KING	BENEDICT							NONE		OK	
MAIN	BENEDICT			YES				FEW	SLOW	GOOD	
HIGH	BOBIN			YES				FEW	SLOW	GOOD	
VIRGINIA	BOBIN							NONE		GOOD	
HILLSIDE	CHARLES			YES				NONE		GOOD	
BEACH	DEWEY			YES				NONE		GOOD	
FAIRVIEW	DEWEY			YES				NONE		GOOD	
GOLD	DIAMOND							NONE		GOOD	
S MAIN	E ORCHARD			YES				SOME		OK	AT ANGLE TO 3 WAY INTERSECTION
S EAGLE	EAGLE			YES				SOME	SLOW	POOR	EVERYONE STOPS B/C VISIBILITY IS POOR
E ORCHARD	EAGLE			YES				SOME	SLOW	OK	4-WAY STOP
MAIN	EAGLE							NONE		OK	ALL CARS ARE TURNING FROM MAIN
MAIN	EDGEWOOD			YES				NONE		GOOD	
BENEDICT	EMMETT							FEW	MEDIUM	OK	
ROOSEVELT	FAIRVIEW							NONE		GOOD	
DEWEY	FAIRVIEW							NONE		GOOD	
AMES	FAIRVIEW							NONE		GOOD	
ALLEN	FAIRVIEW			YES	YES			NONE		GOOD	
FAIRVIEW	FAIRVIEW EXTENSION							NONE		GOOD	3 WAY INTERSECTION, NO SIGNAGE
ALLEN	GARDEN			YES	YES			NONE		GOOD	3 WAY STOP
DIAMOND	GOLD							NONE		GOOD	
PROPSECT	HAASE			YES				NONE		GOOD	
N MAIN	HFES DRIVE							FEW	SLOW	GOOD	
HILLSIDE	HFES DRIVE			YES	YES		YES	SOME	SLOW	GOOD	XING GUARD
PROSPECT EXTENSION	HIGH							FEW	MEDIUM	GOOD	
BOBIN	HIGH							FEW	MEDIUM	GOOD	
HILLSIDE	HIGH							FEW	MEDIUM	GOOD	

Travel Road	Road to cross	Light	Signal	Stop Sign	X-walk	# Signs	Xing Guard	# cars	Speed of Cars	visibility	Notes
KING	HIGH							FEW	MEDIUM	GOOD	
MAIN	HIGH			YES				FEW	SLOW	GOOD	
HFES DRIVE	HILLSIDE							SOME	MEDIUM	GOOD	
PROPSECT	HILLSIDE				YES			SOME	MEDIUM	OK	
N MAIN	HILLSIDE			YES				SOME	MEDIUM	GOOD	
HIGH	HILLSIDE			YES				FEW	SLOW	OK	
CHARLES	HILLSIDE							SOME	MEDIUM	GOOD	
BENEDICT	KING			YES				FEW	SLOW	GOOD	
HIGH	KING			YES				NONE		GOOD	
MAPLE	MAIN							LOTS	FAST	OK	DON'T CROSS HERE
BENEDICT / EAGLE	MAIN							LOTS	FAST	OK	
HIGH	MAIN							LOTS	FAST	OK	
MAIN	MAIN				YES	2		LOTS	FAST	GOOD	MID-BLOCK AT LYCEUM (#81 MAIN), JUST BEFORE PARK ST.
RIVERSIDE	MAIN	YES	YES		YES			LOTS	FAST	OK	NO XWALK ON EAST SIDE OF RIVERSIDE. BUTTON WORKS.
N MAIN	MAIN	YES	YES		YES		YES	LOTS	FAST	GOOD	BUTTON WORKS
S MAIN	MAIN	YES	YES		YES			LOTS	FAST	GOOD	BUTTON WORKS; LIGHT STOPS MAIN ONLY
ALLEN	MAIN	YES	YES		YES			LOTS	FAST	GOOD	BUTTON WORKS
EDGEWOOD	MAIN	YES	YES		YES			LOTS	FAST	GOOD	BUTTON WORKS
PROPSECT	MAIN	YES	YES		YES			LOTS	FAST	GOOD	BUTTON WORKS
MAIN	MAIN (MID BLOCK)				YES	2		LOTS	FAST	GOOD	AT MAIN STREET SCHOOL
MAIN	MAPLE							SOME	SLOW	OK	
UNION	MAPLE							FEW	SLOW	GOOD	
N MAIN	MAPLE			YES				SOME	N/A	GOOD	
N MAIN	MEADOW							NONE		GOOD	
SMITH	N MAIN							LOTS	FAST	VERY POOR	
MEADOW	N MAIN							LOTS	FAST	OK	
MAPLE	N MAIN							LOTS	FAST	OK	
ABBOTT	N MAIN							SOME	FAST	VERY POOR	
UNION	N MAIN							LOTS	FAST	GOOD	NO PLACE TO CROSS TO; DON'T CROSS HERE.
HILLSIDE	N MAIN				YES			LOTS	FAST	GOOD	X WALK EXTREMELY FADED, NO SIGNS.
QUAIL HOLLOW COURT	N MAIN							SOME	FAST	GOOD	
PARK	N MAIN				YES	2	YES	LOTS	FAST	GOOD	
HFES DRIVE	N MAIN				YES	1	YES	LOTS	FAST	POOR	SIGN ONLY FROM SOUTH APPROACH ON N MAIN
MAIN	N MAIN	YES	YES					LOTS	MEDIUM	GOOD	BUTTON WORKS
EAGLE	ORCHARD			YES				SOME	SLOW	OK	4-WAY STOP
N MAIN	PARK							NONE		GOOD	
ALLEN	PEARL?			YES	YES			NONE		GOOD	
HILLSIDE	PROSPECT			YES				FEW	SLOW	GOOD	
MAIN	PROSPECT	YES	YES					FEW	SLOW	GOOD	BUTTON WORKS
HAASE	PROSPECT							FEW	SLOW	GOOD	
PROPSECT	PROSPECT (MID BLOCK)				YES			FEW	SLOW	GOOD	AT OLD HIGH SCHOOL
HIGH	PROSPECT EXTENSION			YES				FEW	SLOW	GOOD	
N MAIN	QUAIL HOLLOW COURT			YES				NONE		GOOD	
MAIN	RIVERSIDE	YES	YES		YES			LOTS	FAST	OK	NO XWALK ON NORTH SIDE OF MAIN. BUTTON WORKS.
BEACH	ROOSEVELT			YES				NONE		GOOD	
FAIRVIEW	ROOSEVELT			YES				NONE		GOOD	
S MAIN	S EAGLE							LOTS	FAST	OK	3 WAY INTERSECTION, NO SIGNAGE

Travel Road	Road to cross	Light	Signal	Stop Sign	X-walk	# Signs	Xing Guard	# cars	Speed of Cars	visibility	Notes
EAGLE	S EAGLE							SOME	SLOW	POOR	EVERYONE STOPS B/C VISIBILITY IS POOR
S EAGLE	S MAIN							LOTS	FAST	OK	3 WAY INTERSECTION, NO SIGNAGE
E ORCHARD	S MAIN							LOTS	FAST	OK	3 WAY INTERSECTION, NO SIGNAGE
MAIN	S MAIN							SOME	SLOW	GOOD	
AGNEY	S MAIN							FEW	N/A	GOOD	
BEACH	S MAIN			YES				SOME	N/A	OK	3 WAY STOP
BEACH	SMALL							NONE		GOOD	
N MAIN	SMITH			YES				NONE		VERY POOR	
ALLEN	SYLVAN			YES	YES			NONE		GOOD	
MAPLE	UNION			YES				NONE		GOOD	
N MAIN	UNION			YES	YES			NONE		GOOD	
BOBIN	VIRGINIA							NONE		GOOD	
ALLEN	WALL			YES	YES			NONE		GOOD	PEARL / WALL STREET
MAIN	WOODSIDE			YES				NONE		GOOD	
	total with amenity	10	10	42	28	5	4				
	total intersections	105	105	105	105	105	105				
	% with amenity	10%	10%	40%	27%	5%	4%				

APPENDIX D: INVENTORY OF SIDEWALK SEGMENTS

Travel Road	Side of Street	Sidewalk Width	Sidewalk Condition	Sidewalk Materials	From Street	TRAVEL DIRECTION	To Street	Notes
AGNEY	North/East	54"	POOR	CONCRETE	BEND IN AGNEY	N	MAIN	W SIDE: WALK WIDENS TO 5'-0" AT BANK; E SIDE: WALK BROKEN, COVERED IN DIRT, ETC.
AGNEY	South/West	48"	FAIR	CONCRETE	BEND IN AGNEY	N	MAIN	W SIDE: WALK WIDENS TO 5'-0" AT BANK; E SIDE: WALK BROKEN, COVERED IN DIRT, ETC.
AGNEY	North/East	46"	FAIR	CONCRETE	S MAIN	E	BEND IN AGNEY	N SIDE: WALK STARTS AT CONDO COMPLEX AND PROCEEDS EAST. NO WALK AT GRAVEYARD.
AGNEY	South/West	84"	POOR	ASPHALT	S MAIN	E	BEND IN AGNEY	N SIDE: WALK STARTS AT CONDO COMPLEX AND PROCEEDS EAST. NO WALK AT GRAVEYARD.
ALLEN	North/East	108"	GOOD	CONCRETE	# 41 ALLEN	N	WALL / PEARL	
ALLEN	South/West	60"	GOOD	CONCRETE	# 41 ALLEN	N	WALL / PEARL	
ALLEN	North/East	60"	GOOD	CONCRETE	GARDEN	N	# 41 ALLEN	BAD AT SW CORNER WITH SYLVAN. WALK EXTENDS SOUTH OF GARDEN AS WELL.
ALLEN	South/West	60"	GOOD	CONCRETE	GARDEN	N	# 41 ALLEN	BAD AT SW CORNER WITH SYLVAN. WALK EXTENDS SOUTH OF GARDEN AS WELL.
ALLEN	North/East	60"	GOOD	CONCRETE	WALL / PEARL	N	MAIN	ACTUAL CHANGE IS MAYBE 50' NORTH OF WALL ON W SIDE?
ALLEN	South/West	96"	GOOD	CONCRETE	WALL / PEARL	N	MAIN	ACTUAL CHANGE IS MAYBE 50' NORTH OF WALL ON W SIDE?
AMES	North/East	36"	GOOD	MIX	FAIRVIEW	N	# 13 AMES	
BEACH	North/East	30"	POOR	CONCRETE	#56 / #53 BEACH	E	AMES	N SIDE: ROOT UPHEVAL, OVERGROWN, BROKEN
BEACH	South/West	54"	FAIR	CONCRETE	#56 / #53 BEACH	E	AMES	N SIDE: ROOT UPHEVAL, OVERGROWN, BROKEN
BEACH	North/East	54"	POOR	CONCRETE	AMES	E	DEWEY	PITTED, BROKEN, OVERGROWN. WORSE ON NORTH SIDE.
BEACH	South/West	54"	POOR	CONCRETE	AMES	E	DEWEY	PITTED, BROKEN, OVERGROWN. WORSE ON NORTH SIDE.
BEACH	North/East	54"	FAIR	MIX	DEWEY	E	ROOSEVELT / # 23 BEACH	S SIDE: GAP BETWEEN #23 AND #17. DEWEY TO 23 = OK, 17 TO ROOSEVELT = VERY GOOD. N SIDE GOES TO ROOSEVELT.
BEACH	South/West	54"	FAIR	CONCRETE	DEWEY	E	ROOSEVELT / # 23 BEACH	S SIDE: GAP BETWEEN #23 AND #17. DEWEY TO 23 = OK, 17 TO ROOSEVELT = VERY GOOD. N SIDE GOES TO ROOSEVELT.
BEACH	North/East	60"	GOOD	CONCRETE	ROOSEVELT	E	ALLEN	BAD AT CORNER OF ROOSEVELT.
BEACH	South/West	60"	GOOD	CONCRETE	ROOSEVELT	E	ALLEN	BAD AT CORNER OF ROOSEVELT.
BEACH	South/West	36"	VERY BAD	DIRT	S MAIN	N	SMALL	WELL-TRAVELED DIRT PATH BESIDE RIVER
BEACH	North/East	54"	FAIR	CONCRETE	SMALL	E	#56 BEACH ST	SOME ROUGH SPOTS AT DRIVEWAYS
FAIRVIEW	North/East	36"	GOOD	CONCRETE	DEWEY	W	AMES	
HFES DRIVE	North/East	48"	GOOD	ASPHALT	SCHOOL	S	HILLSIDE	
HFES DRIVE	South/West	60"	GOOD	ASPHALT	SCHOOL	E	N MAIN	SOME REPAIR NEEDED
HILLSIDE	North/East	60"	GOOD	CONCRETE	HFES DRIVE	W	PROSPECT	
MAIN	North/East	96"	GOOD	CONCRETE	#121/130 MAIN	W	ALLEN	
MAIN	South/West	94"	GOOD	CONCRETE	#121/130 MAIN	W	ALLEN	
MAIN	North/East	180"	FAIR	ASPHALT	#155 MAIN	W		BOTH SIDES = PARKING AREAS
MAIN	South/West	180"	FAIR	ASPHALT	#155 MAIN	W		BOTH SIDES = PARKING AREAS
MAIN	South/West	72"	POOR	CONCRETE	#165 MAIN			
MAIN	North/East	48"	GOOD	CONCRETE	#167 MAIN	W	AGNEY	
MAIN	South/West	60"	GOOD	CONCRETE	#167 MAIN	W	AGNEY	
MAIN	North/East	60"	VERY BAD	ASPH/DIRT	130 MAIN	E	BURNHAM	
MAIN	North/East	72"	FAIR	MIX	168 MAIN	E	160 MAIN	
MAIN	North/East	58"	GOOD	CONCRETE	AGNEY	W	N MAIN	
MAIN	South/West	60"	GOOD	CONCRETE	AGNEY	W	N MAIN	
MAIN	North/East	108"	GOOD	CONCRETE	ALLEN	W	SUNOCO STATION	INTERSPERSED CONCRETE WALKS AND ASPHALT DRIVES / FRONTAGE
MAIN	South/West	72"	GOOD	CONCRETE	ALLEN	W	SUNOCO STATION	INTERSPERSED CONCRETE WALKS AND ASPHALT DRIVES / FRONTAGE
MAIN	North/East	60"	GOOD	CONCRETE	BENEDICT / EAGLE	E	PROSPECT	
MAIN	South/West	60"	GOOD	CONCRETE	BENEDICT / EAGLE	E	PROSPECT	
MAIN	North/East	60"	GOOD	CONCRETE	BURNHAM	E	BURNHAM	(BURNHAM MAKES A LOOP)
MAIN	North/East	60"	FAIR	CONCRETE	BURNHAM	E	WOODSIDE	
MAIN	South/West	60"	GOOD	ASPHALT	EDGEWOOD	W	RIVERSIDE	
MAIN	South/West	96"	GOOD	ASPHALT	MAIN STREET SCHOOL	W	EDGEWOOD	
MAIN	North/East	60"	FAIR	CONCRETE	MAPLE	W	155 MAIN	
MAIN	South/West	60"	FAIR	CONCRETE	MAPLE	W	155 MAIN	
MAIN	North/East	120"	FAIR	MIX	N MAIN	W	S MAIN	
MAIN	South/West	168"	GOOD	ASPHALT	N MAIN	W	S MAIN	
MAIN	North/East	84"	GOOD	CONCRETE	PROSPECT	W	HIGH	
MAIN	South/West	54"	FAIR	ASPHALT	RIVERSIDE	W	TO BRIDGE	
MAIN	North/East	60"	GOOD	CONCRETE	RIVERSIDE	W	WOODSIDE	

Travel Road	Side of Street	Sidewalk Width	Sidewalk Condition	Sidewalk Materials	From Street	TRAVEL DIRECTION	To Street	Notes
MAIN	South/West	60"	GOOD	CONCRETE	RIVERSIDE	W	WOODSIDE	
MAIN	North/East	96"	FAIR	CONCRETE	S MAIN	W	PROSPECT	
MAIN	South/West	60"	GOOD	CONCRETE	S MAIN	W	PROSPECT	
MAIN	North/East	60"	GOOD	MIX	SUNOCO STATION	W	MAPLE	INTERSPERSED CONCRETE WALKS AND ASPHALT DRIVES / FRONTAGE
MAIN	South/West	72"	GOOD	CONCRETE	SUNOCO STATION	W	MAPLE	INTERSPERSED CONCRETE WALKS AND ASPHALT DRIVES / FRONTAGE
MAIN	South/West	60"	FAIR	MIX	WOODSIDE	W	#121 MAIN	
MAPLE	North/East	60"	POOR	CONCRETE	# 20 MAPLE	-	# 20 MAPLE	JUST IN FRONT OF ONE HOUSE
MAPLE	North/East	66"	FAIR	CONCRETE	BEND IN ROAD	S	MAIN	MINIMUM 5'0" WHOLE WAY
N MAIN	North/East	48"	GOOD	CONCRETE	HFES DRIVE	S	HILLSIDE	
N MAIN	South/West	72"	GOOD	CONCRETE	HILLSIDE	S	MAIN	NEEDS SOME REPAIRS, MOSTLY GOOD
N MAIN	North/East	48"	GOOD	CONCRETE	QUAIL HOLLOW	N	END OF QUAIL HOLLOW	
PROSPECT	North/East	48"	FAIR	MIX	HAASE	N	HILLSIDE	E: GAP AT #41, ENDS AT # 57. W: GAPS AT 44 AND 54.
PROSPECT	South/West	48"	FAIR	MIX	HAASE	N	HILLSIDE	E: GAP AT #41, ENDS AT # 57. W: GAPS AT 44 AND 54.
PROSPECT	North/East	60"	POOR	ASPHALT	MAIN	N	HAASE	E: QUALITY IMPROVES @ HIGHSCHOOL; W: SOME PATCHES
PROSPECT	South/West	48"	GOOD	CONCRETE	MAIN	N	HAASE	E: QUALITY IMPROVES @ HIGHSCHOOL; W: SOME PATCHES
PROSPECT EXT.	South/West	36"	GOOD	CONCRETE	#19	N/W	HIGH	VERY UNEVEN @ HIGH STREET
QUAIL HOLLOW	North/East	48"	GOOD	CONCRETE	N MAIN	E	WHOLE COMPLEX	
QUAIL HOLLOW	South/West	48"	GOOD	CONCRETE	N MAIN	E	WHOLE COMPLEX	
ROOSEVELT	North/East	42"	FAIR	MIX	BEACH	S	JUST HOUSE AT NE CORNER	
S MAIN	North/East	96"	FAIR	MIX	AGNEY	S	E ORCHARD	E SIDE: PARKING AREA FROM AGNEY SOUTH 100' OR SO, NO WALKWAY. BUT PARKING EMPTY.
S MAIN	South/West	84"	GOOD	CONCRETE	AGNEY	S	E ORCHARD	E SIDE: PARKING AREA FROM AGNEY SOUTH 100' OR SO, NO WALKWAY. BUT PARKING EMPTY.
S MAIN	North/East	180"	FAIR	ASPHALT	E ORCHARD	S	S EAGLE	E SIDE: PARKING FOR ABANDONED MANUFACTURING BUILDING. VERY WIDE SPACE.
S MAIN	North/East	60"	POOR	MIX	MAIN	S	AGNEY	E WALK ABUTS PARKING AND IS NOT RAISED. W WALK RAISED 4"-5" ABOVE STREET HEIGHT.
S MAIN	South/West	84"	GOOD	CONCRETE	MAIN	S	AGNEY	E WALK ABUTS PARKING AND IS NOT RAISED. W WALK RAISED 4"-5" ABOVE STREET HEIGHT.
S MAIN	North/East	54"	FAIR	ASPHALT	S EAGLE	E	BEACH	WALK DEAD ENDS AT BEACH INTERSECTION. NO RAMP, DOES NOT MAKE IT TO CROSS STREET.
WALL / PEARL	North/East	60"	GOOD	CONCRETE	ALLEN	E	# 5 PEARL	
WALL / PEARL	South/West	60"	GOOD	CONCRETE	ALLEN	E	# 5 PEARL	
WOODSIDE	North/East	60"	GOOD	CONCRETE	MAIN	S	LENGTH OF 1ST LOT	

APPENDIX E: SAMPLE BIKE AND PEDESTRIAN SAFETY QUIZZES

Bike Safety Quiz

When should you wear your helmet?

- A. Every time you ride
- B. Only on the street
- C. Only on the way to school

Which way should you ride with traffic?

- A. With traffic
- B. Against traffic (facing the traffic)

A bicycle built with one seat should carry how many riders?

- A. One
- B. Two
- C. Three

The best way to be seen on a bike is:

- A. Wear a dark jacket
- B. Wear a hat
- C. Wear bright or reflective clothing

Which of the following is the shape of a stop sign?

- A. This 
- B. This 
- C. This 

Name: _____

Age: _____

Hometown: _____



Proud Program Sponsors:



Pedestrian Safety Quiz



Proud Program Sponsors:



Before you cross the street, what should you do?

- A. Stop, listen, go!
- B. Stop, look, listen!
- C. Stop, look, run!



Which is the better place to walk?

- A. On the side of the road
- B. On the sidewalk

Which way do you look to cross the street?

- A. Left
- B. Right
- c. Left, Right, Left

Circle the sign that means its safe to walk.



Which item of clothing should you wear when walking?

- A. Shoes that fit
- B. Bright colored clothes
- C. Reflective clothes
- D. All of the above

APPENDIX F: PLAN PARTNERS



TOWN OF PLYMOUTH

Office of the Mayor
80 Main Street
Terryville, CT 06786

Phone: (860) 585-4056 Fax (860) 585-4015

August 11, 2009

Central Connecticut Regional Planning Agency
225 North Main Street, Suite 304
Bristol, CT 06786

To Whom It May Concern:

Please accept this correspondence as an endorsement for the Safe Routes to School Program. As the Mayor of the Town of Plymouth and a resident of 35 years, I have had first-hand experience relative to the concerns for the need for sidewalks in those areas that create potential hazards due to the high volume of vehicular traffic. The major area of concern is the lack of sidewalks within our neighborhood school districts. The concern for the safety of those children, who walk to school along grass paths and unpaved areas without accessibility to any sidewalks whatsoever, needs to be addressed. The Safe Routes Program, by its own definition, is not a want in my Community; it is definitely and most importantly a need. The safety and welfare of pedestrians is a concern in and of itself. The safety and welfare of young children heightens that concern to a greater level.

As a resident parent whose children had to walk these gravel shoulders and grass pathways of our roads, I can only wonder why my grandchildren are still walking the same gravel shoulders and grass pathways. The safety and welfare of human life itself must be our most important and necessary considerations in moving the Safe Routes Program forward. I offer my personal commitment to the support of the Safe Routes Program.

Sincerely yours,

Vincent Festa, Jr.
Mayor

TOWN OF PLYMOUTH LAND USE DEPARTMENT



80 Main Street, Terryville, Connecticut 06786
Telephone: (860) 585-4043 Fax: (860) 314-2564
<http://www.plymouthct.us>
landusestaff@plymouthct.us



August 18, 2009

Principal Phyllis Worhunsy, Harry S. Fisher Elementary School
Principal Gary Travers, Eli Terry Jr. Middle School
C/o Harry S. Fisher Elementary School
79 North Main Street
Terryville, CT 06786

Dear Principal Worhunsy and Principal Travers,

I am writing to convey my support of the Town of Plymouth's pursuance of Safe Routes to School initiative. This initiative will work to improve conditions around Harry S. Fisher Elementary School and Eli Terry Middle School for a safer environment for children to walk and bike to school. In addition, the Safe Routes to School initiative is consistent with the Town of Plymouth's Plan for Conservation and Development and helps to achieve the goals in the plan, which are provided to enhance and improve the quality of life for the citizens of Plymouth.

One of the goals in the Town's Plan for Conservation and Development is to "Provide a variety of safe and efficient transportation options, enhance mobility and access and improve unsafe and inefficient facilities." Safe Routes to School would help to provide a variety of transportation options that are safe for children to use to get to school by providing opportunities for walking and biking. Also, this initiative would enhance the mobility for children encouraging physical fitness and healthier life styles. Lastly, the goals of Safe Routes to School would help to improve the current transportation infrastructure around the school where there are gaps in sidewalks and where is a lack of signage and/or crosswalks at intersection areas. This would be in pursuant of our transportation goal because it would improve the efficiency and safety of existing transportation facilities.

Safe Routes to School would provide more transportation opportunities, facilitate greater community mobility and connectivity and create a safer conditions for the children of Plymouth travel to school. It would aid in enhancing the quality of life for the children of Plymouth, thereby, building a healthier community. I look forward to supporting and working with the Safe Routes initiative. If there is anything else the Land Use Department can do to assist, please feel free to contact us.

Yours truly,

Khara C. Dodds, AICP
Director of Planning and Economic Development

C. Melon Wedick, Project Manager, CCRPA

The Town of Plymouth is an Equal Opportunity Employer and Provider



Plymouth Police Department

80 MAIN STREET, P. O. BOX 34
TERRYVILLE, CONNECTICUT 06786-0034
TELEPHONE (860) 589-7779
FAX (860) 585-4025



KAREN KRASICKY
CHIEF OF POLICE

June 8, 2009

Principal Gary Travers, Eli Terry Jr. Middle School
Principal Phyllis Worhunsky, Harry S. Fisher Elementary School
C/o Harry S. Fisher Elementary School
79 North Main Street
Terryville, Connecticut 06786

Dear Principals Travers and Worhunsky,

I am writing to convey my strong support for the Terryville Safe Routes to School Program. I understand that the Safe Routes to School Program exists to increase the safety and well-being of children in our community by reducing traffic on the streets around schools. In addition to appreciating the traffic reduction benefit, I am happy about the potential for the Safe Routes to School Program to increase the physical and mental health of the children in our community by encouraging walking and bicycling to school. This is an opportunity for schools, communities, and local agencies to work together to promote safe, healthy lifestyles and to reduce traffic in school zones.

The Plymouth Police Department is committed to helping this project succeed. We understand that high volume and high speed traffic in the area around schools makes walking and bicycling to school dangerous for young children. To help mitigate this situation, we are considering increasing enforcement in the area around the schools during arrival and dismissal times. If our crossing guard program needs expansion, we will consider doing so if it is at all possible which will help to create safer intersections where children can cross. The safety of our community's children is of great concern to our police department and we look forward to working in conjunction with the Safe Routes to School Committee on ways to create a safer environment where our children can walk and bicycle to school.

Sincerely,

Chief Karen Krasicky



PLYMOUTH BOARD OF EDUCATION

77 Main Street
Terryville, CT 06786

Tel: 860-314-8005
Fax: 860-314-2766

Anthony W. Distasio, Ph.D.
Superintendent of Schools

Peter A. Lovely
*District Administrator in Charge
Director of Curriculum & Instruction*

Thomas A. Meehan
*Director of Pupil Personnel &
Special Education Services*

Michael J. Santagatta
Business Manager

Richard P. Trudeau
Director of Technology

July 7, 2009



Sharon Okoye
Safe Routes to School Coordinator
CT Department of Transportation

Dear Ms. Okoye:

I am writing to endorse the Terryville Safe Routes to School Committee's Master Plan for the Eli Terry Jr. and Harry S. Fisher Schools. I understand that the Safe Routes to School program exists to increase the safety and well-being of children in our community by addressing obstacles that prohibit children from safely walking to schools. I believe that the Terryville Committee's plan identifies and addresses many important obstacles in our community, both physical and otherwise. The recommendations in the plan represent a strong starting point for improving conditions for student pedestrians and bicyclists in Terryville.

The Board of Education is strongly committed to the success of the Safe Routes to School Program in Plymouth. In the past, there have been instances where unsafe student behavior, combined with traffic conditions near the schools, has led to unfortunate accidents and even resulted in a student's tragic death. We hope that implementation of the recommendations in the Safe Routes to School master plan can contribute to a safer environment for all children in our community.

Sincerely,



Anthony Distasio, Ph.D.
Superintendent of Schools

Plymouth Public Schools will promote a positive educational experience that will challenge all students to be life-long learners.

Plymouth Board of Education is an Equal Opportunity Employer and Provider.

Gary L. Travers
Principal

Brian Falcone
Assistant Principal

Telephone:
(860) 314-2790



Eli Terry Jr. Middle School
21 NORTH MAIN STREET
TERRYVILLE, CONNECTICUT 06786

FAX: (860) 314-2786

Silyana Licata
School Counselor

Margrit Morley
School Counselor

Telephone:
(860) 314-2789

July 9, 2009

Sharon Okoye
Safe Routes to School Coordinator
CT Department of Transportation

Dear Ms. Okoye:

I am writing to endorse the Terryville Safe Routes to School Committee's Master Plan for the Eli Terry Jr. and Harry S. Fisher Schools. I understand that the Safe Routes to School program exists to increase the safety and well-being of children in our community by addressing obstacles to active transportation around schools, and I believe that the Terryville Committee's plan identifies and addresses many important obstacles in our community, both physical and otherwise. The recommendations in the plan represent a strong starting point for improving conditions for student pedestrians and bicyclists in Terryville.

The Eli Terry Jr. Middle School is committed to making this project succeed. Many of our students currently walk or bike to and from school; by integrating encouragement and education programs into the curriculum, we are confident we can increase that number. In the past, there have been problems where unsafe student behavior, combined with traffic conditions, has led to unfortunate accidents and even one student's death. We hope that by improving infrastructure in the area, increasing traffic enforcement, and emphasizing safe behaviors through education, we can avoid similar problems in the future.

Sincerely,

Gary Travers

Principal, Eli Terry Jr. Middle School



"HOME OF THE WILDCATS"

HARRY S. FISHER ELEMENTARY SCHOOL

79 NORTH MAIN ST. • TERRYVILLE, CT 06786

PHONE (860) 314-2770 • FAX (860) 314-8008

PHYLLIS B. WORHUNSKY
PRINCIPAL

July 21, 2009

Sharon Okoye
Safe Routes to School Coordinator
CT Department of Transportation

Dear Ms. Okoye:

I am writing to endorse the Terryville Safe Routes to School Committee's Master Plan for the Eli Terry Jr. and Harry S. Fisher Schools. I understand that the Safe Routes to School program exists to increase the safety and well-being of children in our community by addressing obstacles to active transportation around schools, and I believe that the Terryville Committee's plan identifies and addresses many important obstacles in our community, both physical and otherwise. The recommendations in the plan represent a strong starting point for improving conditions for student pedestrians and bicyclists in Terryville.

The Harry Fisher School is committed to making this project succeed. My elementary schools (formerly at Prospect Street and Main Street Schools, now at Harry Fisher) have historically encouraged students to walk and bike by holding bike rodeos, bicycle education days, and walking field trips. I look forward improving the infrastructure around the new school so that we can continue these traditions.

In addition, I am committed to increasing the encouragement and education programs at the school. Our Walk to School Day on April 8 was greeted with tremendous enthusiasm by the school community, and we look forward to organizing more events of a similar nature in the future. [et cetera]

Sincerely,

Phyllis B. Worhunsky

Principal, Harry S. Fisher Elementary School

