

# Town of Jamestown

## Best Land Use Plan for Jamestown School Grounds and Neighborhood

*Prepared For:*

ROLLING AGENDA COMMITTEE

*and the*

TOWN OF JAMESTOWN



*Prepared By:*

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*In Association With:*

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June 9, 2008



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Jamestown Schools  
Town of Jamestown  
Jamestown Rotary  
Integrated Management Solutions  
Jamestown Soccer Association  
Hunts  
Nardolillo  
CMS  
Newport Animal Hospital  
Jamestown Yacht Club





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# Town of Jamestown & Rolling Agenda

## Best Land Use Plan for Jamestown School Grounds and Neighborhood

### Section 1

#### OVERVIEW

#### **Project Scope and Program Elements**

# Overview

## BACKGROUND

The Rolling Agenda Committee, the sponsor of this project, is made up of a coalition of community volunteers that are dedicated to generating enthusiasm for active living and alternative transportation solutions on Conanicut Island. The coalition, working in partnership with the town, is exploring ways that adults and children can be confident and feel safe in choosing to bike or walk to school.

The objective of this plan is to improve safety and circulation for the community's bikers and walkers. Part of this approach is to utilize the Safe Routes to School (SRTS) program, designed to encourage children to walk or bike to school, provide funding and design criteria to help communities create safer streets and sidewalks to accommodate pedestrians and bikes. The comprehensive program includes four major components to create a cohesive community plan:

**1. Engineering 2. Education 3. Enforcement 4. Evaluation**

The primary focus of this plan is recommending engineering and site planning solutions within the Jamestown Schools Campus and the surrounding Neighborhood. For the plan to be truly effective, the four aspects of the SRTS program should be addressed through town, school and community involvement. Like most communities, Jamestown faces challenges with unsafe behavior in all of the main user groups: observed behaviors include;

### VEHICULAR

- Excessive speed for conditions
- Failure to yield
- Rolling through stop signs
- Parking/ Stopping on crosswalks
- Double parking and Dropping-off
- Illegal parking
- Dropping-off in street
- Dropping-off/ picking-up between cars
- Passing busses / passing stopped cars in street

### BICYCLES

- Riding against traffic
- Riding out from between cars without looking
- Riding on both sidewalks and streets
- Not looking for on-coming traffic before crossing streets

### PEDESTRIANS

- Crossing streets at undesirable locations
- Crossing from between parked cars
- Not looking for on-coming traffic before crossing streets

The town streets and the Jamestown Schools Campus have existing street and sidewalk conditions that may contribute to some of these behavior patterns. Some existing conditions noted include;

- Inconsistent road shoulder conditions
- Broken pavement in the street and sidewalks
- Unfinished / missing sidewalks
- Narrow sidewalks - Less than 5' in width
- Missing curb cuts / handicapped ramps
- Inadequate or missing warning signage
- Vegetation encroachment into sidewalks
- Faded or missing paint striping at logical crossing points.

The goals of this plan are to address these challenges, to promote safer conditions and to promote a more friendly bike and pedestrian environment within the Jamestown School Campus and the surrounding neighborhood.

*In an effort to organize and focus the area of study, we have structured the project into 3 main sections consisting of:*

1. THE VILLAGE (1 mile radius)
2. THE JAMESTOWN SCHOOLS NEIGHBORHOOD
3. THE JAMESTOWN SCHOOLS CAMPUS



## Project Scope and Program Elements

# Overview

## Land Use Plan

### *Project Objectives:*

1. Improve bike and pedestrian safety and access to the school campus.
2. Recommend athletic field configurations that maximize efficiency and identify the various user needs.
3. Recommend rehabilitation measures for the athletic fields on Lawn Avenue.
4. Improve car and bus traffic circulation both within and surrounding the school campus. Improve both bus and parent drop-off zones at both schools.
5. Improve the pedestrian connection between the Lawn Avenue School and Melrose School.
6. Recommend a site plan placing town owned 10 station fitness equipment.
7. Identify and locate play equipment for the Lawn Avenue School Students.
8. Develop recommendations for the Town Forest and the broader Campus area.
9. Identify potential fitness trail, walking paths and sidewalk routes to be utilized by school age children as well as adults and seniors.
10. Respect the history of the land and develop design solutions that protect the Native American Burials from future disruption. Minimize surface impacts to the school grounds and subsurface impacts. Recommend site improvements that reverse the current soil erosion patterns.

## Desired Campus Program Elements

1. Durable surface walking trails and sidewalks.
2. Automobile circulation improvements: pavement, curbing, parking
3. Bus circulation improvements: Pavement, curbing
4. 10 Station Fitness Trail utilizing town owned fit-trail equipment
5. Recreation facility integration and recommendation for improvements
  - a. Soccer
    - I. U-12 - 1 field
    - II. U-10 - 2 fields
    - III. U-6 & U-8 - 4 fields
  - b. Baseball and Softball
  - c. General Recreation
  - d. Tennis Courts (6)
  - e. Skate Park
  - f. Basketball court
  - g. Walking track
  - h. New play equipment at Lawn Avenue School
6. Student Drop-off and pick-up area designations
7. Bicycle storage systems (racks)
8. Delineation of and management practices for the Town Forest
9. Improve drainage and eliminate erosion
10. Protection of Native American Burials and Stewardship of existing on site cemetery.



## Project Scope and Program Elements

## Village

### Overview of Existing Conditions

- a. Neighborhood circulation patterns
- b. Primary routes to school
  - Type A Sidewalks
  - Type B Roadway
- c. Secondary routes to school

### Recommendations to Include:

- a. Reinforce the selection of the desired routes through:
  - I. Education and public awareness of routes
  - II. Repetition of use
  - III. Physical improvements (Sidewalks & Crosswalks)
  - IV. Signage where appropriate
  - V. Minimize vehicular conflict points.
- b. Acknowledge different user groups, and varied skill levels of users, by providing alternative routes to school and minimize conflict
  - I. Walkers
  - II. Bike riders (single child)
  - III. Groups of bike riders (children)
  - IV. Parents with children on bikes.

## Neighborhood

### Inventory of Existing Conditions

- a. Right of Way Conditions
- b. Pavement Widths (Roadway and Sidewalk)
- c. Pavement Type
- d. Signage
- e. Lighting
- f. Utilities
- g. Drainage Structures

### Recommendations to Include:

- a. Evaluate street width and surface type and condition;
- b. Evaluate sidewalk location, width and surface type and condition;
- c. Circulation on streets surrounding school grounds. Recommendations to include traffic patterns of buses, cars, bikes and pedestrians and physical street configuration;
- d. Circulation on school grounds before and after school during drop-off and pick-up. Improved traffic patterns for buses, cars, bikes, and pedestrians and physical driveway and parking configuration;
- e. Bike rack type, capacity, number and locations.

## Jamestown School Campus

### The Campus has sub-areas within its 21.3 acres consisting of:

1. Lawn Avenue School: 208,535sf / 4.78 acres
2. Melrose Street School: 152,226sf / 3.5 acres
3. Town Forest: 107,510sf / 2.47 acres
4. Town Recreation Fields: 450,200sf / 10.33 acres  
(See section 5-3 for map)



## Project Scope and Program Elements

### On-Site Elements - Detailed Inventory

- a. Recreation Fields
- b. Town Forest
- c. Playground(s)
- d. Tennis courts
- e. Skate Park
- f. Basketball Court
- g. Cemetery
- H. Driveways / pavement areas / sidewalks
- i. Identification of drop-off / pick-up points and pedestrian, bike and car circulation
- j. Bicycle racks
- k. Existing travel routes on site

### Recommendations to Include:

- a. Town Forest - walking paths and signage
- b. Playground (2) including specific information on location and size of playground for Lawn Avenue School
- c. Baseball fields (4) including Babe Ruth, Softball and Little League
- d. Soccer Field area
- e. Tennis Courts
- f. Skateboard Park
- g. 10 Station Fitness Trail
- h. Mini-Walking Track
- I. Circulation improvements between Lawn Avenue School and Melrose Street School
- j. Circulation and Parking: Recommendations for drop-off and pick-up Points. Major and minor circulation improvements

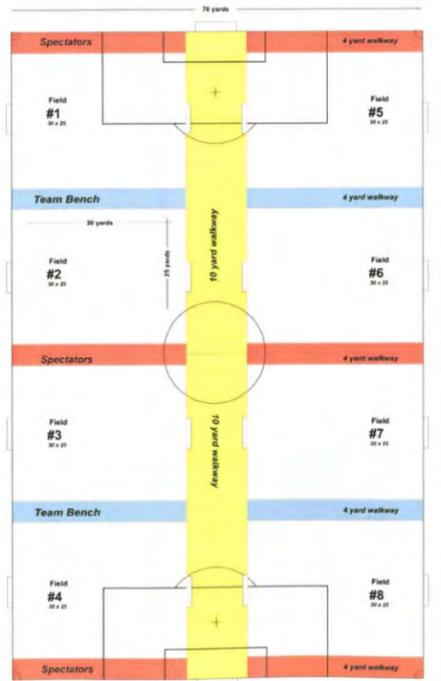


# Soccer Fields

# Little League Field

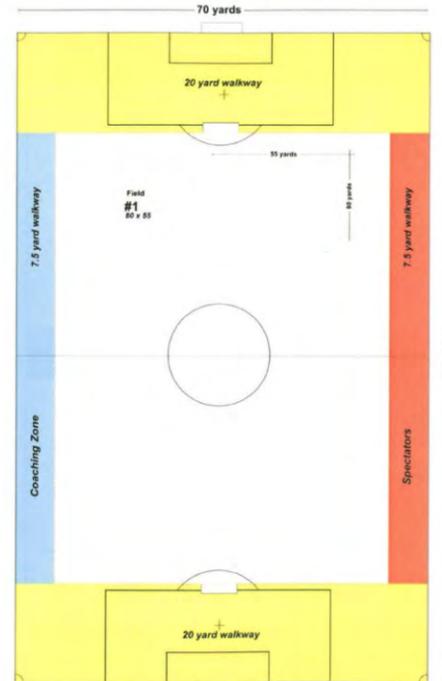
## U6 FIELDS

Suggested Set-up for 3v3 Fields  
Dividing a 120 x 70 field into 8 - 30 x 25 fields (maximum field size)



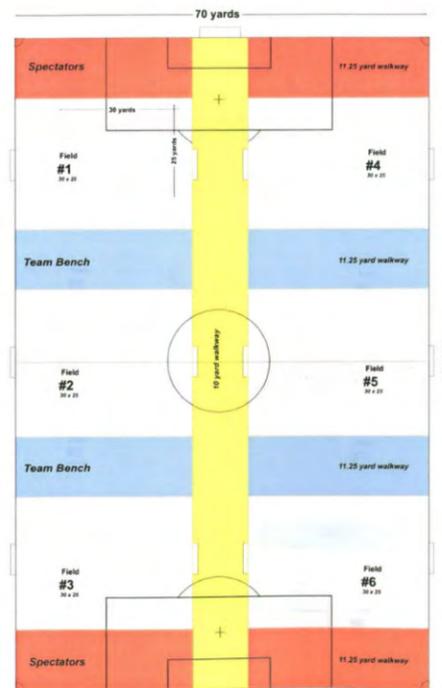
## U12 FIELDS

Suggested Set-up for 8v8 Fields  
Dividing a 120 x 70 field into 1 - 80 x 55 field (maximum field size)



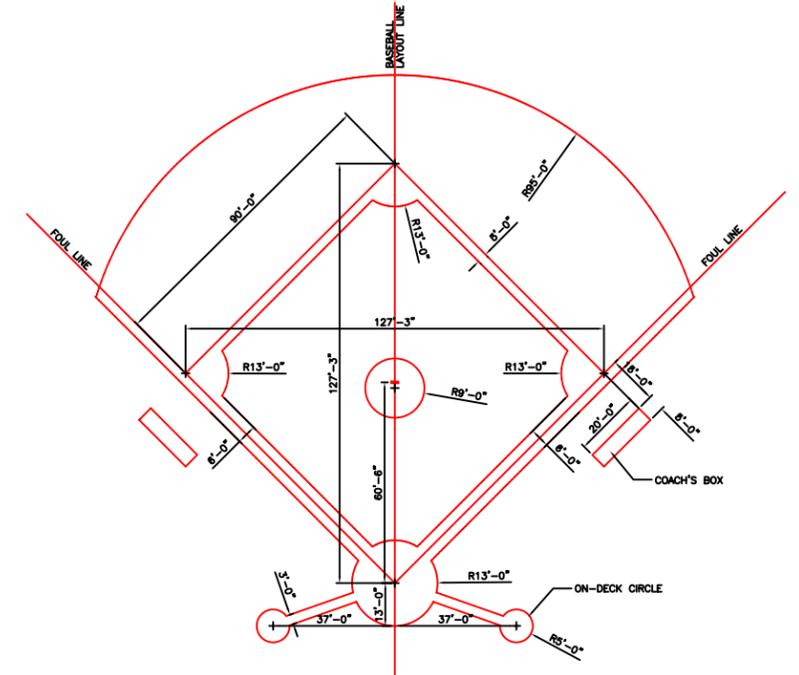
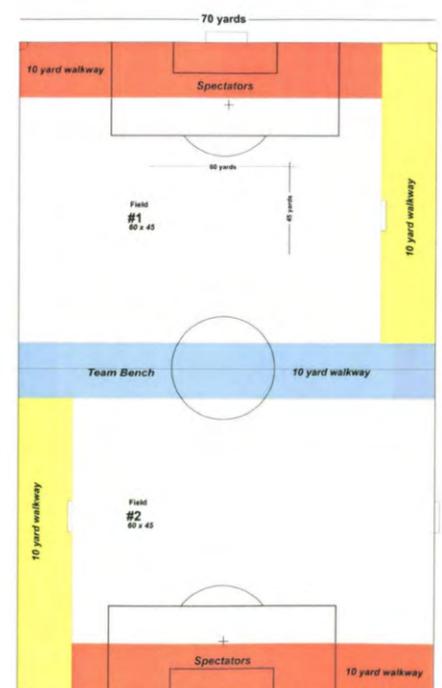
## U8 FIELDS

Suggested Set-up for 4v4 Fields  
Dividing a 120 x 70 field into 6 - 30 x 25 fields (maximum field size)



## U10 FIELDS

Suggested Set-up for 6v6 Fields  
Dividing a 120 x 70 field into 2 - 60 x 45 fields (maximum field size)



NOTE: BASEBALL LAYOUT SHALL CONFORM TO 1999 NCAA STANDARDS

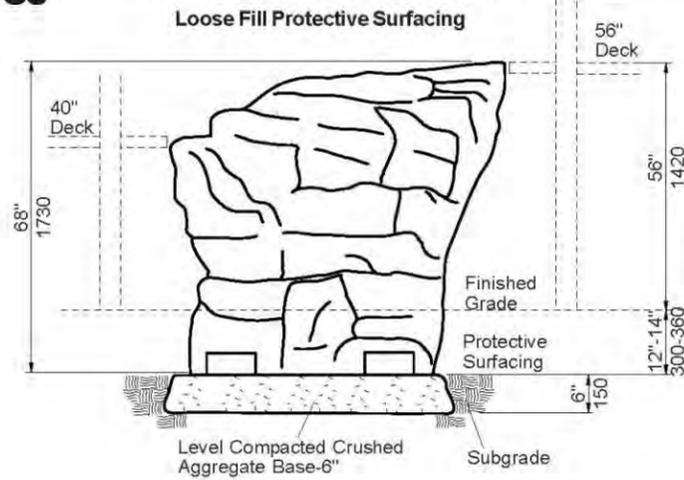
**BASEBALL INFIELD LAYOUT**  
NOT TO SCALE



# Typical Recreation Fields Project Scope and Program Elements



**PLAN VIEW/POINTE TO DECKS**



**SAFETY NOTE**  
Choose a protective surfacing material that has a Critical Height Value of at least the height of the Highest Accessible Part/Fall Height of the adjacent equipment. (Ref. ASTM F1487, SECTION 9.)

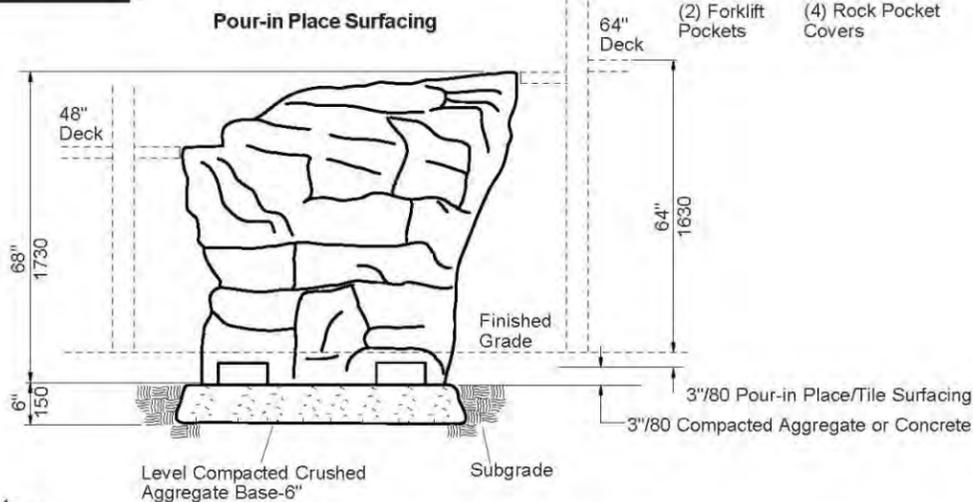
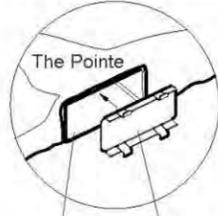


**NOTE:** NOTE: If you are connecting The Pointe to a Playbooster Deck an Extension Deck is required.

**NOTE:** Deck locations represent 2"-8" of surfacing, 10"-14" of surfacing requires 32" and 64" deck heights.

**NOTE:** Aggregate must be at same level as subgrade, or below subgrade.

**DETAIL POINTE POCKETS**



**PlayBooster Ind. Playthings**

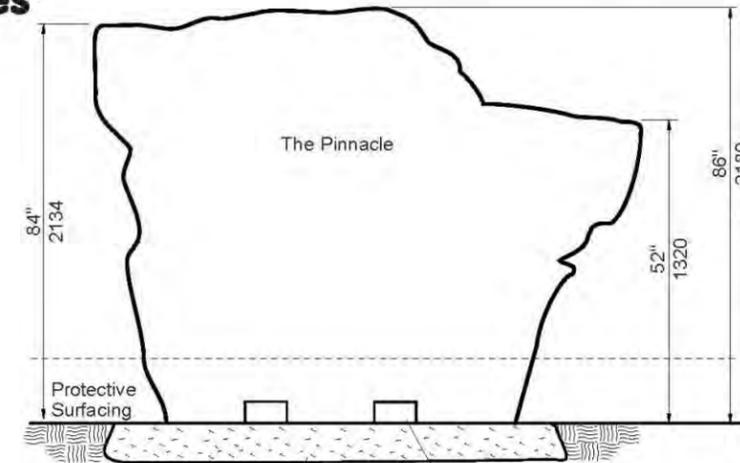
**156068/156067 The Pointe™**

601 7TH STREET SOUTH, P.O. BOX 198 DELANO, MINNESOTA 55328-0198 (763) 972-3391 1-888-LSI-INST (1-888-574-4678) FAX (763) 972-3185

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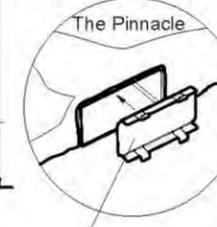
**DETAIL AGGREGATE BASE**



**SAFETY NOTE**  
Choose a protective surfacing material that has a Critical Height Value of at least the height of the Highest Accessible Part/Fall Height of the adjacent equipment. (Ref. ASTM F1487, SECTION 9.)



**DETAIL PINNACLE POCKETS**

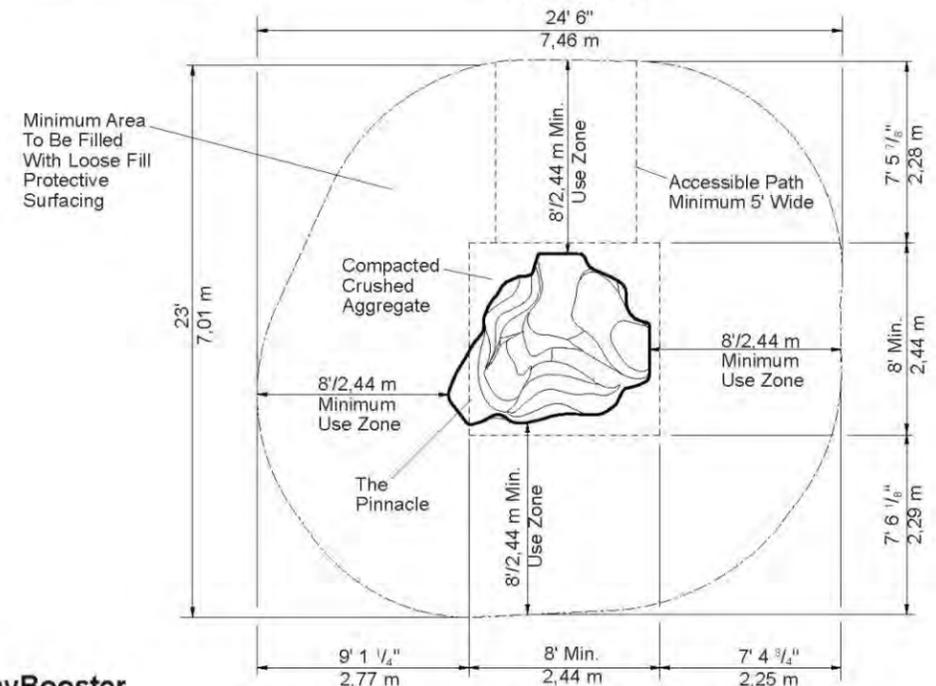


**NOTE:** Aggregate must be at same level as subgrade, or below subgrade.

Level Compacted Crushed Aggregate Base-6"

(2) Rock Pockets

**PLAN VIEW (Independent)**



**PlayBooster Ind. Climbers**

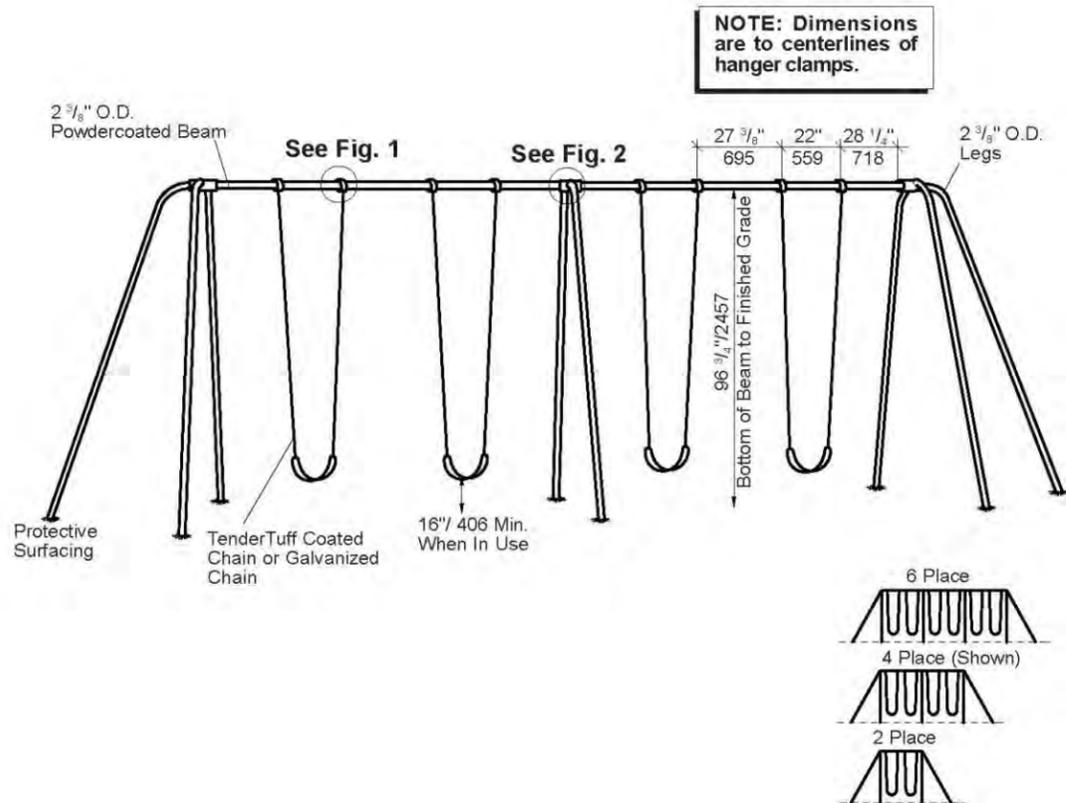
**156066/156065 The Pinnacle™**

601 7TH STREET SOUTH, P.O. BOX 198 DELANO, MINNESOTA 55328-0198 (763) 972-3391 1-888-LSI-INST (1-888-574-4678) FAX (763) 972-3185

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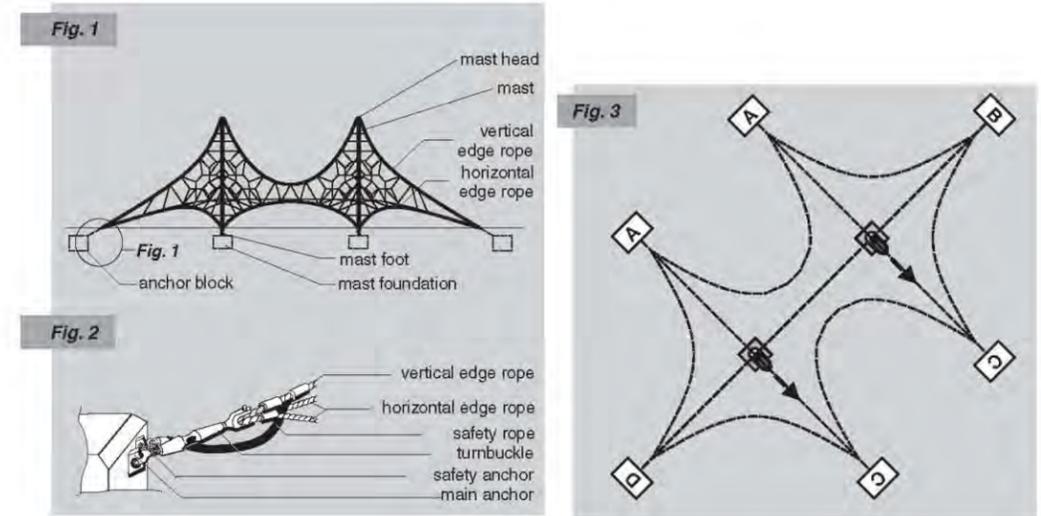
**Possible Play Equipment Project Scope and Program Elements**



Model #111581 Additional Bay

Swings 100051 5000 Series Swings, 8' High Sheet 1 of 2  
 601 7TH STREET SOUTH, P.O. BOX 198 DELANO, MINNESOTA 55328-0198 (763) 972-3391 1-888-LSI-INST (1-888-574-4678) FAX (763) 972-3185 88  
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INSTALLATION OF THE NET



**SAFETY INSTRUCTION**

The location and elevation of the steel anchors/footings is critical for proper installation.  
 Do not remove clear plastic guide that is attached to cap!

**TOOLS**

Tape measure, file, hammer, chisel, crescent wrench, rubber-hammer, puller rope, ratchet/come-along, shovels, string line, level, transit, and post hole digger/auger.

**PRIOR TO INSTALLATION**

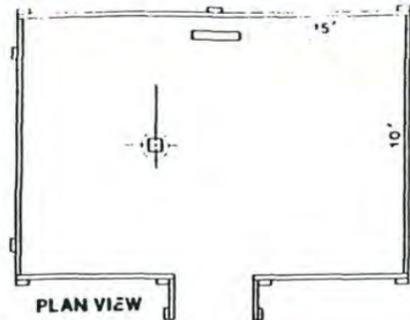
- Please check:
  - ...foundations for proper location and elevation. **A, B, C, D. Fig. 3** (Plan View Footing Layout)
  - ...anchor bars have all the holes been cleaned?
  - ...orientation of the mast foot tops to the anchor blocks. **Fig. 3**
  - ...filling of the mast foot tubes with concrete.
  - ...make sure the caps fit into mast tops (either end).

Ind. Climbers 142429 Spacenet, Mini Double 3030/2 Sheet 1 of 4  
 601 7TH STREET SOUTH, P.O. BOX 198 DELANO, MINNESOTA 55328-0198 (763) 972-3391 1-888-LSI-INST (1-888-574-4678) FAX (763) 972-3185 23  
 © 2004 by Landscape Structures. All rights reserved. Eco #52408 Document #14781300 replaces #14643600. Updated footing details. Document #14781300



Possible Play Equipment  
 Project Scope and Program Elements

SYSTEM	STATION #
20 STATION	1
10 STATION	1



**SIGN**

**Fit-Trail**

**CALF STRETCH**  
Place both feet on post. Pull right leg straight. Pull right leg out to the ground. Pull knee forward and hold it in place for 10 seconds. Repeat with left leg.

**FITNESSINDER**

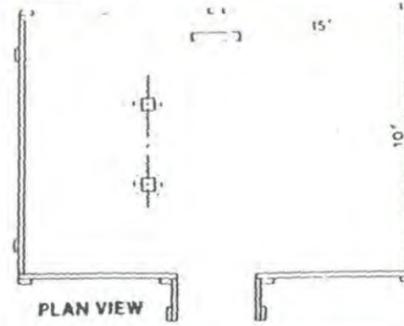
**FITNESS FACTS**

**EXERCISE RECOMMENDATIONS**

**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	6x6x8'	Post	2	2
B	1	18"x6'6"	Station Sign	6	10

SYSTEM	STATION #
20 STATION	3
10 STATION	2



**SIGN**

**Fit-Trail**

**HAMSTRING STRETCH**  
Place right foot on top of post. Pull right leg straight. Pull right leg out to the ground. Pull knee forward and hold it in place for 10 seconds. Repeat with left leg.

**FITNESSINDER**

**QUADRICEPS STRETCH**  
Place right foot on right hand. Pull right foot back toward buttocks. Hold for 10 seconds. Repeat with other leg.

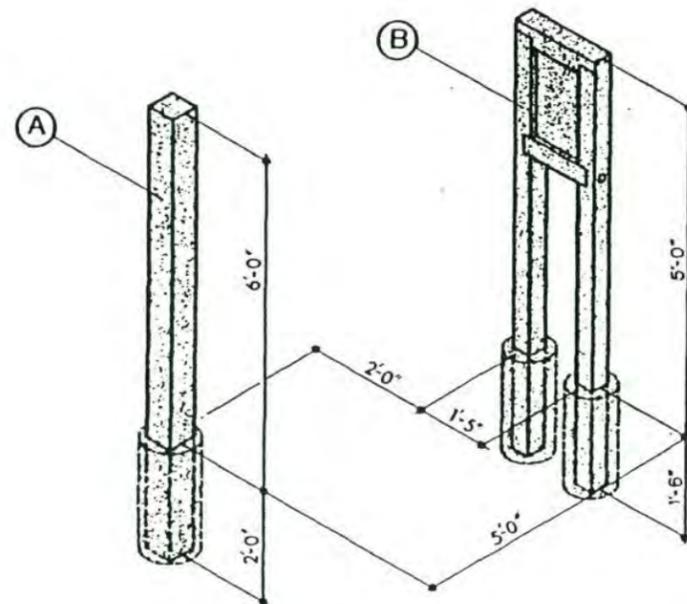
**FITNESSINDER**

**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	6x6x3'	Post	2	2
B	1	6x6x4'	Post	2	2
C	1	18"x6'6"	Station Sign	6	10

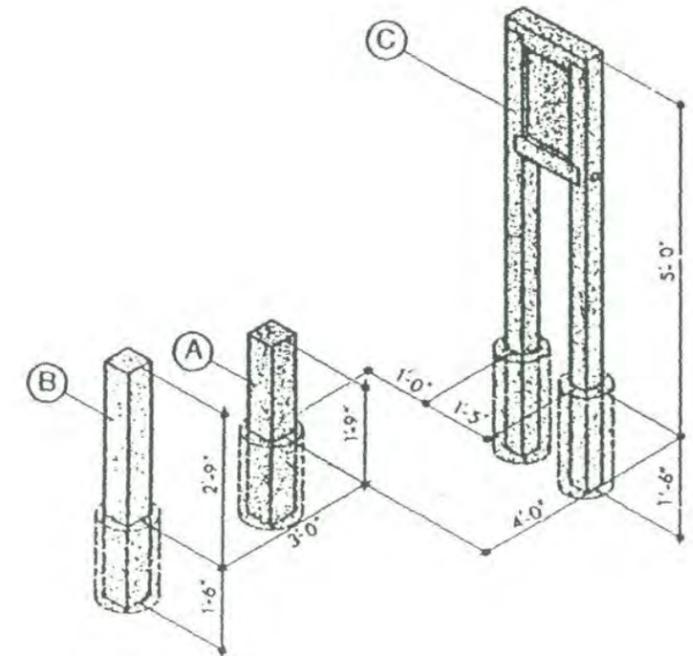
**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus post as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and one 12" diameter hole for the apparatus post.
4. Position sign and post in respective holes.
5. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
6. Allow concrete to set overnight.



**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus posts as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and two 12" diameter holes for the apparatus posts.
4. Position sign and posts in respective holes.
5. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
6. Allow concrete to set overnight.



Town Owned Fitness Trail  
Project Scope and Program Elements

**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	4x6x6	Upright	10	6
B	1	4x6x6	Upright	10	6
C	1	4x6x5	Upright	10	6
D	2	1" ID x 5'3"	Pipe	5	5
E	4		Nail	4	4
F	1	1'8" x 6'6"	Station Sign	18	10

**SIGN**

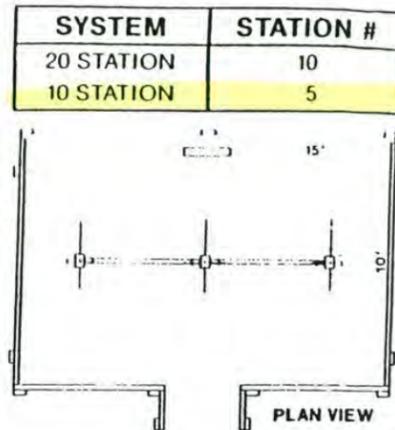
**Fit-Trail**

**LEG STRETCH**  
 Stand on the right leg and raise the left leg straight out to the side. Hold for 15 seconds. Repeat with the other leg.

**FITNESSINDER**

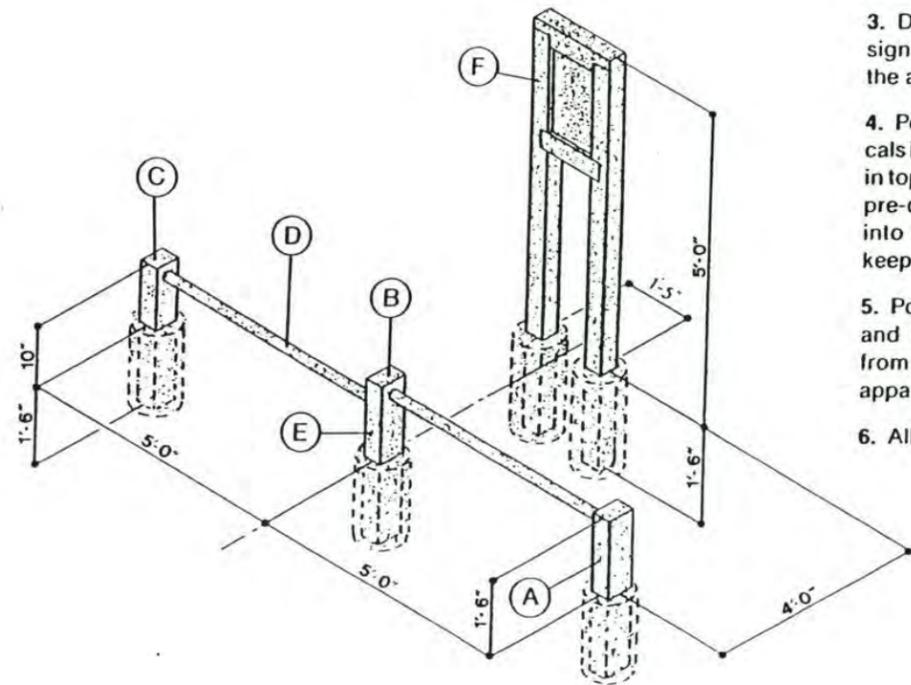
**PUSH UP**  
 Stand on the feet with the hands on the bars. Lower the body to the floor. Push back up. Repeat 10 times.

**FITNESSINDER**



**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus posts as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and three 12" diameter holes for the apparatus posts.
4. Position sign and apparatus verticals in respective holes. Position pipes in top holes provided and nail through pre-drilled side of wood vertical and into hole in pipe to secure pipe and keep it from turning.
5. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check apparatus for plumb.
6. Allow concrete to set overnight.



**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	4x6x6	Upright	13	7
B	1	4x6x6	Upright	13	7
C	1	4x6x5	Upright	13	7
D	2	1" ID x 5'3"	Pipe	5	5
E	4		Nail	4	4
F	1	1'8" x 6'6"	Station Sign	19	11

**SIGN**

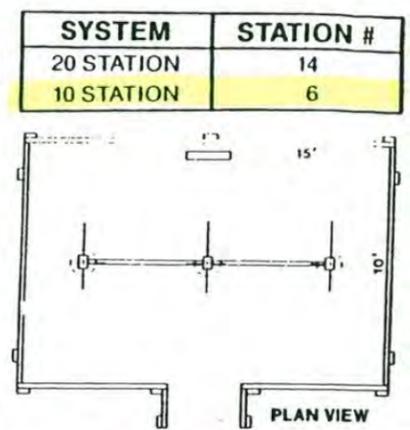
**Fit-Trail**

**BODY RAISE**  
 Stand on the feet with the hands on the bars. Lift the feet off the ground. Hold for 15 seconds. Repeat 10 times.

**FITNESSINDER**

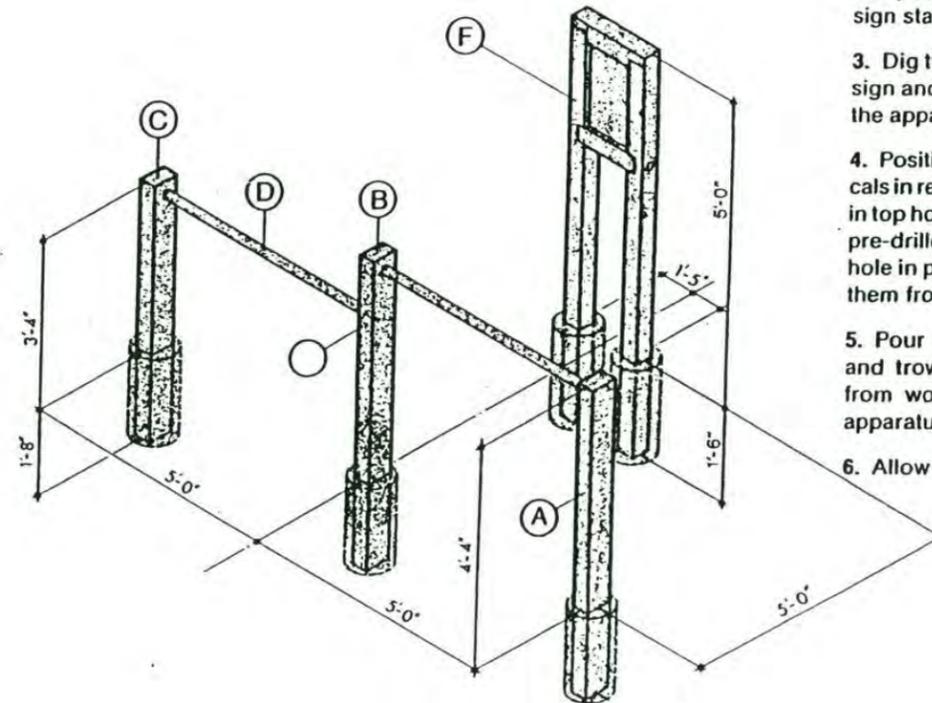
**REVERSE PULL UP**  
 Stand on the feet with the hands on the bars. Pull the bars down to the feet. Hold for 15 seconds. Repeat 10 times.

**FITNESSINDER**



**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus posts as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and three 12" diameter holes for the apparatus posts.
4. Position sign and apparatus verticals in respective holes. Position pipes in top holes provided and nail through pre-drilled side of wood vertical into hole in pipe to secure pipes and keep them from turning.
5. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check apparatus for plumb.
6. Allow concrete to set overnight.



Town Owned Fitness Trail  
**Project Scope and Program Elements**

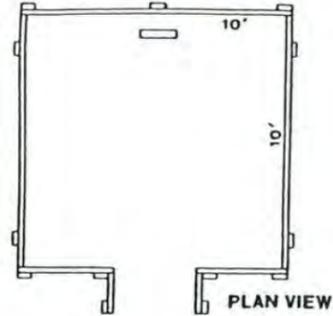
**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	18" x 6.6"	Station Sign	6	10

**SIGN**

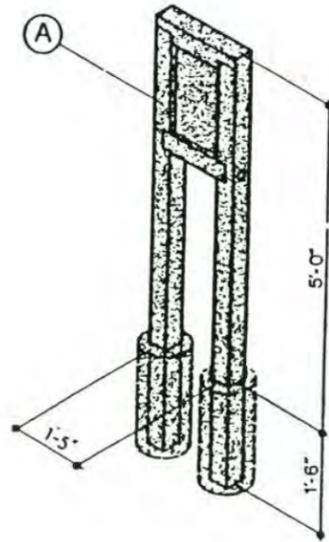


SYSTEM	STATION #
20 STATION	4
10 STATION	3



**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Dig two 12" diameter holes for the sign.
3. Position sign in holes.
4. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
5. Allow concrete to set overnight.



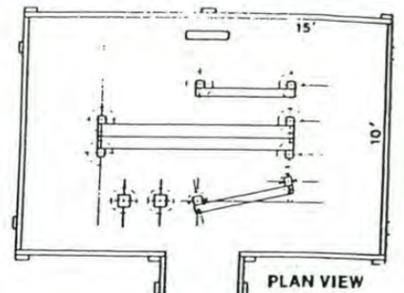
**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	2	4x6x8	Seat Boards	7	3
B	4	4x4x3	Seat Legs	7	3
C	2	3x4x4	Foot and Back Rail	7	3
D	2	4x4x3.5	Back Rail Legs	7	3
E	2	4x4x2	Foot Rail Legs	7	3
F	1	6x6x3.5	Post	7	3
G	1	6x6x4	Post	7	3
H	2	1/2" x 1 1/4"	Threaded Rod Seat Board to Legs	4	4
I	1	1/2" x 10"	Threaded Rod - Center of Seat	4	4
J	4	1/2" x 6"	Cap Screw - Front and Back Rail	4	4
K	10	1/2"	Nut	4	4
L	20	1/2"	Washer	4	4
M	1	18" x 6.6"	Station Sign	18	10

**SIGN**

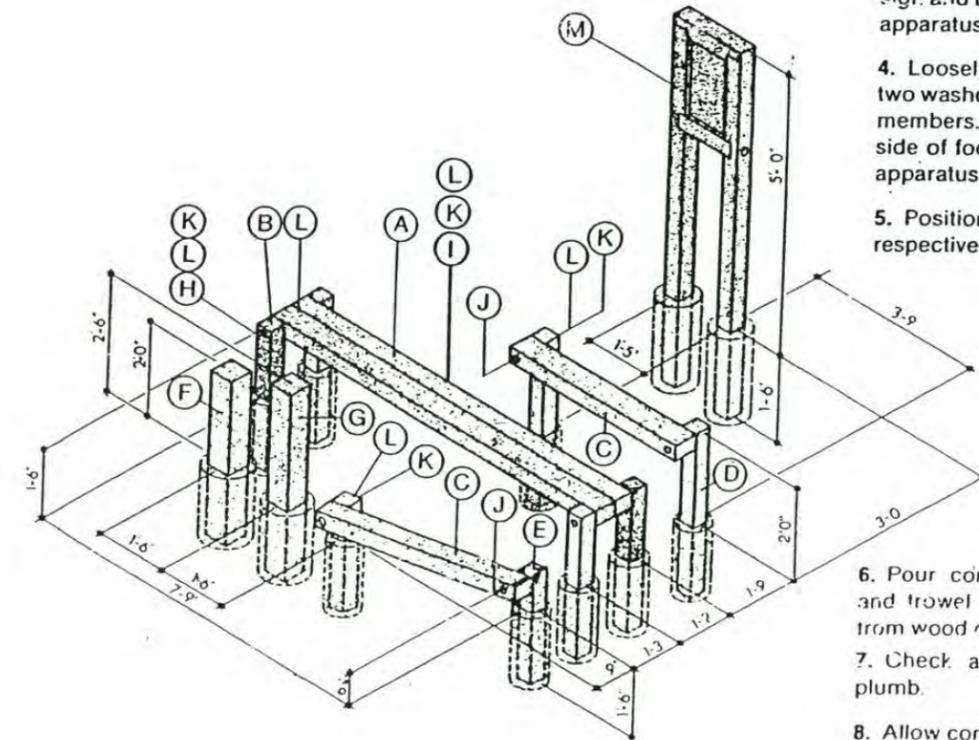


SYSTEM	STATION #
20 STATION	6
10 STATION	4



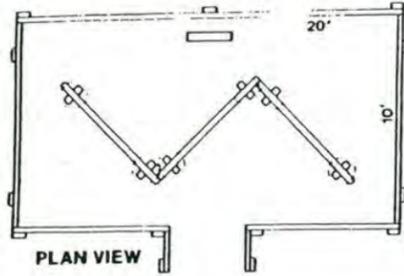
**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus posts as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and ten 12" diameter holes for the apparatus posts.
4. Loosely assemble apparatus using two washers as spacers between seat members. Insert cap screws from rail side of foot rail and back rail side of apparatus members.
5. Position sign and apparatus in respective holes.
6. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components.
7. Check apparatus for level and plumb.
8. Allow concrete to set overnight.



Town Owned Fitness Trail  
Project Scope and Program Elements

SYSTEM	STATION #
20 STATION	17
10 STATION	7



**SIGN**

**Fit-Trail**

**BALANCE WALK**  
Walk forward to end of beam. Return by stepping onto the beam.

**FITNESS INDEX**  
TARGET HEART RATE RANGE GUIDE

Age Group | Heart Rate Range (b/min)

10-19	153-178
20-29	141-166
30-39	129-154
40-49	117-142
50-59	105-130
60-69	93-118
70-79	81-106
80-89	69-94
90-99	57-82

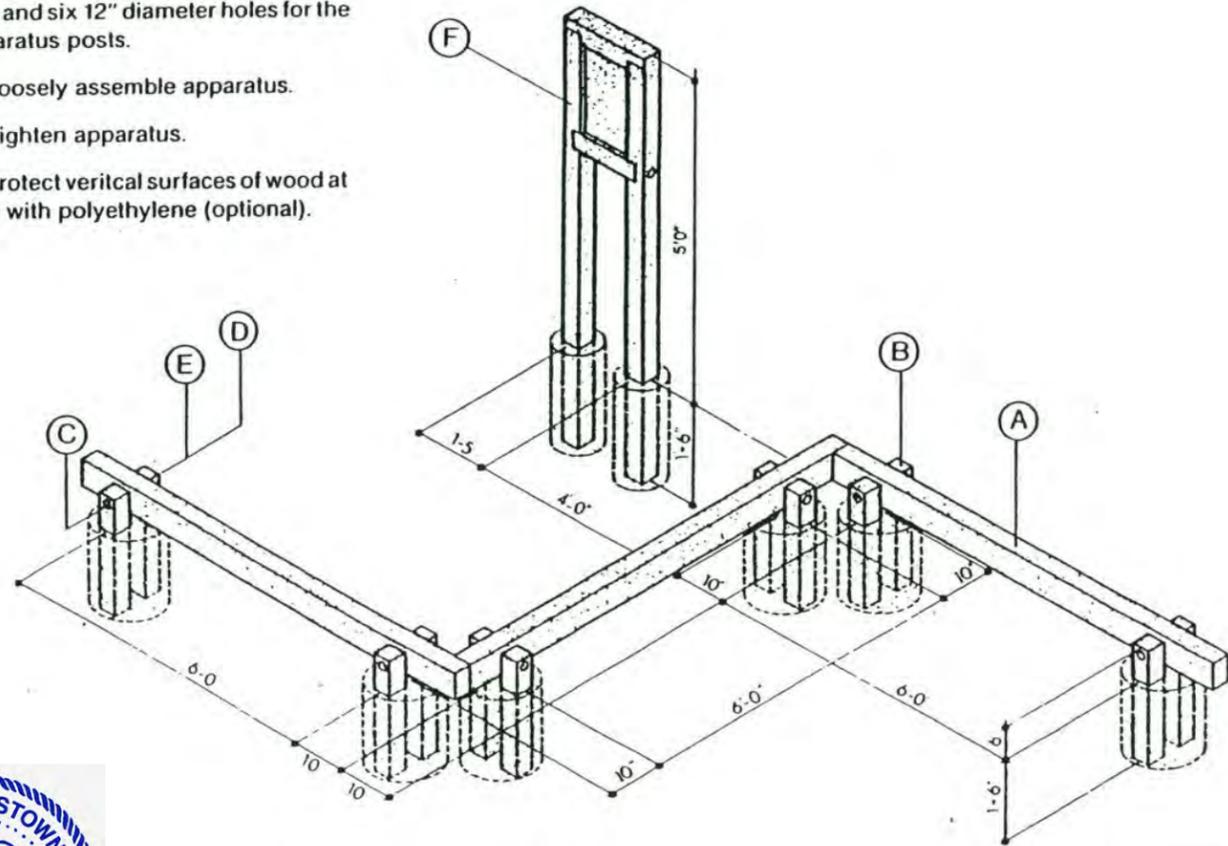
5' 10"

**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	3	4x6x8'	Horizontal Bar	16	8
B	12	4x4x2'	Upright	16	8
C	6	1/2"x9"	Cap Screw	4	4
D	6	1/2"	Nut	4	4
E	12	1/2"	Washer	4	4
F	1	1'8"x6'6"	Station Sign	20	11

**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus post as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and six 12" diameter holes for the apparatus posts.
4. Loosely assemble apparatus.
5. Tighten apparatus.
6. Protect vertical surfaces of wood at gate with polyethylene (optional).
7. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components.
8. Allow concrete to set overnight.



**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	1'8"x6'6"	Station Sign	20	11

**SIGN**

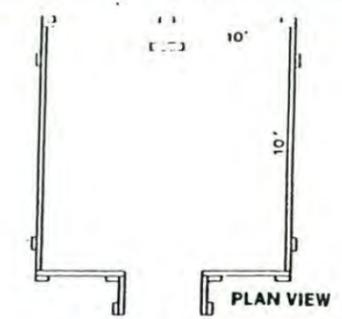
**Fit-Trail**

**SIDE BEND**  
Bend your knees and lean forward. Push your feet back and pull your arms forward. Repeat 10 times.

**FITNESS INDEX**

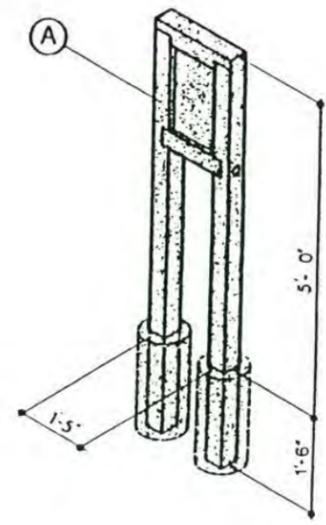
**FITNESS FACTS**  
COOLING DOWN  
Make it a Habit!

SYSTEM	STATION #
20 STATION	18
10 STATION	8



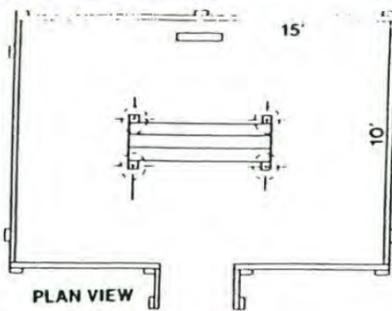
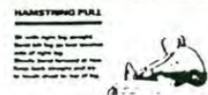
**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Dig two 12" diameter holes for the sign.
3. Position sign in holes.
4. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
5. Allow concrete to set overnight.



SYSTEM	STATION #
20 STATION	19
10 STATION	9

**SIGN**



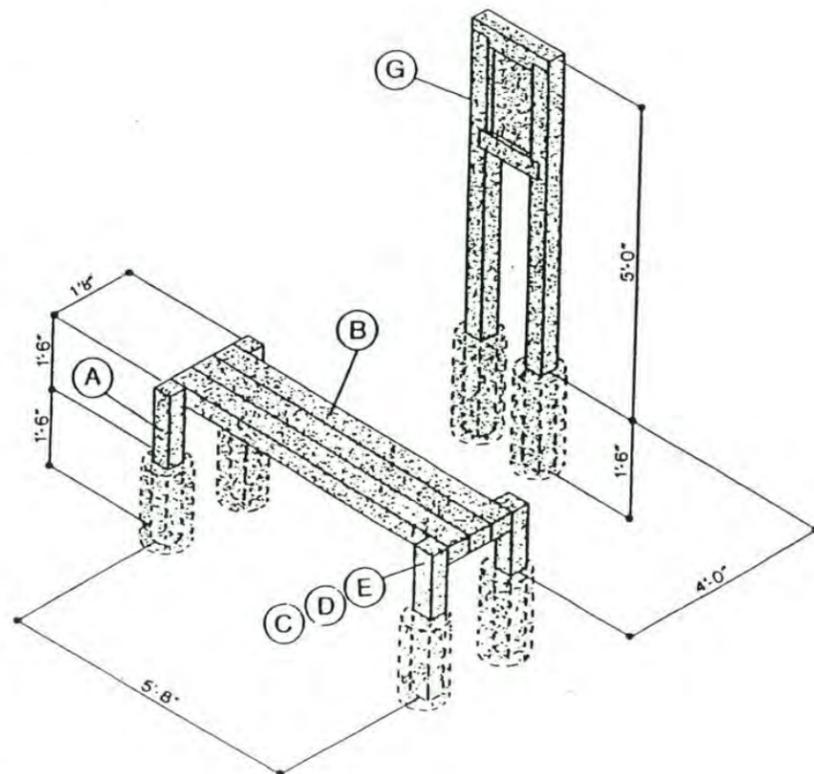
**PARTS LIST**

**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	4	4x4x2	Seat Legs	17	9
B	3	4x6x6	Seat Boards	17	9
C	2	1/2" x 10	Thread Rod Seat Board to Legs	4	4
D	4	1/2"	Nut	4	4
E	12	1/2"	Washer	4	4
F	1	1'8"x6'6"	Station Sign	20	11

**INSTRUCTIONS**

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Locate the position of the apparatus post as dimensioned from the sign stakes.
3. Dig two 12" diameter holes for the sign and four 12" diameter holes for the apparatus posts.
4. Loosely assemble apparatus and position in holes.
5. Tighten apparatus.
6. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
7. Allow concrete to set overnight.



**PARTS LIST**

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	1'8" x 6'6"	Station Sign	20	11

**SIGN**



**CONGRATULATIONS**

You are at the last exercise station of the Fit Trail. Perform this exercise before the celebration and congratulations. Walk from this point to the introductory station which marks the start/break of the course. After a few minutes of rest at the introductory station, you must dig two 12" diameter holes for the sign and 4 holes for the apparatus posts. Dig the holes every other day and you are on your way to local fitness.

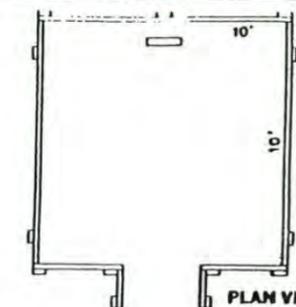
**TENSION RELEASE**



**SAY "MAYBE"**  
Stretch your hand to shoulder and 2 and 3 inches. All hand on 2 and 3 inches. Repeat on other shoulder.

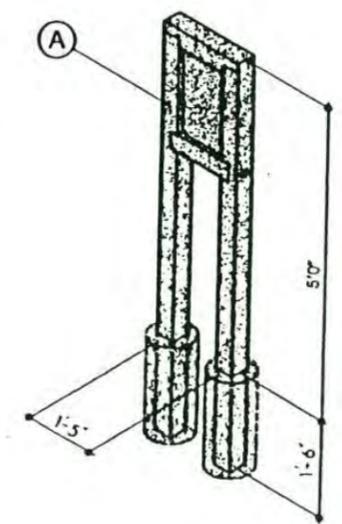
**SAY "NO"**  
Stretch your hand to ear and 2 inches. Repeat on other hand.

SYSTEM	STATION #
20 STATION	20
10 STATION	10

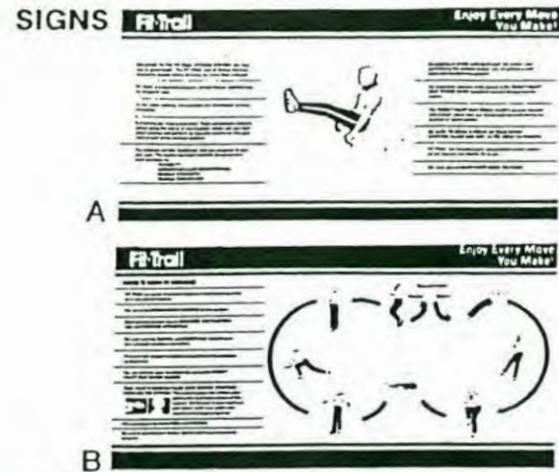


**INSTRUCTIONS**

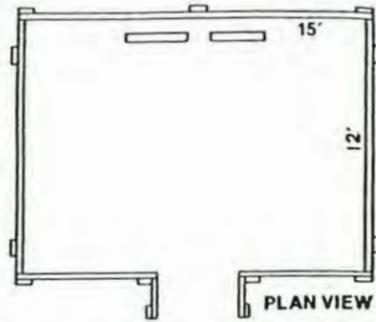
1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Dig two 12" diameter holes for the signs.
3. Position signs in holes.
4. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
5. Allow concrete to set overnight.



Town Owned Fitness Trail  
Project Scope and Program Elements



SYSTEM	STATION #
20 STATION	INTRODUCTORY
10 STATION	INTRODUCTORY

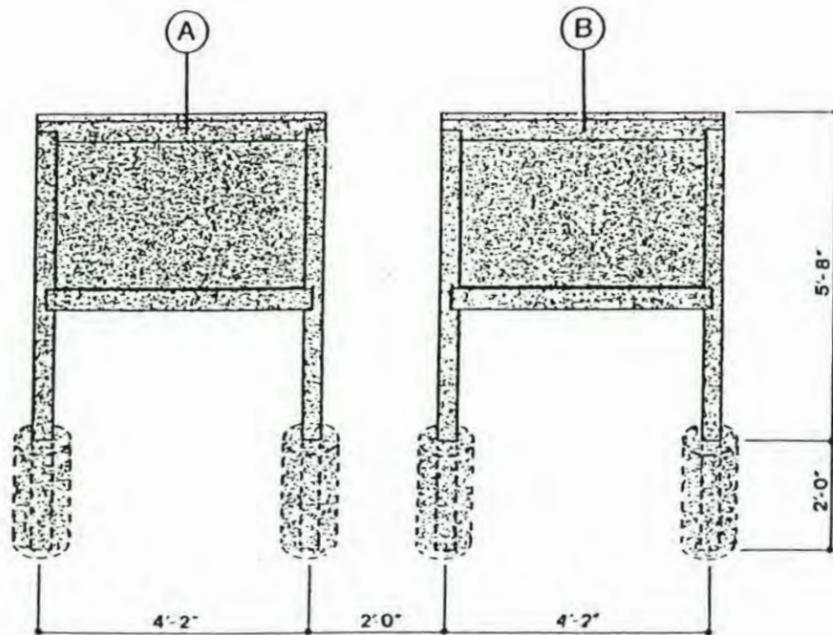


### PARTS LIST

ITEM	QTY	SIZE	DESCRIPTION	CRATE # 20 STATION SYSTEM	CRATE # 10 STATION SYSTEM
A	1	4'2" x 7'8"	Introductory Sign	1	1
B	1	4'2" x 7'8"	Introductory Sign	1	1

### INSTRUCTIONS

1. Locate the desired position of sign and stake the position of the holes as indicated on the drawing.
2. Dig four 12" diameter holes for the signs.
3. Position signs in holes.
4. Pour concrete in holes, agitate, and trowel concrete to slope away from wood components and check for plumb.
5. Allow concrete to set overnight.



## Town Owned Fitness Trail Project Scope and Program Elements



# Town of Jamestown & Rolling Agenda

## Best Land Use Plan for Jamestown School Grounds and Neighborhood

### Section 2

#### NATIVE AMERICAN CONSIDERATIONS

## Introduction

The Jamestown Comprehensive Community Plan discusses the Native American Burial Grounds on the Island as follows:

The discovery of large Native American Burial Grounds on Jamestown has enabled tribal members and historians an opportunity to view life as it was in the beginning of Jamestown. A large Narragansett Indian burial ground is identified on the state map and is included in the Jamestown Archeological District. Another site in Jamestown contains skeletal remains although no identification has been made as Native American or as a burial ground.

The Jamestown Archeological District, entered on the National Register of Historical Places in 1984, is made up of two significant archeological sites, the Joyner site and the West ferry site. Other evidence of early Indian settlements are found throughout the Island, laying claim to Sachem Pessicuc's statement that his people had lived in the area since "time out of mind." Investigations continue for additional burial sites and campsites of the Narragansett Indian Tribe.

The Joyner site comprises a large area of the Island, extending south from approximately Route 138, the John Eldred parkway, to Narragansett Avenue. Important findings there include house remains, shell middens and human burials, perhaps dating to 4,500 years ago.

**The West Ferry archeological site is considered the largest documented Indian cemetery in New England. The modern village of Jamestown has grown around and within this large Indian cemetery whose boundaries remain unknown. The cemetery contains cremation burials dating to at least 3,300 years ago. Also present are more recent Narragansett Indian burials dating to the 1600s and possibly earlier.**

These archeological projects have made significant contributions to our understanding of the Native American history of Conanicut Island in particular and southern New England in general. The Jamestown Library includes the Sydney Wright Memorial Museum, the repository for Narragansett Library and European artifacts recovered from Narragansett graves in the 1960s by archeologists from Harvard University. Members of the Narragansett tribes reburied the skeletal remains in 1972 in one of the first reburial ceremonies in the United States. Discussions are now underway with the Narragansetts to determine the best way to care for the grave artifacts. The library also provides a place for occasional lectures and discussions about the Island archeology. With the preservation and study of Jamestown's important archeological sites, the Island will continue to contribute to our knowledge of the past.



## Native American Considerations

## Narragansett Indian Tribe Early History

The Narragansett Indians are the descendants of the aboriginal people of the State of Rhode Island. Archaeological evidence and the oral history of the Narragansett People establish their existence in this region more than 30,000 years ago. This history transcends all written documentaries and is present upon the faces of rock formations and through oral history. The first documented contact with the Indians of Rhode Island took place in 1524 when Giovanni de Verrazano visited Narragansett Bay and described a large Indian population, living by agriculture and hunting, and organized under powerful "kings".

The Tribe and its members were considered warriors within the region. The Narragansett customarily offered protection to smaller tribes in the area. Certain Nipmuck bands, the Niantics, Wampanoag, and Manisseans all paid tribute to the Narragansett tribe. These tribes all resided in areas of Rhode Island at the time of the first European settlement around 1635. In 1636, Roger Williams acquired land use rights to Providence from the Narragansett Sachems. The colonists quickly came into contact with both the Narragansett and Niantic Sachems, most notably Ninigret.



## The Narragansett Indian Tribal Historic Preservation Office

The Narragansett Indian Tribal Historic Preservation Office (NITHPO) is a designated office of the Narragansett Indian Tribe. NITHPO is authorized to determine all matters on behalf of the Tribe with respect to historic preservation, Indian graves' protection, and religious freedom and other relevant cultural matters. We strive to protect our ancestors' memories, histories, and living places. Our respect, duty, and obligations to our ancestors will forever exist and remain in the minds of us all.

NITHPO and the Tribe as a whole, view archaeological site not as just archaeological sites but as finite, fragile, and unrenovable cultural resources. Any study or construction project that involves the excavation of sediments or the alteration of a resource produces an irreversible effect on the area. Performance standards and procedures are administered by our office to ensure that archaeological studies are done properly and do not inadvertently result in the loss of cultural resources through excavation or the removal of unburied cultural materials.

The greatest challenge of this job is to protect cultural resources that contain aspects of a traditional cultural place of importance. For years, the Indigenous people of this land were left out of the process when roads were built. Countless graves and cultural resources were destroyed. But in 1992 Congress passed a measure in the National Historic Preservation Act that requires federal or state agencies to consult federally recognized tribes when a project might impinge on a historic site. This act enables the Tribe's Historic Preservation office to consult with the Rhode Island State Historic Preservation Officer (SHPO), as well as state and federal agencies concerning proposed activities that may affect properties of traditional religious and cultural importance to the Narragansett Indian Tribe.



Source:  
[Http://www.narragansett-tribe.org/history.htm](http://www.narragansett-tribe.org/history.htm)

The Narragansett Indian Tribal History

**Native American Considerations**

## One Island, Two Places

Archaeology, Memory, and Meaning in a Rhode Island Town

Paul A. Robinson

There it was, word for word,  
The poem that took the place of a mountain.  
*Wallace Stevens, "The Poem That Took the Place of a Mountain"*

Places, like families, tribes, and states, can have many histories. Some of these are written and memorialized, while others are forgotten, concealed, or simply ignored. Histories of places are shifting stories, negotiated among people with different perspectives on the same geographic area. The poet Wallace Stevens wrote of this fluidity of meaning, how the perspective of the observer or narrator replaces the place itself, or someone else's idea of place, with something else. In this essay I explore the making and remaking of the ideologies and themes that comprise the histories of a small island community in Rhode Island as told and memorialized by two groups of people—the Narragansett Indians and the town's non-Indian residents.

Until recently the two stories existed quietly side by side without much public discussion or debate. Since 1988, however, when Jamestown school officials proposed a school addition in an area adjacent to a recorded ancient Narragansett cemetery, the version of the town's history held by many Jamestown residents has clashed openly and publicly with the Narragansett one. This conflict included debates within each community concerning the interpretation of the past and appropriate behavior in the present. Archaeological materials and the process of doing archaeology itself have figured importantly in this debate, by undermining some as-

pects of the Jamestown version while strengthening parts of the Narragansett one. The case study presented here demonstrates how archaeological findings are actively implicated in ideological production.

### The Factual Place

Go where we will on the surface of things, men have been there before us.  
*Henry David Thoreau, 1849*

The town of Jamestown, Rhode Island, includes all of Conanicut Island (see Nassaney, chap. 15, fig. 15.1). The island is located at the mouth of Narragansett Bay and measures about nine miles long by one and a half miles wide. It is connected to the mainland by two bridges, allowing local residents to travel easily to the mainland and back, while tourists speed quickly across the island to Newport and Cape Cod. Conanicut Island, with a state park at its southern end that provides expansive and spectacular ocean views, is home to several thousand year-round and summer residents, and for generations has attracted people with its scenic beauty and relaxed pace of life.

The island has several documented Native American burial areas, most of them unmarked and poorly delineated. They date from the 17th century and extend back in time over 3,200 years (McBride 1989; Simmons 1970). In addition to the burial areas, over fifty Native American archaeological sites are recorded in the state's archaeological data base, some of which were substantial and regularly used settlements by 3,200 years ago. Collectively, these archaeological sites document a wide range of Native American uses of the island (Leveillee 1997; Morenon 1983).

The name *Conanicut* derives from that of Canonicus, the leading Narragansett sachem at the time of European contact and settlement in the 1620s and 1630s (LaFantasie 1988:75). English settlers obtained grazing rights on the island from Canonicus in 1638 for a small sum of wampum (Bartlett 1865:45-49). Nineteen years later, in 1657, a group of colonists sought clear and absolute title to the land, and in their view obtained it for a quantity of wampum valued at 255 pounds sterling. The deed of conveyance specified that the Narragansett sachems would "remove all the Indian inhabitants, and clear them off from the foresaid Island Quononaquitt" (Jamestown, R.I. *Land Evidence*, 1:12). That some Narragansett stayed, however, is documented in town records from the 18th century (Herndon and Sekatau 1997:439-40; Simmons 1970:39).

The 1657 proprietors divided the land and made plans for a village in



Source:  
*Interpretation of Native North American Life:  
Material Contributions and Ethnohistory*, Nassaney and Johnson, eds.  
University of Florida Press, Gainesville, 2000

The Narragansett Indian Tribal History

**Native American Considerations**

Town of Jamestown & Rolling Agenda

2.3

the central part of the island, where the main settlement grew through the 18th and into the 20th century. In the center of this village was a large Narragansett Indian burial ground, or perhaps several burial areas, which archaeological studies in 1966 and 1989 showed to be one of the largest recorded Native American cemeteries in New England (McBride 1989; Simmons 1970). Mortuary rituals through the centuries have left evidence of the graves of nearly 300 people. Throughout the years the village has grown within and around this major burial place, periodically disturbing Indian graves. Any construction within the town center risks encountering Narragansett burials, as was the case for school construction in the 1950s and excavations for a municipal water line in 1995.

### The Plurality of Place

Our roots belonged here . . . our ancestors were buried here just as deep, if not deeper than the Indians.

*Caroline Wright, a prominent Jamestown resident, at dedication ceremonies of Sydney Wright Museum, Jamestown, R.I., 1971 (Wright, 1971)*

This island . . . was the place of the summer homes of the Narragansett sachems . . . [when I come here] there is much emotion that is involved . . . sometimes I stop and sometimes I hurry through. When I stop I look for the oldest things that are present—the stones and [some] trees . . . that bore witness to [my ancestors].

*Dr. Ella Sekatau, Narragansett Indian tribal ethnohistorian and medicine woman, at the excavation of the Joyner site, Jamestown, R.I., 1991 (Leveille 1992)*

In the more than 360 years since English colonists obtained grazing rights from Canonicus, different traditions or histories have been told and written about the settlement and growth of the town and its original Indian inhabitants. The Jamestown version includes written and oral traditions; the Narragansett is largely oral, although in the last decade official tribal letters, public presentations, and comments at public meetings have provided another glimpse into Indian ideas about the island. Each group has constructed its own ideology to legitimize access to the island and the right to call it “home.”

### The Jamestown History

The Jamestowners’ view, recorded by local historians in the 19th and 20th centuries, memorializes and praises the original Narragansett Indian inhabitants led by Canonicus, but disconnects and discredits most, if not all, Narragansett people who lived in the area after the 1657 purchase. The

Jamestown story is summarized in a “History of Jamestown” written by J. R. Cole and published in Richard Bayles’s *History of Newport County* in 1888 (Cole 1888). According to Cole, a local antiquarian who lived in Newport, Rhode Island, Canonicus was a “wise and peaceful ruler” who befriended the colonists by providing refuge from the “oppression of their own countrymen.” Moreover, he sought to “advance his people in the arts of civilized life as he saw them in operation among his pale-faced neighbors” (1888:724). Although the Narragansett sachem was not as culturally advanced as the English, he nevertheless possessed a “rudimental education [that] greatly ameliorated [the Indians’] barbarous condition. It is even said that he had conceived some sort of notion of civilization before the coming of the whites, and was actually striving to bring his subjects to a higher plane of life” (Cole 1888:724).

Cole not only ascribed an enlightened wisdom to Canonicus but also gave him the aesthetics of the elite and educated Jamestown establishment. Canonicus, like many of the more affluent residents of the late 19th century, summered on the island. William Trost Richards, a marine artist from Philadelphia, who built an island cottage in 1881, had high praise for the place: “certainly there is no place more lovely than Conanicut in all the world” (quoted in Nebiker 1995:19). Although not quite as cultured as Cole’s contemporaries, Canonicus too appreciated the island’s beauty: “Even the untutored [Indian] mind seems to have had some sense of appreciation of the beautiful, as evinced by their love of this little gem of the waters” (Cole 1888:724).

In most versions of the Jamestown story, Canonicus (who died on the mainland in 1647) is the last Narragansett Indian on the island. Some authors, however, mention the next generation of Narragansett leaders, but suggest they were less intelligent and more barbarous than Canonicus. Scuttop and Cojonoquant “misunderstood” the original intention of William Coddington and the other colonists who purchased the land in 1638, and demanded a second payment in 1657. This point is particularly important to Jamestowners: the island was not stolen or taken by military conquest, but rather was purchased fairly from the Indians, not just once but twice. Implicit in this story is the position that the second purchase was not legally necessary but was done to clear the air and end the “troubles” with the Indian sachems (Meras 1984:35; State of Rhode Island 1982:131–33; Steinberg and McGuigan 1976:249; Taylor 1925:3).

Following this second “purchase” the Narragansett are, in most published histories, gone from the island, cleanly folded into and made part of the rustic beauty of the place. Soon, all that was left of the Indians were

## The Narragansett Indian Tribal History

## Native American Considerations



“mute records . . . stone arrow heads and rounded stone weights” (Taylor 1925:3). A passage from an island history written by a resident in 1949 summarized the end. From the highest hill on the island, one can see both Cocumscussoc, the site of Canonicus’s main village and Roger Williams’s trading post where the first “purchase” was transacted, and Newport, home of William Coddington: “As we gaze on the peaceful scene of beauty before us the dim past seems to come to life and a panorama arises before our mental vision. Across the bay we see the Indian chiefs assemble at Cocumscossoc to negotiate for the sale of the island, and then in Coddington’s house in Newport the same assemblage again gathers to sign the deed and the Indians give up possession in their own colorful ceremony . . . to the white man” (Watson 1949:103).

The final part of the Jamestown story is about Narragansett cemeteries and burials. J. R. Cole noted that “here [the Narragansett] had extensive burial grounds [and] oftentimes, by accident or otherwise, skeletons of this early race have been unearthed, but the citizens always respecting their notions of the happy hunting ground beyond, have buried their bones again in a decent manner” (1888:724–25; see also Taylor 1925:2). With the Indians gone—Taylor referred to the “mute records” of ancient Indians found “all over this island”—Jamestowners, according to Cole, assumed the task of caring for the ancient Narragansett graves.

The idea that local residents have cared for Narragansett graves was suggested to me when human remains were found during archaeological investigations for a housing project in December 1994. A long-time island resident suggested that the bones might be a reinterment because “there were many burials in the area and sometimes disturbed burials were reburied nearby.” According to this person, Narragansett Indians have taken an interest in the burials only recently. Even William Simmons’s well-publicized and reported excavation of Narragansett graves in 1966–67 was publicly ignored by the Narragansett until Simmons himself approached the Tribal Council and arranged reburial of the remains on the island in 1972 (Simmons 1970). It was with this sense of stewardship that Caroline Wright worked for several decades, from 1936 into the 1970s, to protect the major concentration of Narragansett graves on school property while the Indians, according to Wright, were on the mainland, busy with their yearly “summer pow-wow” (Wright 1971:3).

## The Narragansett History

While the contemporary Narragansett Indian view shares some elements of the Jamestowners’ story, it differs in most respects. Both stories identify the island as a summering place for the Narragansett sachems and identify Canonicus as a wise and able leader. Both stories also agree that the sachems Cojonoquant and Scuttop were less able, a development that the Narragansett version attributes to the corrupting influence of contact with the English.

The Narragansett history is seamless and continuous. It is, for the most part, an oral history composed of living traditions, but it is also contained in letters and expressed at public meetings, primarily by members of the Narragansett Indian Archaeological and Anthropological Committee. Their history tells of a direct and uninterrupted connection between Narragansett people in the 1990s and those who used the island for at least the last three millennia. The sachems, in particular, lived on the island in the summer. During these millennia, the island was also a sacred place used for the burial of Narragansett people. Narragansett oral tradition tells that people who lived on the island were “caretakers” for the sacred areas.

The Narragansett never left the island, the story continues, nor did they forget about the burial areas. After European settlement, tribal people continued to visit the burial grounds regularly, but did so quietly because protests over non-Indian violations were almost always fruitless and sometimes dangerous. Modern Jamestowners and their predecessors are not viewed as benevolent stewards of the land and burial areas but rather as “intruders” who continually and knowingly have disturbed and mistreated Indian burials in a variety of ways.

## An Archaeology of Forgetting

Historians are the professional remembrancers of what their fellow citizens wish to forget.

*Eric Hobsbawm, 1994*

In her introduction to *The Geography of Identity*, Patricia Yaeger argues that the study of places include an “archaeology of forgetting” (1996:24). After Martin and Mohanty (1986), she suggests that the “comforts” of space invite “political acts of forgetting” that conceal or obscure a clear understanding of the past and the political and social struggles that occurred. Yaeger, a professor of English, is optimistic that a critical historical memory might be awakened by literary texts. She uses a provocative ex-



## The Narragansett Indian Tribal History

## Native American Considerations

ample from Thoreau's *Walden* in which each railroad tie is a "sleeper" whose "dreams have bound America together." Thoreau's sleepers are the "bodies of dead or mangled Irish workers who labored to install the iron path in conditions of incredible suffering and peril. Thoreau describes the forgotten effects of spatial melancholia—the unmourned phantoms that still hover, dreaming and cursing, in geography's thoroughfares" (Yaeger 1996:27).

In Jamestown, historical memory was awakened and the everyday comforts of place were shattered for some residents soon after school officials began planning in 1988 to build an addition to the existing school. In this instance and in the years that followed, archaeological investigation combined with competent and thorough historiography provided a means for bringing to public debate the claims of each side to tell the "whole story" about the island's past.

In 1988 the Town of Jamestown obtained a federal loan to expand and renovate its facilities to accommodate an increasing school population. Some classes were held in hallways, the nurse's office was in a janitor's closet, music was taught in the gymnasium, and band classes were held in a community room, which disturbed nearby classes. In 1966–67 William Simmons had excavated fifty-nine Narragansett burials and cremation pits on school property, only 200 feet west of the existing building (Simmons 1970). The proposed addition was in this area. The town's federal loan triggered a review of the project by the State Historic Preservation Officer (SHPO). The officer determined that the town should conduct an archaeological study to see if the proposed addition would impact any graves or other archaeological resources (Sanderson 1988).

The study, conducted with Narragansett Indian participants, used a combination of shovel tests and machine scraping to survey the area. These investigations located 195 graves on school property (McBride 1989). Survey and testing continued off and on for twenty-one months, and ultimately found a parcel of land in the northwest corner of the school property that contained no burials, where a separate school building was built (McBride 1990). All the burials were preserved in place, although the skeletal remains in one grave were accidentally disturbed during machine testing.

The process of demarcating the area that contained burials involved difficult and lengthy discussions with the Narragansett Indian tribe and the SHPO. It was a process that was unsettling for some town residents. Nearly 200 Narragansett Indian graves were now known to exist in the general area of Simmons's excavations, an area that many people hoped or

had "known" was empty of additional graves. When combined with Simmons's work that had recovered cremation burials about 3,200 years old, the new study suggested that school lands had been used sporadically from 3200 B.P. into the 17th century. During the course of the study we also learned that construction of the original school in the 1950s had disturbed Indian burials. With that in mind, one tribal member at a meeting with town officials in September 1989 made the ironic point that the Town Council had purchased the land in 1937 to provide recreation and "to prevent further desecration of the Indian burial ground thereon" (*Newport Daily News*, April 12, 1937, cited in Simmons 1970:8). The townspeople, it seemed, had decided and then neglected to protect the burial place.

Indian burials have been disturbed repeatedly on the island since the earliest European settlement. Newspaper clippings, letters, and notes on file at the Jamestown Historical Society indicate several such occurrences in the Antham Avenue area between 1888 and 1915. According to one local resident, some of the skeletal remains from this area were collected by the Conanicut chapter of the Institution of the Grand Council, Royal Arcanum of Rhode Island, and used in this fraternal organization's secret rituals. Municipal workers laying a new water line, despite a warning from the town historian, disturbed burials along Antham Avenue again in 1995.

Caroline Wright's recollections of the 1936 discovery of burials at the Watson farm, on what would become school property and the site of William Simmons's excavations, provide another perspective on attitudes toward Indian burials. Wright, a Jamestown resident descended from a long line of prominent East Coast families, was instrumental in protecting burials in the school area from continued desecration after they were unearthed. She rescued many of the artifacts from local collectors and antique dealers, sponsored Simmons's excavations in 1966, and established the Sydney Wright Museum to house the collection in 1971. Her address to the Jamestown Historical Society in June 1971 described the "bedlam" that ensued when excavators struck Indian burials:

Now, on a day in October, 1936, some of Jack Smith's men were in there digging, and standing by watching was a fellow named Roy Johnston. . . . he was young then and, as a distributor of the *Providence Journal*, he had learned a lot of odds and ends, as people who have to do with newspapers are apt to do. While he was watching, the men dug against something and, going deeper, found bones . . .

## The Narragansett Indian Tribal History Native American Considerations



but the general reaction of the diggers was “Oh well, these are just some of Devil Dan’s victims.” (Now remember, I don’t think old Mr. Watson *had* victims, but this was what was quoted to me at the time.) “No,” said Johnston, “These bones are flexed. They are Indians,” whereupon the men began digging in real earnest with the idea that there was monetary value attached to this find and that instead of water lilies, they could sell Indians to the summer people. (1971:6)

The artifacts and bones were scattered among island residents and museums. Caroline Wright, with the help of friends, tracked down some of the contents from many of the estimated seventeen burials that had been disturbed and kept them together until the museum was established following the Simmons excavations (Simmons 1970:8–9). Taken together, the Antham Avenue incidents and Caroline Wright’s account of the Watson farm excavations undermine the Jamestown idea that bones uncovered accidentally are always reburied carefully and respectfully by local residents.

Absent from Wright’s recollections was any mention of contemporary Indian people on the island. She did, however, recall a trip to Charlestown, Rhode Island, in the early 1930s to visit the “campgrounds . . . where descendants of the original Indians have their summer pow-wows” (1971:3). Some tribal members say that Narragansett people visited the area regularly, but did not complain about the mistreatment of the Indian burials because of past failures in the Rhode Island courts. In the 1860s the tribe brought a suit against several men who had excavated Native American graves on the mainland. The men were arraigned but never prosecuted (Rubertone 1994:31). It was difficult, some Narragansett say, for a group of people who were discriminated against because of color and economic class to find a sympathetic hearing for any of their grievances. Many, if not most, non-Indians also believed that 19th- and 20th-century Narragansett had lost their Indian identities through marriage with non-Indians and with the sheer passage of time since European contact (Campbell and LaFantasie 1978). Caroline Wright, by noting that descendants of the original Narragansett were still living on the mainland, may have been one significant exception to this prevalent belief. Many tribal members were surprised and gratified, therefore, when William Simmons approached them in 1972 and offered to rebury the skeletal remains of the individuals he had excavated just a few years before.

Political conditions changed soon after that. The Narragansett began

working systematically with the state in 1978 on burial discoveries, and on April 11, 1983, they gained federal recognition. In the summer of that year they participated fully in the excavation and study of a Narragansett cemetery and established a tribal committee two years later to work with archaeologists (Nassaney 1989, chap. 15; Robinson 1994; Robinson et al. 1985). Moreover, by 1987 state and federal historic-preservation regulations required Indian participation on public construction projects that had the potential to damage Native American archaeological resources. In 1988, when the Jamestown school committee proposed its project, the Narragansett Indian tribe was eager to get publicly involved in the review of the project. At the time, the tribe was divided, its leadership contested. Both factions, despite the problems they had with each other, participated actively with the town and the state and persuaded town officials to build a new school on a piece of school property that contained no graves (Rowland 1989).

The involvement of late 20th-century Narragansett people with ancient Indian remains was difficult for some Jamestowners to understand. At an afternoon library talk given by the Narragansett ethnohistorian and me in 1993, some in the audience were dismayed that the tribal representative combined modern social and political concerns with ancient traditions. She was not, in the words of one listener, a “real Indian.” In this view, real Indians remained tied forever to their mythic, precolonial past, defined on that fall afternoon by a Jamestown’s idea of Narragansett history (see also Carlson, chap. 10).

The new, aggressive approach by the Narragansett toward protecting the burials of their ancestors was also evident at an Antham Avenue reburial ceremony conducted in January 1995 by John Brown, the understudy to the tribe’s chief medicine man. Two or perhaps three burials had been disturbed during the installation of a water line, and the state and town had worked with the tribe for three weeks to identify the extent of the disturbance. The Narragansett felt that since burials had been disturbed in this location several times over the years, this most recent instance could have been avoided with careful planning. In fact, the town historian had cautioned town officials that burials were located along the street. Some townspeople, however, were shocked and offended that John Brown was not grateful for their assistance after the disturbance; on the contrary, he had insulted them by calling them “intruders” and by accusing them of “willful desecration.” Brown’s behavior did not fit with the Jamestown idea of the “real” Indian—symbolized by the peaceful and civilized Canonicus, who had welcomed the original Jamestowners, who



## The Narragansett Indian Tribal History

### Native American Considerations

in turn had, after all, purchased the land not once but twice from the Indians.

And how are we to understand this original purchase? In the spring of 1638, a group of Rhode Island colonists led by William Coddington and Roger Williams gave the Narragansett sachems forty fathoms of white wampum and a “few gratuities” for Aquidneck Island and for grazing rights on several smaller bay islands, one of which was Conanicut. At this time, the Indians hoped that the English would live according to Narragansett ideas of social etiquette and responsibility. Most of the colonists, however, came to see the land transaction as a simple sale and considered the land to be under colonial control. Twenty years later, a new generation of Narragansett leaders complained that the English had not met their obligations. The sachem Scuttop, grandson of Canonicus, told the English that the Narragansett wanted only what was expected of any people living in Narragansett country. Roger Williams reported the demand in a letter: “That we should furnish them with poison to dispatch Uncas [a rival Mohegan sachem]; that we should send English soldiers against Uncas; that we should send up contributions to their nicommoes [social gatherings]. On these and other such abominable terms they have offered to consent, and that *without any other payment*” (Lafantasia 1988:489; emphasis added).

For the Narragansett the wampum that accompanied the original transaction affirmed their ideas about social obligations and the jurisdictional rights of the sachems. In return for grazing rights, they wanted the English to help them settle their feud with Uncas and they expected the colonists to send gifts to the social gatherings and feasts called *nicommoes*. As Roger Williams observed in his report of Scuttop’s remarks, the Narragansett did not want payment for the land; rather they wanted the English to live agreeably with them on Narragansett terms.

The English, however, considered the land sold and would not recognize the essential Narragansett idea. Probably realizing the futility of convincing or compelling the English to act appropriately, the Narragansett in the 1650s demanded and received large sums of wampum for their land. They used the wampum partially in an attempt to create and maintain alliances with Indian communities in the upland sections of Massachusetts and with the Mohawks. And like the English, who had failed to live according to Narragansett values, this time the Narragansett openly ignored the English idea of land sales: they simply accepted the wampum and stayed on the land (Robinson 1990:192–95). That they stayed is amply documented by the many times the Jamestown Town Council dealt with

“destitute,” “apprenticed,” or “decrepit” Indians in the 18th century (Herndon and Sekatau 1997:439–40; Watson 1949:19–20).

In the last decade, with the more active role of Narragansett Indian people in Jamestown affairs, and with the publicly acknowledged archaeological and historical evidence of burials disturbed and burials preserved, some Jamestown residents have questioned the standard island story and have begun to see a more complex past. They have begun to see that perhaps parts of the Narragansett story fit better with the historical facts and with their values. Some townspeople—the town historian and some school committee and Town Council members—have worked to protect burial areas. They have, in fact, assumed an explicit responsibility for working with the Narragansett to take care of Indian burials on the island. In doing this they are remaking the history of Jamestown itself.

### Acknowledgments

I would like to thank Richard Greenwood, Mary Miner, Ella Sekatau, Charlotte Taylor, and two anonymous reviewers for reading and providing useful comments on this paper. I have also benefited greatly from conversations on the topic with John Brown, Alan Leveillee, and Jim Garman. I also gratefully acknowledge the efforts of Michael Nassaney and Eric Johnson in seeing this project through and for including this essay in their volume. The two lines by Wallace Stevens are reprinted from *Collected Poems* by Wallace Stevens, by permission of Alfred A. Knopf, Inc., copyright 1954.

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## The Narragansett Indian Tribal History Native American Considerations

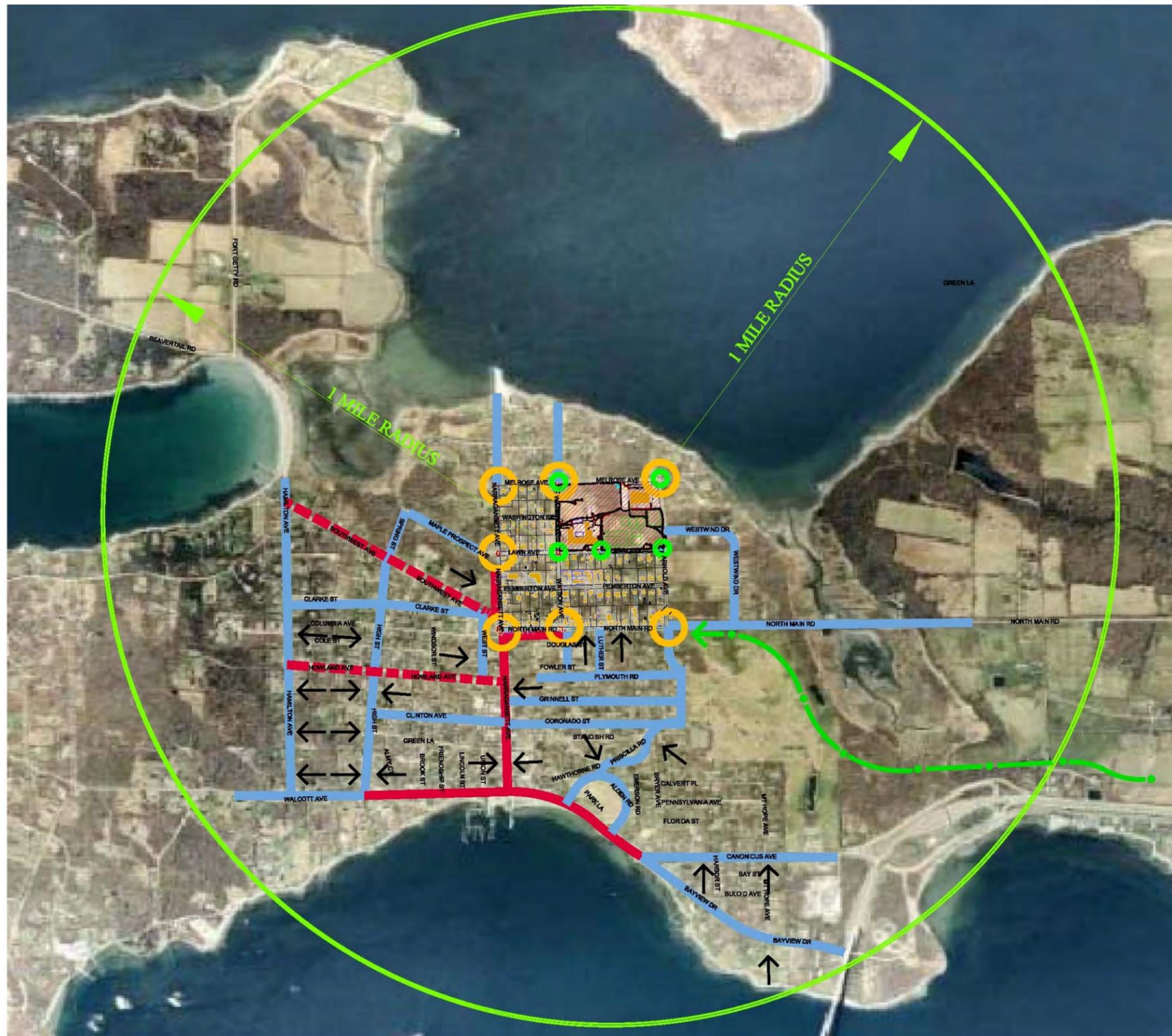


Town of Jamestown & Rolling Agenda

Best Land Use Plan for Jamestown  
School Grounds and Neighborhood

Section 3

THE VILLAGE AREA



**LEGEND**

-  1 Mile Radius Walk to School Zone
  -  Neighborhood Gateways
  -  School Campus Gateways
  -  Primary Route to School ~ *Type A*  
Highest Use, Utilizes Primarily Sidewalks
  -  Primary Route to School ~ *Type B*  
Utilizes Primarily Streets
  -  Secondary Route to School
  -  Village Neighborhood Travel
  -  School Campus
  -  Possible Future Greenway
- Patterns



**Village Circulation Patterns**



**High Street/Southwest Avenue Intersection**



**Spring Street**  
*(View across southwest avenue to Spring Street)*



**Maple Street/Narragansett Avenue**



**Southwest Avenue**  
*(Typical sidewalk)*

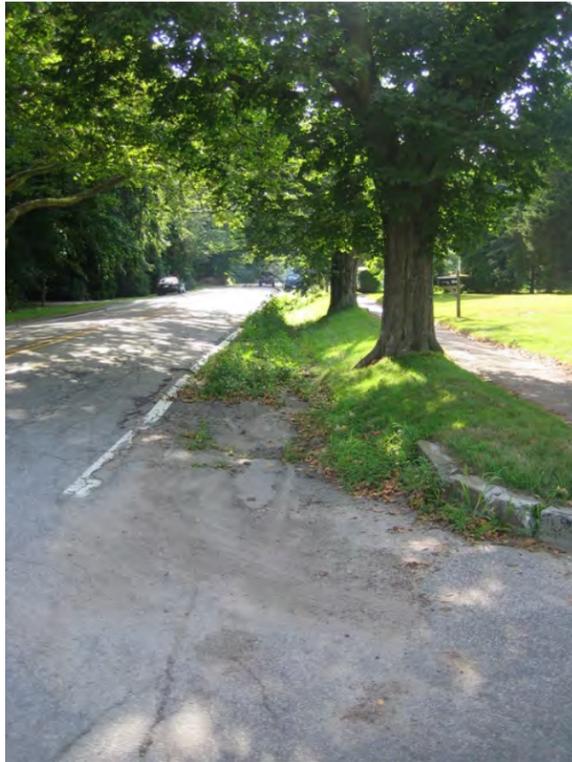


**Spring Street**



**Spring Street / Maple Street Intersection**





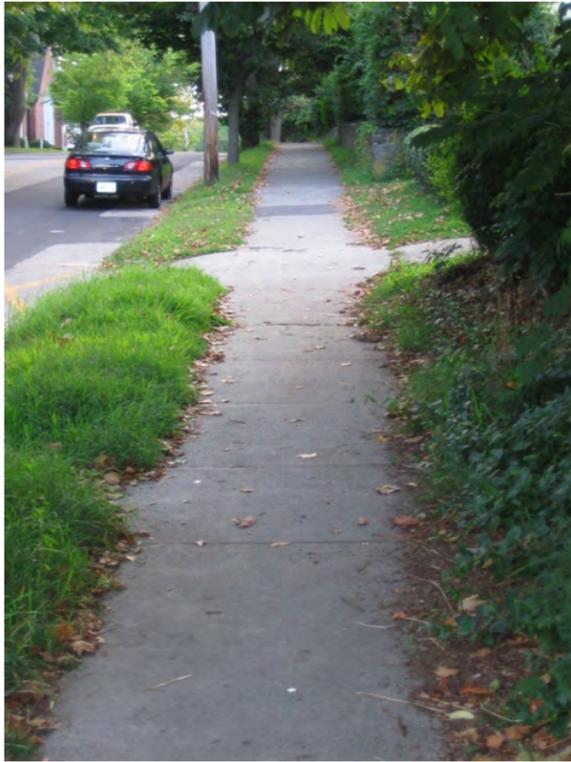
Overgrown shoulders and broken pavement make navigation the roadway difficult for cyclists



Overgrown hedges limit the usable sidewalk width and make it difficult to see vehicles



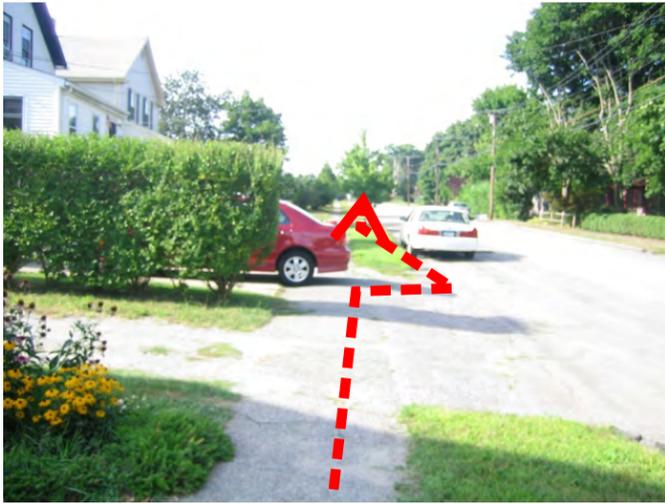
Overgrown hedges and poor pavement conditions and a utility pole make this section of sidewalk difficult to traverse



Looking west on the north side of Narragansett Avenue: driveways with poor visibility



Looking east on the south side of Narragansett Avenue



Parked cars restrict sidewalk flow



### Typical Sidewalk Conditions Site Conditions - Village

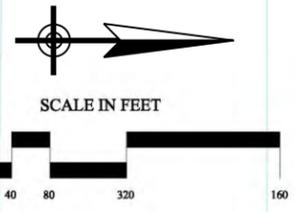


# Town of Jamestown & Rolling Agenda

## Best Land Use Plan for Jamestown School Grounds and Neighborhood

### Section 4

#### **THE JAMESTOWN SCHOOLS SURROUNDING NEIGHBORHOOD**



Existing Conditions  
**Jamestown Schools Surrounding Neighborhood**





Aerial  
Jamestown Schools Surrounding Neighborhood



North Road & Narragansett Avenue



North Road & Watson Avenue  
*(No sidewalk on east side of North Road.)*



North Road & Arnold Avenue



East shoulder of North Road.  
*(Sidewalk is narrow.)*



Crosswalk at North Road and Watson Ave.  
*(Pavement inadequate, sign obstructs pedestrian crossing, no sidewalk on the east side.)*



East shoulder of North Road at Library.  
*(No sidewalk exists in this area.)*



Site Conditions  
**North Road Intersections**



Pemberton Ave & Narragansett Avenue  
*(Sidewalks on the North side of Narragansett Avenue and west side of Pemberton Avenue)*



Pemberton Avenue & Watson Avenue  
*(Sidewalks on the west side of Pemberton Avenue and north side of Watson Avenue)*



Pemberton Avenue & Arnold Avenue  
*(No sidewalk exists on either side of street)*



Intersection of Watson Ave. and Pemberton Ave.  
 - west side *(No handicap ramp and no crosswalk designation.)*



Intersection of Watson Ave. and Pemberton Ave.  
 - east side *(Broken pavement and drainage concerns)*



Site Conditions

## Pemberton Avenue Intersections



Lawn Avenue & Narragansett Avenue  
*(Sidewalks on the north of Narragansett Avenue, east and west sides of Lawn Avenue)*



Lawn Avenue & Watson Avenue  
*(Sidewalks on the west side of Lawn Avenue continue north - east side ends at Watson Avenue)*



Lawn Avenue & Arnold Avenue  
*(No sidewalk exists on either side)*



Watson Avenue & Lawn Avenue *(Irregular road surface, broken curbing, vegetation encroachment and deteriorating crosswalk striping)*



Lawn Avenue & Narragansett Avenue  
*(No crosswalk striping and vegetation encroachment on sidewalk)*



Site Conditions

**Lawn Avenue Intersections**



Melrose Avenue & Narragansett Avenue  
*(No sidewalk exists on either street)*



Melrose Avenue & Watson Avenue  
*(No sidewalk on Watson Avenue - campus sidewalk begins on east side of Melrose Avenue)*



Melrose Avenue & Arnold Avenue  
*(Sidewalk at Melrose School Campus ends)*



Washington Street & Watson Avenue  
*(No sidewalk on either street at this intersection)*





North - South

- North Road
- Pemberton Avenue
- Lawn Avenue
- Washington Street
- Melrose Avenue

East - West

- Narragansett Avenue
- Watson Avenue
- Arnold Avenue



Key Plan  
**Neighborhood Street Segment**

	Existing Pavement Width	Existing Pavement Type	Pavement Condition	And Other Issue	Handicap Ramp Needed
<b>North Road ~ Segment 1: Narragansett Ave. to Valley St.</b>					
Roadway		Asphalt	G to F		
East Sidewalk	4'	Asphalt	G	PI.1 @ Narragansett Ave. Intersection	
West Sidewalk	4'	Asphalt	G	PI.2 @ Lots 89 & 90	
<b>North Road ~ Segment 2: Valley St. to Luther St.</b>					
Roadway		Asphalt	G		
East Sidewalk	N/A	N/A			
West Sidewalk	3'-3" to 3'-6"	Asphalt	F	PI.2 @ Lot 108 ~ PI.5 @ Lot 106 ~ PI.7 @ Lot 442	
<b>North Road ~ Segment 3: Luther St. to Arnold Ave.</b>					
Roadway		Asphalt			
East Sidewalk	N/A	N/A			
West Sidewalk	3'-3" to 3'-6"	Asphalt	F to P	PI.1 @ Lot 102 ~ PI.2 @ Lots 101 + 96 + 97 ~ PI.5 @ Lots 101 + 102	

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis - North Road  
**Neighborhood Street Segment**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Handicap Ramp Needed
<b>Pemberton Avenue ~ Segment 1</b>					
Roadway		Asphalt			
East Sidewalk	N/A	N/A			
West Sidewalk	3' - 8"	Concrete	G to F	PI.1 @ Lot 500 ~ PI.2 @ Lot 78 ~ PI.4 @ Lot 500	@ Watson
<b>Pemberton Avenue ~ Segment 2</b>					
Roadway		Asphalt			
East Sidewalk Limit: In Front of Lot 741 only	4' - 9"	Concrete	G to F		@ Watson
West Sidewalk Limit: In Front of Lot 775 only		Concrete	G		

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis - Pemberton Avenue  
**Neighborhood Street Segment**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Handicap Ramp Needed
<b>Lawn Avenue ~ Segment 1</b>					
Roadway	Asphalt Berm Curb for Entire Limits	Asphalt			
East Sidewalk	4' - 9"	Asphalt	F	PI.2 @ Lots 76,77,75 ~ PI.4 @ Lot 752 ~ PI.1 @ Lots 56,531,55,54, PI.2 @ Lot 531 ~ PI.4 @ Lot 56, PI.7 @ Lots 61,58,56,531,55+54	@ Watson
West Sidewalk	5' to 4' - 6"	Asphalt	F to P		
<b>Lawn Avenue ~ Segment 2</b>					
Roadway		Asphalt			
East Sidewalk	N/A	N/A			
West Sidewalk	From Watson to Drop-off	Concrete	F	PI.1 (Isolated)	
<b>Lawn Avenue ~ Segment 3</b>					
Roadway		Asphalt			
East Sidewalk	N/A	N/A			
West Sidewalk	N/A	N/A			

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis - Lawn  
**Neighborhood Street Segment**

	Existing Pavement Width	Existing Pavement Type	Pavement Condition	Issues and Concerns	Handicap Ramp Needed
<b>Narragansett Avenue ~ Segment 1</b>					
Roadway		Asphalt			
North Sidewalk	5' - 6" to 4' - 9"	Asphalt some Concrete	G to F	PI.3 @ Lot 410	
South Sidewalk	4' - 9"	Concrete	G	PI.3 @ Post Office	
<b>Narragansett Avenue ~ Segment 2</b>					
Roadway		Asphalt			
North Sidewalk	4' - 3"	Asphalt	G to F	PI.5 @ Lots 79 ~ PI.6 @ Lot 79 PI.7 @ Lot 8	
South Sidewalk	N/A	N/A			
<b>Narragansett Avenue ~ Segment 3</b>					
Roadway		Asphalt			
North Sidewalk	3' - 6"	Asphalt	P	PI.1 @ Lots 61, 59, 49 + 48 ~ PI.2 @ Lots 61, 59, 49 + 48 ~ PI.3 @ Lots 61 + 48	@ Washington
South Sidewalk	N/A	N/A			
<b>Narragansett Avenue ~ Segment 4</b>					
Roadway		Asphalt			
North Sidewalk	3' - 6"	Asphalt	P	PI.1 @ Lots 43 + 44 ~ PI.2 @ Lots 43- 44 + 872 ~ PI.3 @ Lot 44	@ Washington
South Sidewalk	N/A	N/A			

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis - Narragansett Avenue  
**Neighborhood Street Segment**

	Pavement Width	Pavement Type	Pavement Condition	And Other Issue	Handicap Ramp Needed
<b>Washington Street ~ Segment 1</b>					
Roadway		Asphalt			
East Sidewalk		N/A			
West Sidewalk		N/A			
<b>Melrose Avenue ~ Segment 1</b>					
Roadway		Asphalt			
East Sidewalk		N/A			
West Sidewalk		N/A			
<b>Melrose Avenue ~ Segment 2</b>					
Roadway		Asphalt			
East Sidewalk		Asphalt	G	PI.7	
West Sidewalk		N/A			

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis -  
Washington Street & Melrose Avenue  
**Neighborhood Street Segment**

	Pavement Width	Pavement Type	Pavement Condition	And Other Issue	Handicap Ramp Needed
<b>Watson Avenue ~ Segment 1</b>					
Roadway		Asphalt			
North Sidewalk	4'-6"	Asphalt	F	PI.5 @ Lots 774, 626 ~ PI.6 @ Lots 774, 626	@ Pemberton
South Sidewalk	N/A	N/A			
<b>Watson Avenue_ ~ Segment 2</b>					
Roadway		Asphalt			
North Sidewalk	4'-6"	Asphalt	P	PI.5 @ Lots 747, 741 ~ PI.6 @ Lots 747, 741	@ Pemberton, Lawn & Watson
South Sidewalk	N/A	N/A			
<b>Watson Avenue_ ~ Segment 3</b>					
Roadway		Asphalt			
North Sidewalk		Concrete	F		@ Lawn
South Sidewalk	N/A	N/A			
<b>Watson Avenue_ ~ Segment 4</b>					
Roadway		N/A			
North Sidewalk		N/A			
South Sidewalk	N/A	N/A			

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis - Watson Avenue  
**Neighborhood Street Segment**

	Pavement Width	Pavement Type	Pavement Condition	And Other Issue	Handicap Ramp Needed
<b>Arnold Avenue ~ Segment 1</b>					
Roadway		Asphalt			
North Sidewalk	N/A	N/A			
South Sidewalk	N/A	N/A			
<b>Arnold Avenue ~ Segment 2</b>					
Roadway		Asphalt			
North Sidewalk	N/A	N/A			
South Sidewalk	N/A	N/A			
<b>Arnold Avenue ~ Segment 3</b>					
Roadway		Asphalt			
North Sidewalk	N/A	N/A			
South Sidewalk	N/A	N/A			

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor



Existing Conditions Analysis - Arnold  
**Neighborhood Street Segment**



# Town of Jamestown & Rolling Agenda

## Best Land Use Plan for Jamestown School Grounds and Neighborhood

### Section 5

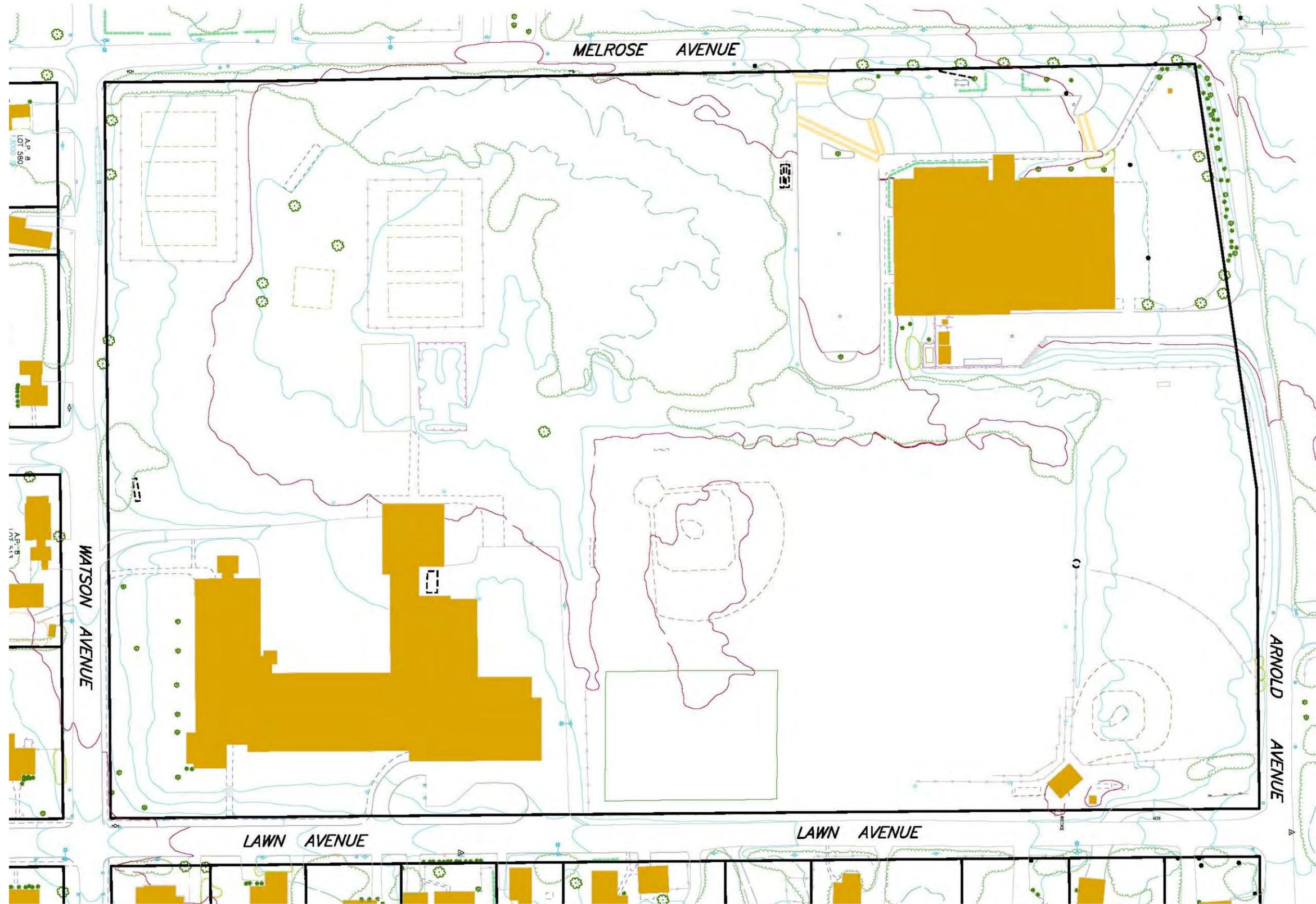
#### THE JAMESTOWN SCHOOLS CAMPUS AREA

MELROSE SCHOOL



LAWN AVENUE SCHOOL

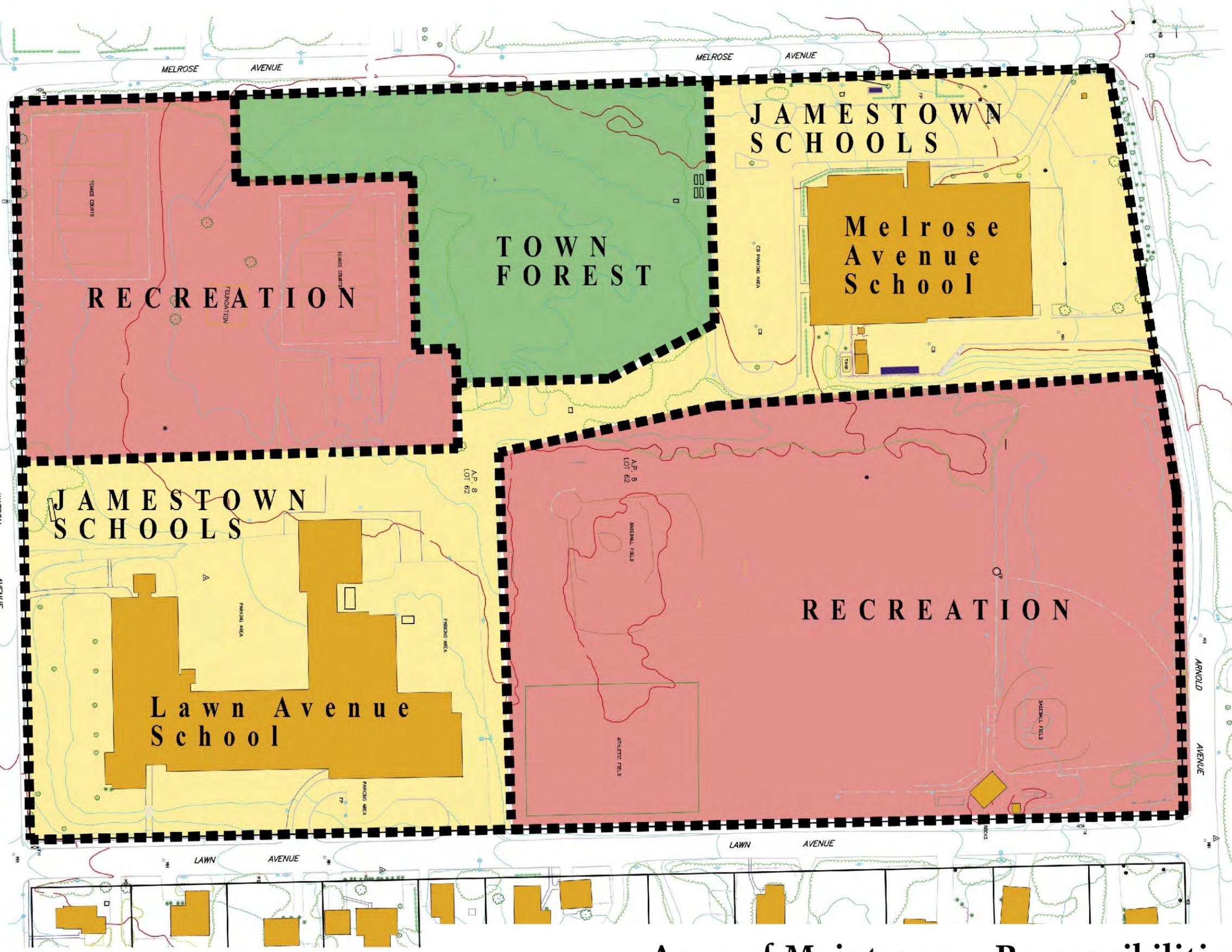
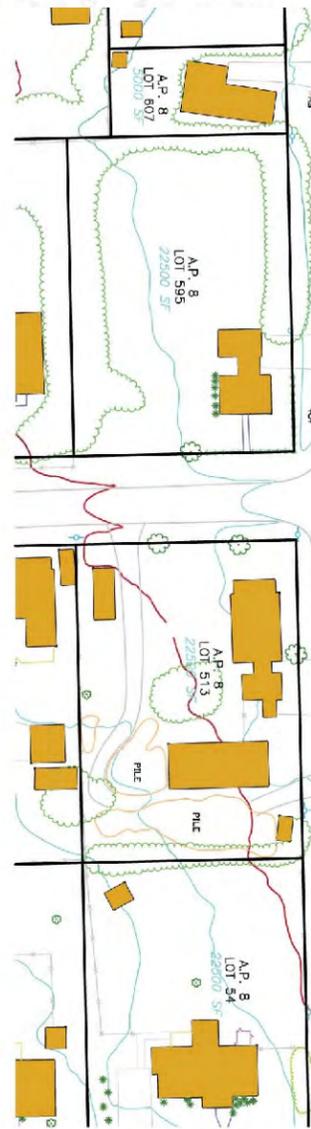




**LAND AREA**

Lawn Ave. School: 208,535sf / 4.78 acres  
 Melrose Ave. School: 152,226sf / 3.5 acres  
 Recreation:  
 (Tennis Courts) 142,930sf/3.28 acres  
 Recreation:  
 (Ball Fields) 307270sf / 7.05 acres  
 Town Forest: 107510sf / 2.46 acres

**Total Campus: 918,471sf / 21.08 acres**



**Areas of Maintenance Responsibilities**



Melrose Ave. (*Inadequate Sidewalks and missing ADA ramps equate to poor Handicapped Access*)



Melrose School Main Entrance (*Afternoon Curbside Pickup is frequently two cars deep*)



Arnold Avenue (*Bus Queue to Pickup Students: Lack of sidewalks force students to walk in the roadway*)



Melrose School (*Inadequate sidewalk width*)



Melrose School (*Bike Rack Location: High intensity use leads to erosion problems. Rack is remote to school entrance*)



Melrose School Front Sidewalk (*Afternoon curbside pickup*)



## Melrose Avenue School Site Conditions & Use Patterns



Melrose Street  
*(Existing narrow asphalt sidewalk on Melrose Street)*



Watson Avenue  
*(Sloped grass area is highly traveled)*



Watson Avenue  
*(Bike and Pedestrian use of area)*



Watson Avenue  
*(Parent Drop-off mixed with Bus Drop-off area)*



Melrose Avenue School  
*(Crosswalk to nowhere)*



Watson Avenue  
*(Pedestrian route)*



Watson Avenue  
*(Parent Drop-off)*



Lawn Avenue School  
*(Parking on Grass Areas Resulting in erosion)*



## Site Conditions & Use Patterns



**Lawn Avenue School**  
*(Morning Student Arrival)*



**Lawn Avenue School**  
*(Student Preparing to Enter School)*



**Lawn Avenue School**  
*(Morning Drop Off)*



**Lawn Avenue School**  
*(End of School Day)*



Lawn Avenue School  
**School Arrival & Drop-off Patterns**



**Melrose Avenue School**

*(There is a steep grade change between the playing fields and Melrose School)*



**Little League Field**

*(Opening in fence concentrates foot traffic and promotes erosion)*



**Watson Avenue**

*(Random Tennis Court Parking promotes erosion and limits pedestrian circulation )*





Broken Curb and broken concrete sidewalk



Missing Curb



No Wheel Chair Ramp



Deteriorating Asphalt and Settlement



Deteriorating Wheel Chair Ramp

### Deteriorating Pavement and Curbing



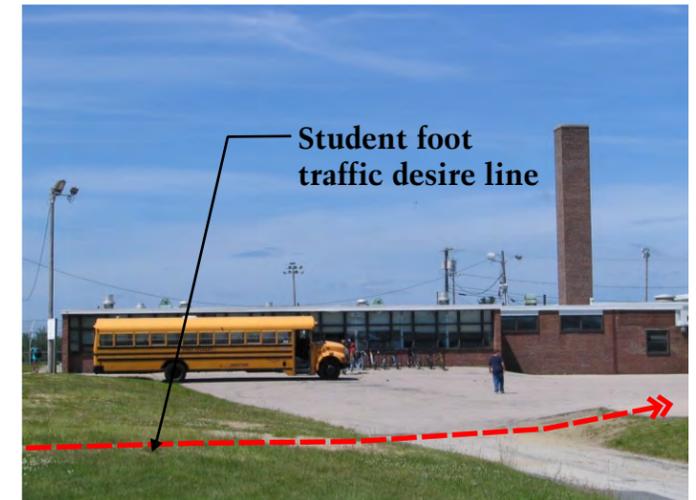
Bike storage area: Inadequate surfacing in high traffic area leads to soil erosion.



Hillside erosion / under-utilized stairs



High traffic walking path between schools



Repeated foot traffic speeds soil erosion in high use areas.

### Pedestrian Erosion Issues

## Site Conditions - Jamestown Schools Campus





Erosion from parallel parking along Lawn Avenue



Thin topsoil/exposed rocks



Thin topsoil and poor grass establishment on playing fields



Poor soils result in inadequate slope stabilization and poor grass establishment



Hillside erosion on steep slopes due to heavy foot traffic



Erosion at entrances to playing fields



Inadequate pavement width



Inadequate pavement width where path leads to erosion



## Pedestrian Erosion Issues Site Conditions - Jamestown Schools Campus



Overland drainage across gravel shoulder caused sedimentation problems



Lack of Curbing: Vehicular compaction has damaged grass and lead to increased erosion



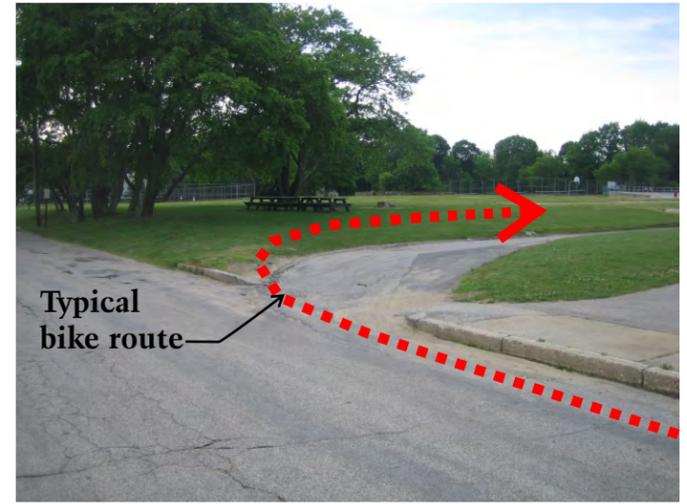
Inadequate Pavement: Narrow driveway width forces traffic to edges of pavement



Road edge disturbance due to heavy traffic and bus circulation



Un-Restricted parking along edge of pavement accelerates erosion



Poorly defined entrance & poor edge conditions



## Vehicular Erosion Issues Site Conditions - Jamestown Schools Campus



Wear patterns at ballfield perimeter fence



Typical field lighting



Crabgrass in ball field



High intensity use at bleachers has lead to erosion and maintenance challenges



High intensity use at ball field benches has lead to damaged grass and erosion



Erosion at edge of pavement due to overflow parking adjacent to Lawn Avenue School



Multiple surfaces at backstops are difficult to maintain and manage



Holes and bare patches in playing fields



## Playing Fields Site Conditions - Jamestown Schools Campus



Foot and bike traffic has lead to erosion



Litter at skateboard park (note trash can in background)



Downed limbs and branches make walking difficult



Open areas need reforestation



Typical Erosion at edges of skatepark



Desire line from Watson Avenue to skatepark (note severe erosion at the edge of pavement)



Woodland path needs definition



Pine stump and soil erosion

### Existing Condition: Skate Park

### Existing Condition: Town Forest

## Site Conditions - Jamestown Schools Campus





Town of Jamestown & Rolling Agenda

Best Land Use Plan for Jamestown  
School Grounds and Neighborhood

Section 6

**RECOMMENDATIONS SUMMARY**

# Overview

## RECOMMENDATIONS

Section 6 provides general and specific recommendations that are designed to enhance both pedestrian and bicycle safety, provide community and campus connectivity, refine and give purpose to the organization of the recreational facilities, and create order and structure to arrival and drop-off activities at the schools.

The proposed improvements create defined routes and crossing points that reinforce predictable behavior that lends comfort to walkers, bicyclists and drivers. The range of improvements is purposefully large and diverse, with small scale and lower cost projects interspersed between larger and more costly ones. Many recommendations can be implemented with town labor, volunteer labor, and / or donated materials, and require little additional design or permitting.

The larger scale improvements such as enhanced visibility crosswalks, or curblin and sidewalk reconstruction require in-depth design plans and experienced construction professionals to implement. All improvements should seek to minimize the soil disturbance to the greatest extent possible and extra caution and sensitivity to Native American concerns should be used when excavating both in the vicinity and on the school campus.

These recommendations provide merely a starting point. It is unlikely that the town will be able to undertake the immediate build-out of all enumerated improvements. Specific improvements should be selected and implemented strategically - for instance, recommendation N1 suggests the creation of a sidewalk in front of the library and playground on North Road where none exist currently. Completion of this project creates sidewalk

connectivity between the village and the Jamestown Schools Neighborhood. While the lack of a sidewalk on segment 1 of Melrose Avenue is also noted, it should be rightfully considered a lesser priority when viewed in the larger context of creating connectivity and access.

Adoption and implementation of Safe Routes to School (SRTS) practices beyond site planning and engineering with Education, Enforcement and Evaluation will help maximize the utilization of the improvements, and reinforce the community as partners in cultivating safe and healthy alternatives to the automobile.



## I. Village Recommendations

Implement the safe routes to school (SRTS) program and establish a community wide plan that incorporates:

### **1. Engineering 2. Encouragement 3. Enforcement 4. Evaluation**

1. Identify primary and secondary Safe Routes to School: Conduct walk-about and bike-about.
  - Sidewalk Use (Type A)
  - Roadway Use (Type B, shared roadway)
2. Reinforce the routes to increase usage
  - A. Educate students and parents: provide orientation.
  - B. Improve community awareness of village routes.
  - C. Install bike racks at all major public and commercial buildings.
  - D. Cultivate private business participation in bike promotion.
  - E. Upgrade sidewalks for universal access
  - F. Improve crosswalks and signage
  - G. Develop education program for urban cycling
    - Safe riding on streets
    - Driveways, Alleys & Dogs
    - Helmet use and bike maintenance
    - Proper crossing techniques
3. Provide Community Awareness
  - A. Identify Village / Neighborhood Travel Routes
  - B. Identify gateways and key crossings points
  - C. Educate neighbors particularly abutters
  - D. Develop consensus for final routes, and the nature of improvements and corresponding benefits and impacts.
4. Develop programs to encourage participation
  - A. Special events and contests
  - B. Walking school bus
  - C. "I walk Club" or mileage club to reward student participation.
  - D. Broaden the user base and provide outreach to adults and seniors

## II. Neighborhood Recommendations

### General

1. Develop sidewalks where none exist presently
  - A. Refer to Neighborhood Street Segment Key for specific locations
2. Upgrade existing sidewalks
  - A. Determine appropriate widths (5'-6' Minimum)
  - B. Remove obstructions and overgrown vegetation
  - C. Provide good line-of-sight at driveways and intersections
  - D. Provide shade trees and resting spots with benches
3. Improve Crosswalks
  - A. Provide curbside areas of refuge for pedestrians
  - B. Incorporate high visibility materials for safer crossings
    - Stamped and colored concrete crosswalks
    - Raised pedestrian crosswalks
    - Epoxy paint 'piano key', ladder or diagonal crosswalks
    - Maintain existing painted crosswalks
    - Flexible bollards
    - In-street signage and high visibility signage
  - C. Provide handicapped curb cuts and truncated dome tactile warnings at crossings
  - D. Provide appropriate signage at and before crosswalks

### Specific

- N1. Construct new curbed sidewalk (Type N-1) and low retaining wall at North Road in front of the library
- N2. Construct new stamped and colored concrete crosswalks at the following locations:
  - N2.1 North Road at Arnold Avenue intersection with enhanced visibility crosswalk (EVC)\*
  - N2.2 North Road at Watson Avenue intersection with enhanced visibility crosswalk (EVC)\*

\* See page 6-33 for additional information



- N2.3 North Road at Narragansett Avenue intersection;
- N2.4 Southwest Avenue at Narragansett Avenue intersection;
- N2.5 Pemberton Avenue at Narragansett Avenue intersection;
- N2.6 Lawn Avenue at Narragansett Avenue intersection;
- N2.7 Washington Street at Narragansett Avenue intersection;
- N2.8 Melrose Avenue at Narragansett Avenue intersection;
- N2.9 Narragansett Avenue at North Road intersection (east & west)
- N2.10 Narragansett Avenue at Pemberton Avenue intersection;
- N2.11 Narragansett Avenue at Lawn Avenue intersection
- N2.12 Watson Avenue at North Road intersection;
- N2.13 Arnold Avenue at North Road intersection

N3. Provide new striped crosswalks at the following locations:

- N3.1 Pemberton Avenue at Watson Avenue intersection (north & south);
- N3.2 Pemberton Avenue at Arnold Avenue intersection;
- N3.3 Lawn Avenue at Watson Avenue intersection (north & south);
- N3.4 Lawn Avenue at Arnold Avenue intersection;
- N3.5 Melrose Avenue at Watson Avenue intersection;
- N3.6 Melrose Avenue at Melrose School egress (3 crosswalks);
- N3.7 Westwind Drive at Arnold Avenue intersection;
- N3.8 Watson Avenue at Pemberton Avenue intersection (east);
- N3.9 Watson Avenue at Lawn Avenue intersection (west) (RPC);
- N3.10 Watson Avenue at Lawn Avenue intersection (east);
- N3.11 Watson Avenue at Washington Street intersection; (RPC)
- N3.12 Watson Avenue at Melrose Avenue intersection (RPC);
- N3.13 Arnold Avenue at Lawn Avenue intersection;
- N3.14 Arnold Avenue at Westwind Drive intersection;

N4. Construct new sidewalk (Type N-1) at the following locations:

- N4.1 North Road from Whittier Road to new stamped and colored concrete crosswalk;
- N4.2 Narragansett Avenue (south side) from Post Office to Plat 4, Lot 10;
- N4.3 Watson Avenue (south side) from North Road to Lawn Avenue;
- N4.4 Arnold Avenue (south side) from North Road to Lawn Avenue and to break in fence at baseball field;

N5. Construct new sidewalk (Type N-2) at the following locations:

- N5.1 Pemberton Ave. (west side) from end of existing sidewalk to Arnold Avenue;
- N5.2 Melrose Ave. (east side) from Narragansett Ave. to Watson Avenue

N6. Reconstruct sidewalk (Type R-1) at the following locations:

- N6.1 North Road (east side) from Narragansett Ave. to Swinburne Street;
- N6.2 Lawn Ave. (east & west side) from Narragansett Ave. to Watson Ave.

N7. Reconstruct sidewalk (Type R-2) at the following locations:

- N7.1 North Road (west side) from Watson Avenue to Arnold Avenue;
- N7.2 Pemberton Ave. (west side) from Narragansett Ave to Watson Avenue

N8. Expand Lawn Avenue, (east side) 30" +/- and resurface

N9. Spot replacement of existing concrete sidewalk at the following location:

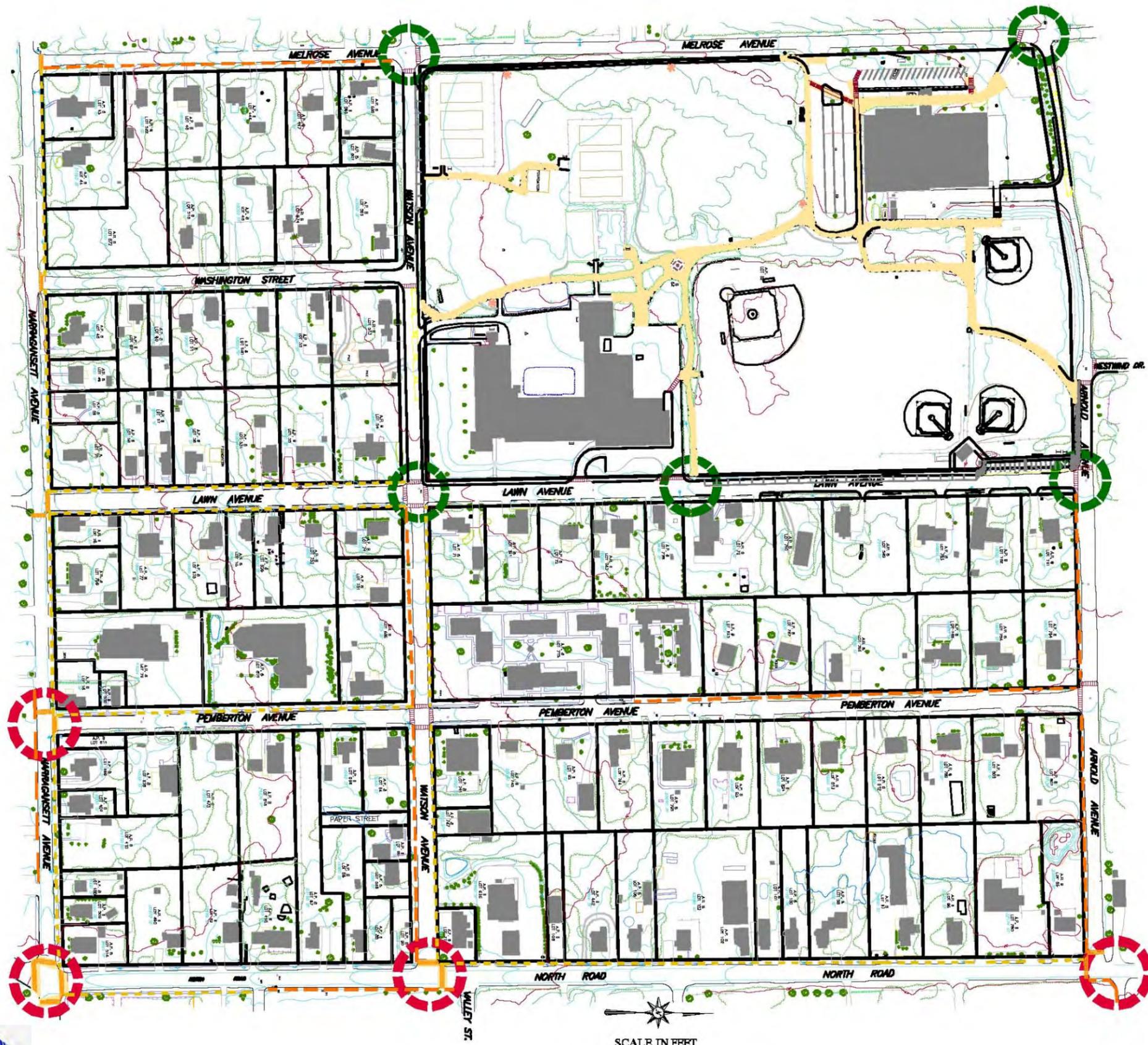
- N9.1 Pemberton Avenue (west side) north of Watson Avenue, assume 50lf

**SIDEWALK KEY**

- N-1 New concrete sidewalk, 6' wide, with concrete curb
- N-2 New concrete sidewalk, 6' wide, without curb
- R-1 Reconstructed sidewalk, 5' wide, with curb
- R-2 Reconstructed sidewalk, 5' wide, without curb
- EVC Enhanced Visibility Crosswalk
- RPC Raised Pedestrian Crosswalk

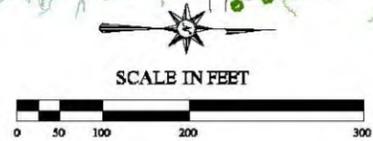


## Neighborhood ~ Recommendations



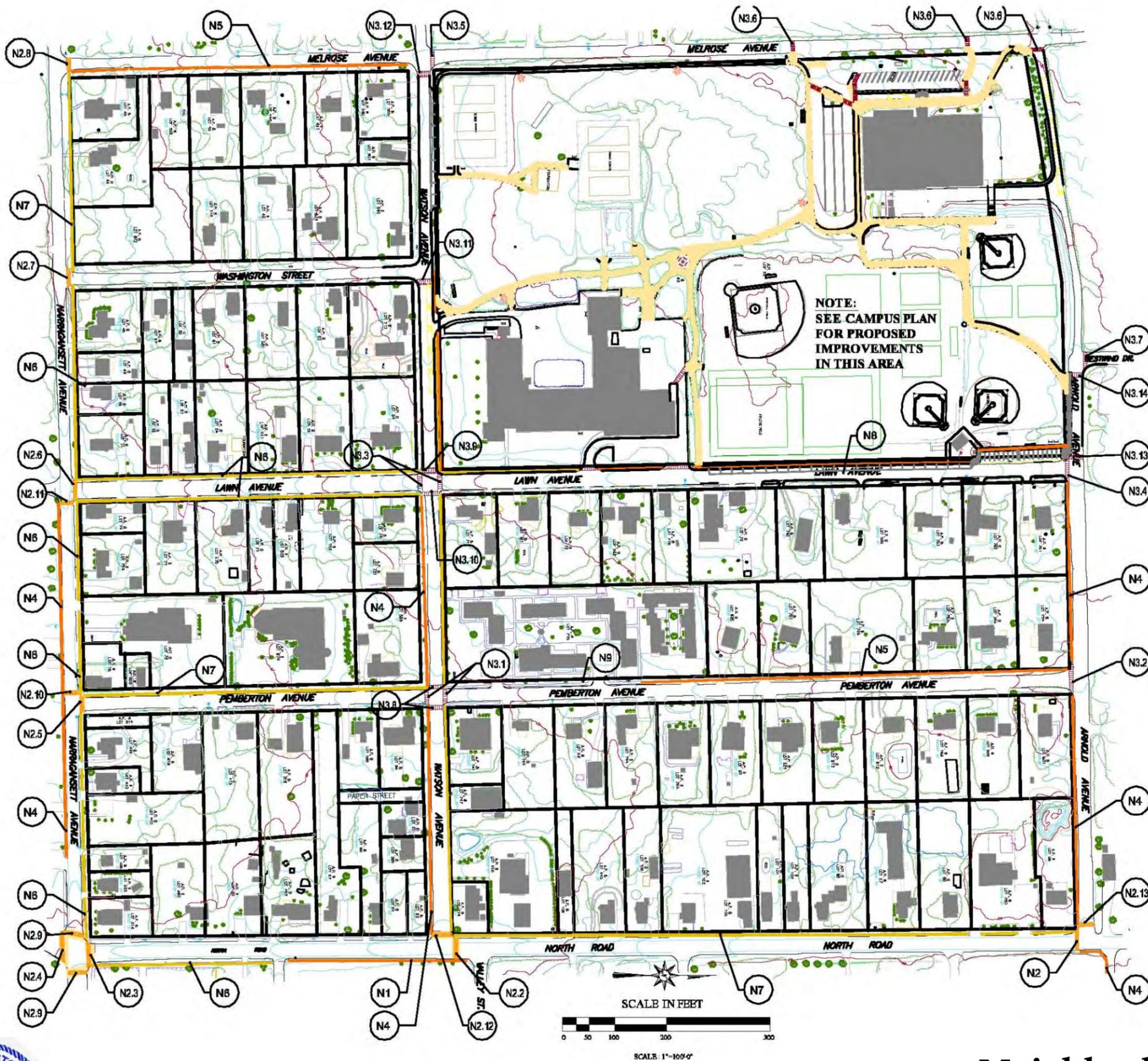
**LEGEND**

-  Proposed Sidewalk
-  Existing Sidewalk to be Improved
-  Proposed Striped Crosswalk
-  Proposed Stamped & Colored Concrete Crosswalk
-  Proposed Campus Trail System
-  Primary Entrances into the Campus
-  Neighborhood Gateway
-  Campus Gateway



Neighborhood  
**Recommendations Summary Graphic**





**LEGEND**

- Proposed Sidewalk
- Existing Sidewalk to be Improved
- ||||| Proposed Striped Crosswalk
- ||||| Proposed Stamped Crosswalk (RPC)
- Proposed Stamped & Colored Concrete Crosswalk

**IMPROVEMENT KEY**

- N1 CONSTRUCT NEW SIDEWALK (TYPE N-1) AND LOW RETAINING WALL AT NORTH MAIN IN FRONT OF LIBRARY
- N2 CONSTRUCT NEW STAMPED AND COLORED CONCRETE CROSSWALKS
- N3 PROVIDE NEW STRIPED CROSSWALK
- N4 CONSTRUCT NEW SIDEWALK (TYPE N-1)
- N5 CONSTRUCT NEW SIDEWALK (TYPE N-2)
- N6 RECONSTRUCT SIDEWALK (TYPE R-1)
- N7 RECONSTRUCT SIDEWALK (TYPE R-2)
- N8 EXPAND LAWN AVENUE (EAST SIDE) 30" ± AND RESURFACE
- N9 SPOT REPLACEMENT OF EXISTING SIDEWALK

**SIDEWALK KEY**

- N-1 New concrete sidewalk, 6' wide with concrete curb
- N-2 New concrete sidewalk, 6' wide without curb
- R-1 Reconstructed sidewalk, 5' wide with curb
- R-2 Reconstructed sidewalk, 5' wide without curb
- EVC Enhanced visibility crosswalk
- RPC Raised pedestrian crosswalk



**Neighborhood - Recommendations Plan**



**North - South**

- North Road
- Pemberton Avenue
- Lawn Avenue
- Washington Street
- Melrose Avenue

**East - West**

- Narragansett Avenue
- Watson Avenue
- Arnold Avenue



**Neighborhood - Street Segment Key Plan**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b>North Road ~ Segment 1: Narragansett Ave. to Valley St.</b>						
Roadway		Asphalt	G to F		New stamped & colored concrete crosswalk, Narragansett Ave. (N2.1) New stamped & colored concrete crosswalk, Valley St. To Watson Ave (EVC)(N2.2)	N/A N/A
East Sidewalk	4'	Asphalt	G	PI.1 @ Narragansett Ave. Intersection	Replace existing asphalt walk with new 5' concrete sidewalk with precast concrete curb. Limits - Narragansett Ave. To Swinburne St. New 5' concrete sidewalk with precast concrete curb, 24" fieldstone retaining wall, Relocate 3 trees - Swinburne St. To Valley St. (N1)	N/A N/A
West Sidewalk	4'	Asphalt	G	PI.2 @ Lots 89 & 90	Prune vegetation	N/A
<b>North Road ~ Segment 2: Valley St. to Luther St.</b>						
Roadway		Asphalt	G			
East Sidewalk	N/A	N/A		N/A		N/A
West Sidewalk	3'-3" to 3'-6"	Asphalt	F	PI.2 @ Lot 108 ~ PI.5 @ Lot 106 ~ PI.7 @ Lot 442	Replace existing sidewalk with new 5' concrete sidewalk Spot curb and grass strip improvements	N/A N/A
<b>North Road ~ Segment 3: Luther St. to Arnold Ave.</b>						
Roadway		Asphalt			New stamped & colored concrete crosswalk, Whittier Rd. To Arnold Ave.	N/A
East Sidewalk	N/A	N/A		N/A	New 5' concrete sidewalk and precast concrete curb to connect Whittier Rd. to new crosswalk	N/A
West Sidewalk	3'-3" to 3'-6"	Asphalt	G to F	PI.1 @ Lot 102 ~ PI.2 @ Lots 101 + 96 + 97 ~ PI.5 @ Lots 101 + 102	Replace existing sidewalk with new 5' concrete sidewalk Spot curb and grass strip improvements	N/A N/A

**NOTES:**

All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only.  
Potential impacts based on estimated depth of soil disturbance.

**Pavement Condition**

G- Good  
F- Fair  
P- Poor

**Pavement Issues**

PI.1 - Broken Surface  
PI.2 - Irregular Surface  
PI.3 - Root Damage  
PI.4 - Missing Section  
PI.5 - Parking Encroachment  
PI.6 - No Grass Strip  
PI.7 - Vegetation Encroachment



**MATRIX - North Road  
Recommendations Summary**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b>Pemberton Avenue ~ Segment 1</b>						
Roadway		Asphalt	F		New stamped & colored concrete crosswalk at Narragansett Avenue	N/A
East Sidewalk	N/A	N/A		N/A		
West Sidewalk	3' - 8"	Concrete	F - G	PI.1 @ Lot 500 ~ PI.2 @ Lot 78 ~ PI.4 @ Lot 500	Replace existing sidewalk with new 4' concrete sidewalk	N/A
					Improve grass strip	N/A
<b>Pemberton Avenue ~ Segment 2</b>						
Roadway		Asphalt			New striped crosswalk at Watson Avenue (north & south)	N/A
					New striped crosswalk at Arnold Avenue (north & south)	N/A
East Sidewalk Limit: In Front of Lot 741 only	4' - 9"	Concrete	G to F		Leave as is	N/A
West Sidewalk Limit: In Front of Lot 775 only	4' - 0"	Concrete	G to F		Spot replacement of existing concrete sidewalk, assume 50 LF	N/A
					New 5' concrete sidewalk from end of existing sidewalk to Arnold Ave. No curb, provide grass strip	N/A

**NOTES:**

All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only.  
Potential impacts based on estimated depth of soil disturbance.

**Pavement Condition**

G- Good  
F- Fair  
P- Poor

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment



**MATRIX - Pemberton Avenue  
Recommendations Summary**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b>Lawn Avenue ~ Segment 1</b>						
Asphalt Berm Curb for Entire Limits Roadway		Asphalt	F		New stamped & colored concrete crosswalk at Narragansett Avenue	N/A
East Sidewalk	4' - 9"	Asphalt	F	PI.2 @ Lots 76,77,75 ~ PI.4 @ Lot 752 ~ PI.1 @ Lots 56,531,55,54, PI.2 @ Lot 531 ~ PI.4 @ Lot 56, PI.7 @ Lots 61,58,56,531,55+54	Replace existing asphalt walk and berm with new 5' concrete sidewalk & precast concrete curb Maintain and improve existing grass strip Prune vegetation	N/A N/A N/A
West Sidewalk	5' to 4' - 6"	Asphalt	F to P		Replace existing asphalt walk and berm with new 5' concrete sidewalk & precast concrete curb Maintain and improve existing grass strip & prune vegetation	N/A N/A
<b>Lawn Avenue ~ Segment 2</b>						
Roadway		Asphalt			New striped crosswalk at Watson Avenue (north & south)	Low to None
East Sidewalk	N/A	N/A		N/A		
West Sidewalk <sup>1</sup> From Watson to Drop-off	7' - 0"	Concrete	F to P	PI.1 (Isolated)	Replace existing concrete walk & curb with new 7' concrete sidewalk and precast concrete curb New 5' wide concrete sidewalk and precast concrete curb in front of school drop-off New striped crosswalk at entrance / exist to school drop-off	Moderate to High High Low to None
<b>Lawn Avenue ~ Segment 3</b>						
Roadway		Asphalt			Expand road to east (approx 30") and repave. Limit from school drop-off to Arnold Ave. New striped crosswalk at Arnold Avenue	Moderate to High Low to None
East Sidewalk	N/A	N/A		N/A		
West Sidewalk <sup>*1</sup>	N/A	N/A		N/A	New 5' concrete sidewalk with precast concrete curb	High

1 DETAILS FOR THIS ITEM ARE OUTLINED IN THE CAMPUS SECTION OF THE REPORT

**NOTES:**

All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only. Potential impacts based on estimated depth of soil disturbance.

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment



MATRIX - Lawn Avenue  
Recommendations Summary

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b>Washington Street ~ Segment 1</b>						
Roadway		Asphalt			New stamped & colored concrete crosswalk at the Narragansett Avenue intersection	N/A
East Sidewalk	N/A	N/A		N/A		
West Sidewalk	N/A	N/A		N/A		
<b>Melrose Avenue ~ Segment 1</b>						
Roadway		Asphalt			New stamped & colored concrete crosswalk at the Narragansett Avenue intersection	N/A
East Sidewalk	N/A	N/A		N/A	New 5' asphalt sidewalk, no curb and 2' grass strip	N/A
West Sidewalk	N/A	N/A		N/A		
<b>Melrose Avenue ~ Segment 2</b>						
Roadway		Asphalt			New striped crosswalk at the Watson Avenue intersection (north side) New striped crosswalk at the Melrose School egress (north side)	Low to None Low to None
East Sidewalk	4'	Asphalt	G	PI.1	Prune vegetation	None
West Sidewalk	N/A	N/A		N/A		

**NOTES:**

All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only.  
Potential impacts based on estimated depth of soil disturbance.

**Pavement Condition**

- G- Good
- F- Fair
- P- Poor

**Pavement Issues**

- PI.1 - Broken Surface
- PI.2 - Irregular Surface
- PI.3 - Root Damage
- PI.4 - Missing Section
- PI.5 - Parking Encroachment
- PI.6 - No Grass Strip
- PI.7 - Vegetation Encroachment



**MATRIX - Washington Street & Melrose Avenue  
Recommendations Summary**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b>Narragansett Avenue ~ Segment 1</b>						
Roadway		Asphalt			New stamped & colored concrete crosswalk at Southwest Avenue and North Road intersection	N/A
North Sidewalk	5'-6" to 4'-9"	Asphalt some Concrete	F to G	PI.3@Lot 410	Replace existing sidewalk with new 5' concrete sidewalk and precast concrete curb	N/A
South Sidewalk	4' -9"	Concrete	G	PI.3@Post Office	Repair damaged sidewalk in front of Post Office. Assume 20 lf	N/A
					New 5' wide concrete sidewalk, grass strip and precast concrete curb for remaining limit of Post Office parking.	N/A
					New 5' wide concrete sidewalk and precast concrete curb for remaining limit of segment 1	N/A
<b>Narragansett Avenue ~Segment 2</b>						
Roadway		Asphalt			New stamped & colored concrete crosswalk at the Pemberton Avenue Intersection (west side)	N/A
North Sidewalk	4' -3"	Asphalt	G to F	PI.5@Lots 79 ~ PI.6@Lot 79 PI.7@Lot 8	Prune Vegetation	
					Replace existing sidewalk with 5' wide concrete sidewalk and precast concrete curb. Limits, end of segment 1 to Pemberton Ave.	N/A
					Replace existing sidewalk with 5' wide concrete sidewalk and precast concrete curb. New grass strip or improve grass strip. Limits, Pemberton Ave. To end of segment 2	N/A
South Sidewalk	N/A	N/A		N/A	New 5' wide concrete sidewalk and precast concrete curb from Post Office parking to Maple Avenue	N/A

**NOTES:**

All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only.  
Potential impacts based on estimated depth of soil disturbance.

**Pavement Condition**

G- Good  
F- Fair  
P- Poor

**Pavement Issues**

PI.1 - Broken Surface  
PI.2 - Irregular Surface  
PI.3 - Root Damage  
PI.4 - Missing Section  
PI.5 - Parking Encroachment  
PI.6 - No Grass Strip  
PI.7 - Vegetation Encroachment



**MATRIX - Narragansett Avenue  
Recommendations Summary**

	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b><i>Narragansett Avenue ~ Segment 3</i></b>						
Roadway		Asphalt	P		New stamped & colored concrete crosswalk at the Lawn Avenue intersection (east)	N/A
North Sidewalk	3' - 6"	Asphalt	P	PI.1 @ Lots 61, 59, 49 + 48 ~ PI.2 @ Lots 61, 59, 49 + 48 ~ PI.3 @ Lots 61 + 48	Replace existing sidewalk with new 4' wide concrete sidewalk and precast concrete curb	N/A
					New culvert at existing swale / gutter, drop inlets and provide new grass strip	N/A
					Improve grass strip where it currently exists	N/A
					Prune vegetation	N/A
South Sidewalk	N/A	N/A		N/A	New 5' concrete sidewalk and precast concrete curb from segment 2 limit to Maple Ave.	
<b><i>Narragansett Avenue ~ Segment 4</i></b>						
Roadway		Asphalt	P			
North Sidewalk	3' - 6"	Asphalt	P	PI.1 @ Lots 43 + 44 ~ PI.2 @ Lots 43- 44 + 872 ~ PI.3 @ Lot 44	Replace existing sidewalk with new 4' concrete sidewalk	N/A
					Prune Vegetation	N/A
South Sidewalk	N/A	N/A		N/A	None	N/A

**NOTES:**

All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only.  
Potential impacts based on estimated depth of soil disturbance.

**Pavement Condition**

G- Good  
F- Fair  
P- Poor

**Pavement Issues**

PI.1 - Broken Surface  
PI.2 - Irregular Surface  
PI.3 - Root Damage  
PI.4 - Missing Section  
PI.5 - Parking Encroachment  
PI.6 - No Grass Strip  
PI.7 - Vegetation Encroachment



**MATRIX - Narragansett Avenue  
Recommendations Summary**

### III. School Campus Recommendations

#### 1. GENERAL

- Reduce mowing. Create meadow areas of naturalized grasses and wild flowers where possible to define space and use areas. Where appropriate add trees for shade.
- Define circulation patterns for walkers, bikes and vehicles
- Define pavement edges with curbing or planting to eliminate 'tire trespass' onto grass.
- Provide durable walking surfaces of adequate width (concrete, asphalt, stonedust or woodchips).
- Create logical arrival points to the campus. Establish and reinforce gateways.
- Structure drop-off and pick-up activities by providing wide sidewalks, crosswalks and curbing.
- Provide adequate vehicle circulation and parking. Promote alternate transportation methods.
- Provide appropriate and adequate signage.
- Locate bike racks, benches, recycling and trash receptacles strategically across the campus.
- Develop a campus land stewardship program and incorporate it into the school's curriculum.
- Address school needs and Native American concerns directly and in partnership with the tribe.
- Acknowledge physical improvements are necessary to reverse erosion patterns on the campus.
- Avoid soil disturbance where possible; minimize soil disturbance in areas requiring excavation

#### 2. TOWN FOREST RECOMMENDATIONS

- TF1. Remove debris. (Brush, branches, trash)
- TF2. Develop formalized path(s) through the forest without disturbing the existing grade. Utilize bark mulch or wood chips for trail surfacing.
- TF3. Create woodland classroom utilizing large stumps, large diameter tree trunks and boulders for seating.
- TF4. Develop and implement a re-forestation plan that respects Native American concerns. Plant new canopy and understory trees
- TF5. Integrate the forest into the campus: consider usage, programming and curriculum as well as general public education.

#### 3. PLAYING FIELDS

- PF1. Rehabilitate playing fields: Establish a program for yearly activities that includes:
  - A. Core aerate fields to reduce hard pan effect
  - B. Overseed with sports field turf grass mix
  - C. Re-surface 'skinned' infields to match grade of surrounding surfaces  
(*One time application*)
  - D. Topdress with 2"-4" loam / compost mix to provide uniform playing surfaces
  - E. Provide overhead irrigation to avoid subsurface disturbance
- PF2. Restructure parking lot at the corner of Lawn Avenue and Arnold Avenue.
- PF3. Construct durable walking surfaces (concrete, asphalt, mulch, stonedust) at high traffic areas where possible to reduce erosion and run-off.
- PF4. Install bike racks
- PF5. Install benches
- PF6. Maintain light pole locations as they exist
- PF7. Maintain fence alignments as they exist. Investigate replacement posts and chainlink fabric to allow for adjustments to grade. Consider replacement with black vinyl chainlink fabric
- PF8. Construct new sidewalk on Arnold Avenue
- PF9. Create opening in fence for walking path



	Pavement Width	Pavement Type	Pavement Condition	Issues and Concerns	Recommendations	Potential Impacts to Native American Resources *
<b>Arnold Avenue ~ Segment 1</b>						
Roadway		Asphalt			New stamped & colored concrete crosswalk at the North Road intersection	N/A
North Sidewalk	N/A	N/A		N/A	Stripe 4' wide bike lane Adjust drainage structures	N/A N/A
South Sidewalk	N/A	N/A		N/A	New 5' concrete sidewalk with precast concrete curb Adjust drainage structures	N/A N/A
<b>Arnold Avenue ~ Segment 2</b>						
Roadway		Asphalt			New striped crosswalk at the Pemberton Avenue intersection (west side)	N/A
North Sidewalk	N/A	N/A		N/A	Stripe 4' wide bike lane Adjust Drainage Structures	N/A N/A
South Sidewalk	N/A	N/A		N/A	New 5' concrete sidewalk with precast concrete curb Adjust Drainage Structures	N/A N/A
<b>Arnold Avenue ~ Segment 3</b>						
Roadway		Asphalt			New striped crosswalk at the Lawn Avenue intersection (west side) New striped crosswalk at the Westwind Drive intersection (east and north)	None None
North Sidewalk	N/A	N/A		N/A		
South Sidewalk <sup>1</sup>	N/A	N/A		N/A	New 5' concrete sidewalk with precast concrete sidewalk, limits from Lawn Avenue to break in fence at baseball field Adjust Drainage Structures	High Moderate
<b>Arnold Avenue ~ Segment 4</b>						
Roadway		Asphalt				
North Sidewalk	N/A	N/A		N/A		
South Sidewalk <sup>1</sup>	N/A	N/A		N/A	New 5' concrete sidewalk with precast concrete curb, limits service entrance at Melrose School to 109'to west New 24" tall precast concrete lot curb along limits of new sidewalk	Low to Moderate Low to Moderate

1 DETAILS FOR THIS ITEM ARE OUTLINED IN THE CAMPUS SECTION OF THE REPORT

**NOTES:** All new and replacement sidewalks shall provide handicap accessibility

\* Evaluation for roads abutting the Jamestown Schools Campus only. Potential impacts based on estimated depth of soil disturbance.



**Pavement Condition**

G- Good  
F- Fair  
P- Poor

**Pavement Issues**

PI.1 - Broken Surface  
PI.2 - Irregular Surface  
PI.3 - Root Damage

PI.4 - Missing Section

PI.5 - Parking Encroachment

PI.6 - No Grass Strip

PI.7 - Vegetation Encroachment

**MATRIX - Arnold Avenue Recommendations Summary**

### III. School Campus Recommendations

#### 1. GENERAL

- Reduce mowing. Create meadow areas of naturalized grasses and wild flowers where possible to define space and use areas. Where appropriate add trees for shade.
- Define circulation patterns for walkers, bikes and vehicles
- Define pavement edges with curbing or planting to eliminate 'tire trespass' onto grass.
- Provide durable walking surfaces of adequate width (concrete, asphalt, stonedust or woodchips).
- Create logical arrival points to the campus. Establish and reinforce gateways.
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- Provide appropriate and adequate signage.
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- TF3. Create woodland classroom utilizing large stumps, large diameter tree trunks and boulders for seating.
- TF4. Develop and implement a re-forestation plan that respects Native American concerns. Plant new canopy and understory trees
- TF5. Integrate the forest into the campus: consider usage, programming and curriculum as well as general public education.

#### 3. PLAYING FIELDS

- PF1. Rehabilitate playing fields: Establish a program for yearly activities that includes:
  - A. Core aerate fields to reduce hard pan effect
  - B. Topdress with 2"-4" loam / compost mix to provide uniform playing surfaces
  - C. Overseed with sports field turf grass mix
  - D. Re-surface 'skinned' infields to match grade of surrounding surfaces
  - E. Provide overhead irrigation to avoid subsurface disturbance
- PF2. Restructure parking lot at the corner of Lawn Avenue and Arnold Avenue.
- PF3. Construct durable walking surfaces (concrete, asphalt, mulch, stonedust) at high traffic areas where possible to reduce erosion and run-off.
- PF4. Install bike racks
- PF5. Install benches
- PF6. Maintain light pole locations as they exist
- PF7. Maintain fence alignments as they exist. Investigate replacement posts and chainlink fabric to allow for adjustments to grade. Consider replacement with black vinyl chainlink fabric
- PF8. Construct new sidewalk on Arnold Avenue
- PF9. Create opening in fence for walking path



#### 4. LAWN AVENUE SCHOOL RECOMMENDATIONS

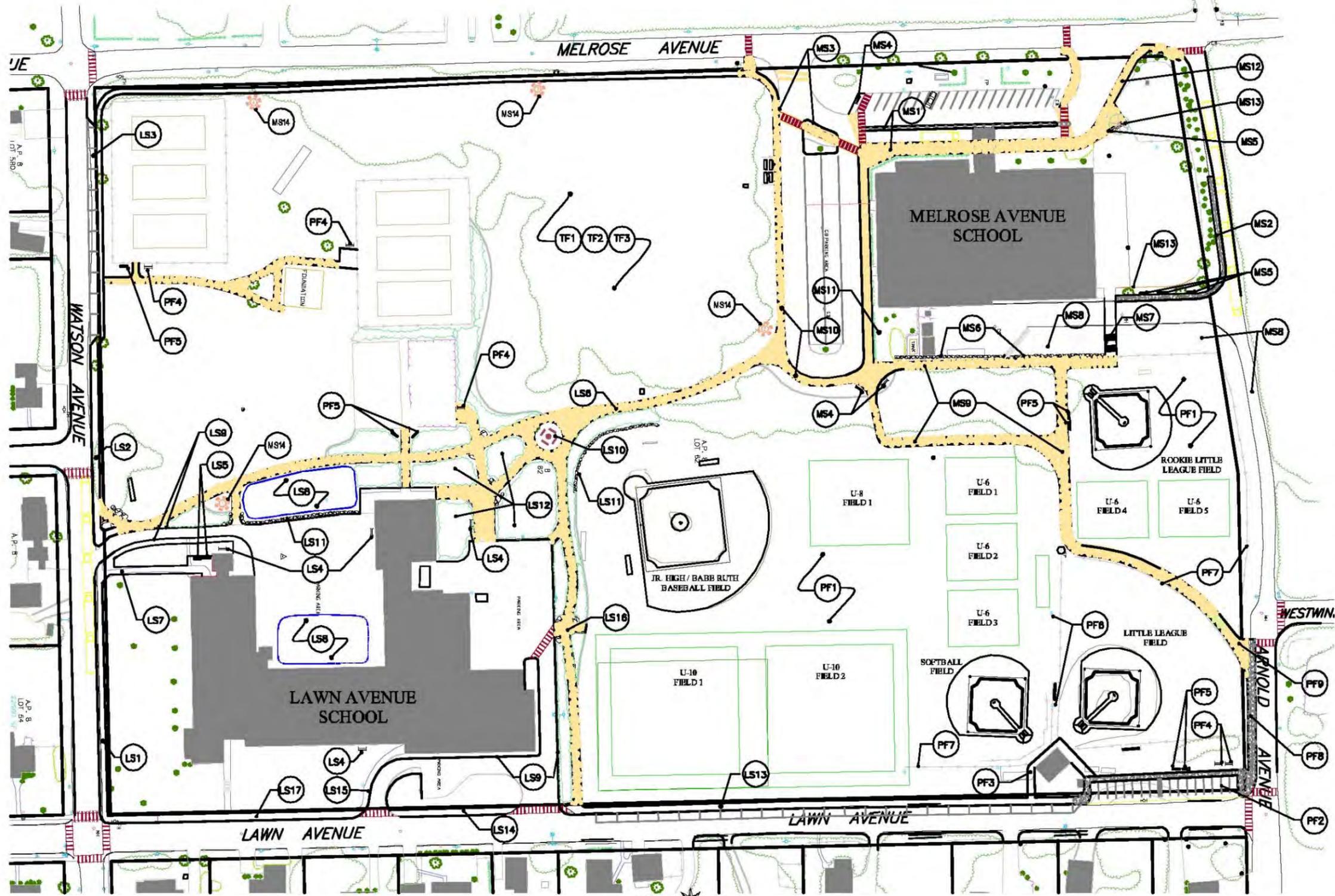
- LS1. Construct proposed 8'wide sidewalk on Watson Avenue by removing the existing sidewalk and decreasing paved roadway width by installing new concrete curb.
- LS2. Construct proposed sidewalk to Washington Street. (Type N-1)
- LS3. Construct new concrete sidewalk and curbing to create 10 parallel parking spaces at the Tennis Courts
- LS4. Install bike racks
- LS5. Install benches
- LS6. Construct North-South Campus pathway and collector paths to connect schools.
- LS7. Construct sidewalks in high traffic area to eliminate erosion
- LS8. Construct proposed play yard with play structure and wood fiber safety surface.
- LS9. Define edges of driveway pavement - Install precast concrete curbing.
- LS10. Construct council ring interpretive site/outdoor classroom with boulder seating and educational panels.
- LS11. Construct low boulder retaining wall (300 LF)
- LS12. Construct berms to create the grove - place new fill to raise the grade and allow for planting trees
- LS13. Construct proposed 6' wide sidewalk along the western edge of Lawn Ave.
- LS14. Construct sidewalk on Lawn Avenue between school entrance and exit
- LS15. Reconstruct and widen entrance walk with curbing from Lawn Avenue to School
- LS16. Construct new sidewalk from the main entrance of the school to the playing fields
- LS17. Construct new sidewalk between Lawn Avenue School and Watson Ave.

#### 5. MELROSE AVENUE SCHOOL RECOMMENDATIONS

- MS1. Construct new 'traffic island' to define drop-off zone. Structure parking and circulation and widen sidewalk
- MS2. Construct new 6' wide concrete sidewalk with precast concrete curb (Type N-1) for parent drop-off on Arnold Avenue.
- MS3. Construct expanded traffic island with concrete sidewalk and raised pedestrian crossings
- MS4. Install bike racks
- MS5. Install benches
- MS6. Construct boulder wall to retain fill and support pathways
- MS7. Construct new stairway to eliminate hillside erosion
- MS8. Aerate, topdress and seed steep slopes. Plant naturalizing grasses. Reduce mowing frequency.
- MS9. Construct pathway connections to Campus trails
- MS10. Construct new asphalt and concrete sidewalk segments to create a '4 season' campus loop
- MS11. Remove overgrown shrubs to maintain sidewalk usable width
- MS12. Construct waiting area and sidewalk
- MS13. Modify fencing
- Ms14. Locate and install town owned 'Fit-Trail' 10 fitness station.







**LEGEND**

- Proposed Campus Trail System
- Proposed Crosswalks
- Fitness Trail Station**
- 12'x15' - Introduction Station
- 10'x10' - Stations: #3, #8 & #10
- 10'x15' - Stations: #1, #2, #4, #5, #6, & #9
- 10'x20' - Station: #7

**IMPROVEMENTS KEY**

- TOWN FOREST**
- TF1 Remove Debris
  - TF2 Develop formalized paths through the forest
  - TF3 Create wood land classroom
  - TF4 Develop & implement a re-forestation plan - Plant new canopy and understory trees
  - TF5 Integrate the forest into the campus

- PLAYING FIELDS**
- PF1 Rehabilitate playing fields
  - PF2 Construct parking lot at Lawn Ave. & Arnold Ave.
  - PF3 Construct durable surfaces
  - PF4 Install bike racks
  - PF5 Install benches
  - PF6 Maintain light pole locations
  - PF7 Maintain fence alignment
  - PF8 Construct sidewalk on Arnold Ave.
  - PF9 Create opening in fence

- MELROSE AVENUE SCHOOL**
- MS1 Construct traffic island at bus stop & widen sidewalk
  - MS2 Construct sidewalk at parent drop-off & add curb to north side
  - MS3 Construct expanded traffic island and connect
  - MS4 Install Bike Racks
  - MS5 Install Benches
  - MS6 Construct boulder wall
  - MS7 Construct concrete stairway
  - MS8 Stabilize and naturalize steep slopes
  - MS9 Construct pathway connections
  - MS10 Construct sidewalk segments
  - MS11 Remove overgrown shrubs
  - MS12 Construct waiting area and sidewalk
  - MS13 Modify fencing
  - MS14 Install "Fit-Trail" Stations.

- LAWN AVENUE SCHOOL**
- LS1 Construct sidewalk on Watson Ave.
  - LS2 Construct sidewalk to Washington St.
  - LS3 Construct sidewalk and parking at tennis courts
  - LS4 Install bike racks
  - LS5 Install benches
  - LS6 Construct north-south campus pathway
  - LS7 Construct sidewalks in high traffic areas
  - LS8 Construct play yard
  - LS9 Install curbing & define driveways
  - LS10 Construct council ring
  - LS11 Construct low boulder retaining wall
  - LS12 Construct berm and plant grove
  - LS13 Construct sidewalk on Lawn Ave. playing fields
  - LS14 Construct sidewalk on Lawn Ave.
  - LS15 Re-construct entrance walk with new curbing
  - LS16 Construct walk to playing fields
  - LS17 Construct new sidewalk between Lawn Ave. School and Watson Ave.



**Campus - Recommendations Plan**

LEGEND

-  DROP OFF ZONE
-  VILLAGE ARRIVAL ZONES
-  PRIMARY BICYCLE & PEDESTRIAN ROUTES
-  SECONDARY BICYCLE & PEDESTRIAN ROUTES

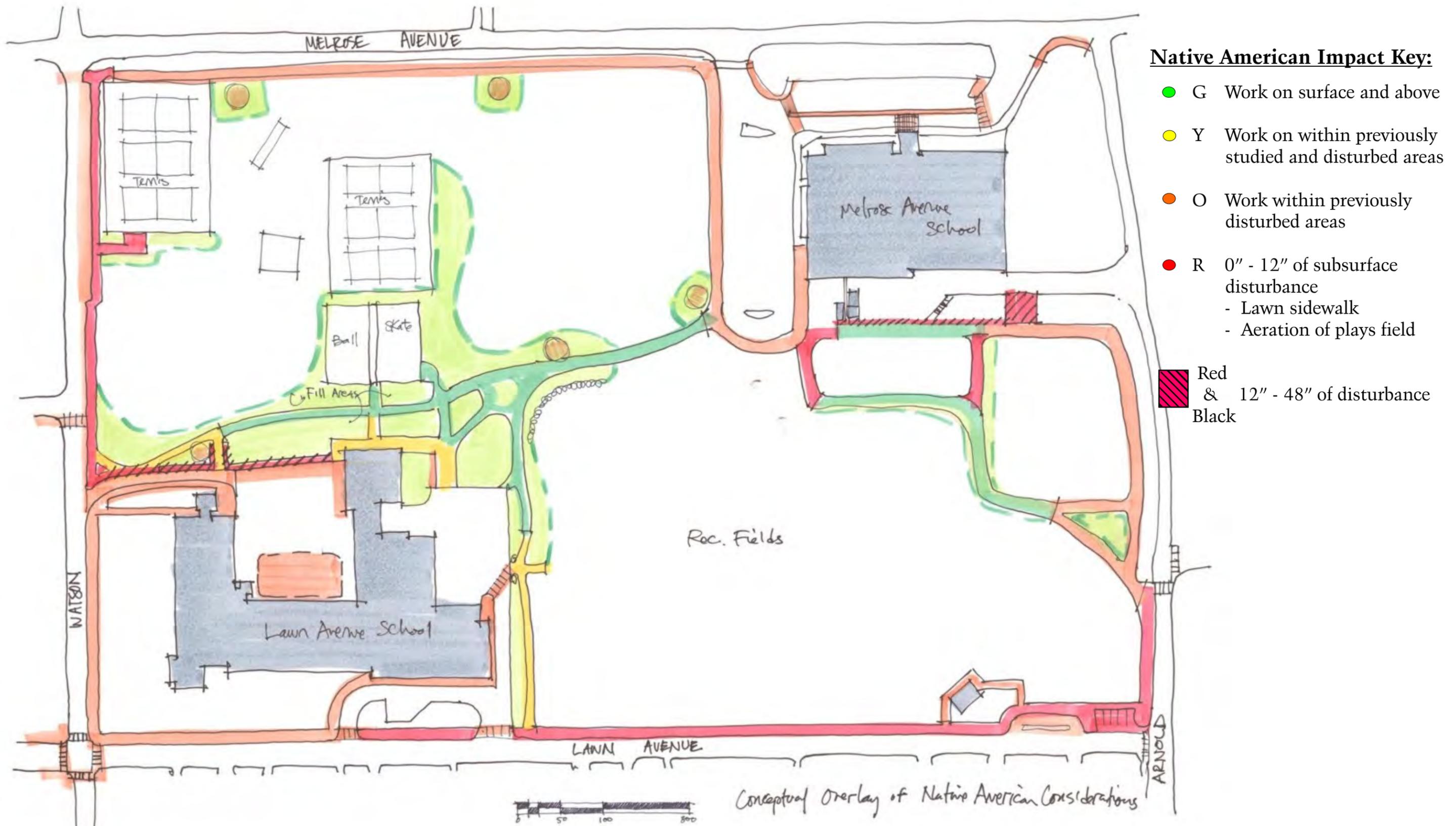
GRADES

-  KINDERGARTEN
-  1-4 PRIMARY ENTRANCE
-  5TH GRADE PRIMARY ENTRANCE
-  6TH GRADE PRIMARY ENTRANCE
-  7TH & 8TH GRADE PRIMARY ENTRANCE
-  PUBLIC ENTRANCE



### Campus - Activities and Desire Lines





**Native American Impact Key:**

- G Work on surface and above
- Y Work on within previously studied and disturbed areas
- O Work within previously disturbed areas
- R 0" - 12" of subsurface disturbance
  - Lawn sidewalk
  - Aeration of plays field
- Red & Black 12" - 48" of disturbance

Conceptual Overlay of Native American Considerations

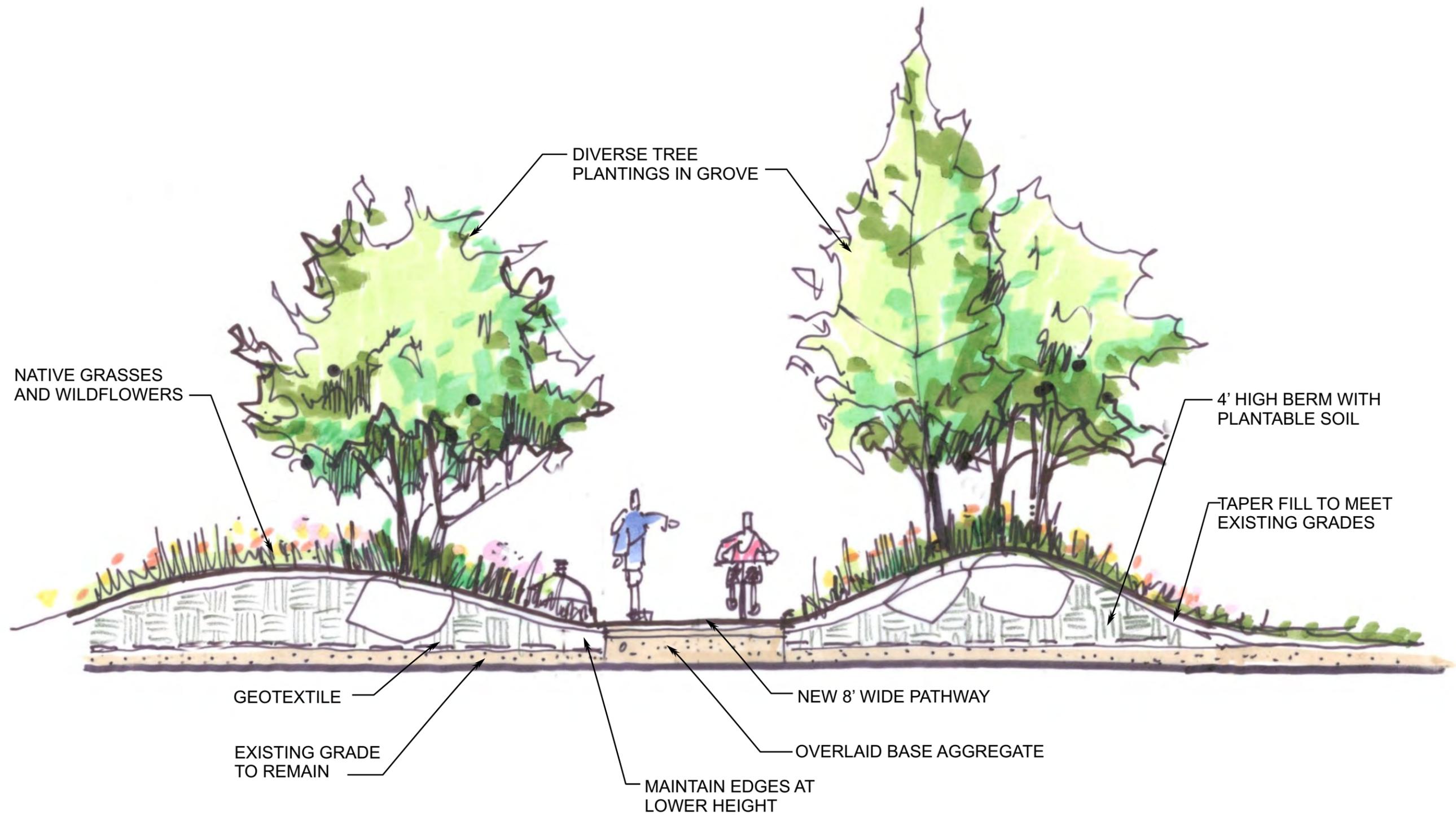
**Campus - Potential Native American Impacts**





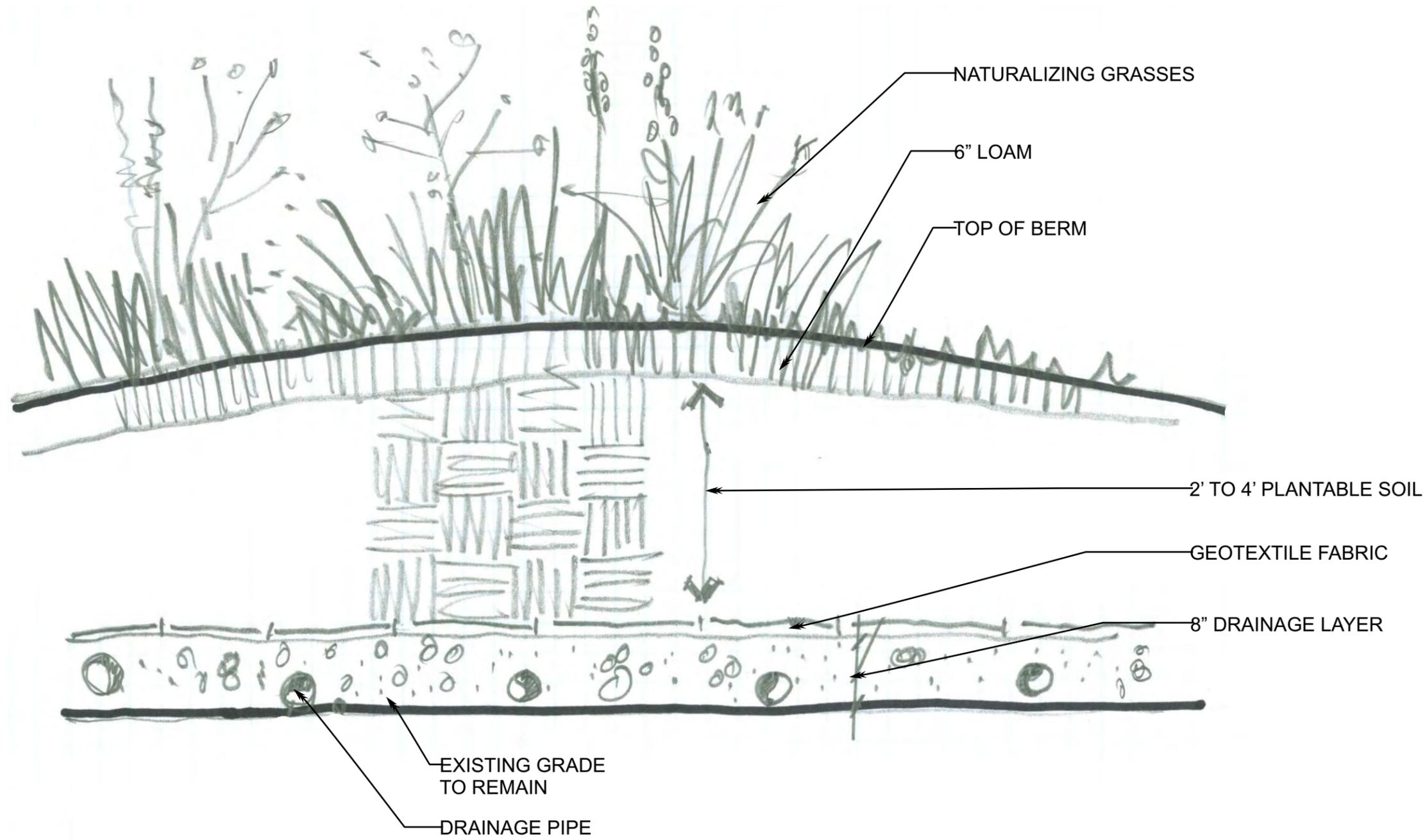
Raised Berm Grove  
**Campus - Recommendations Summary**





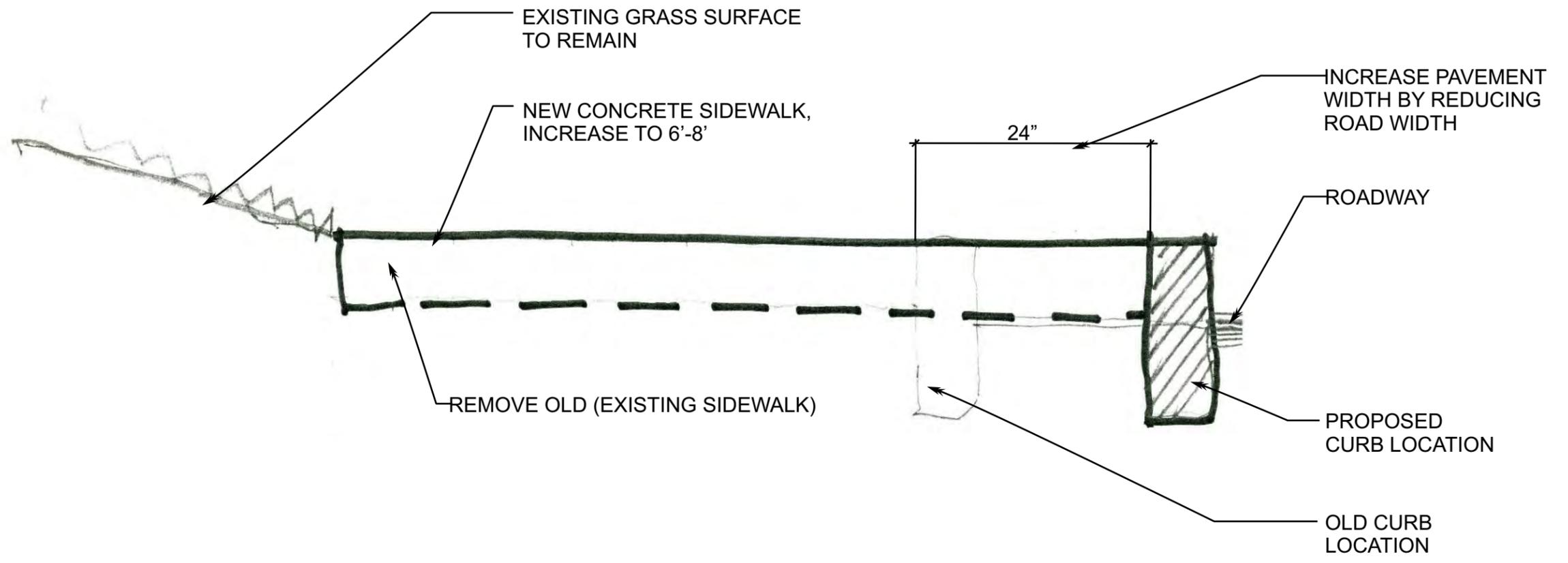
Conceptual X-section Thru Glade Of Berms  
**Campus - Recommendations Summary**





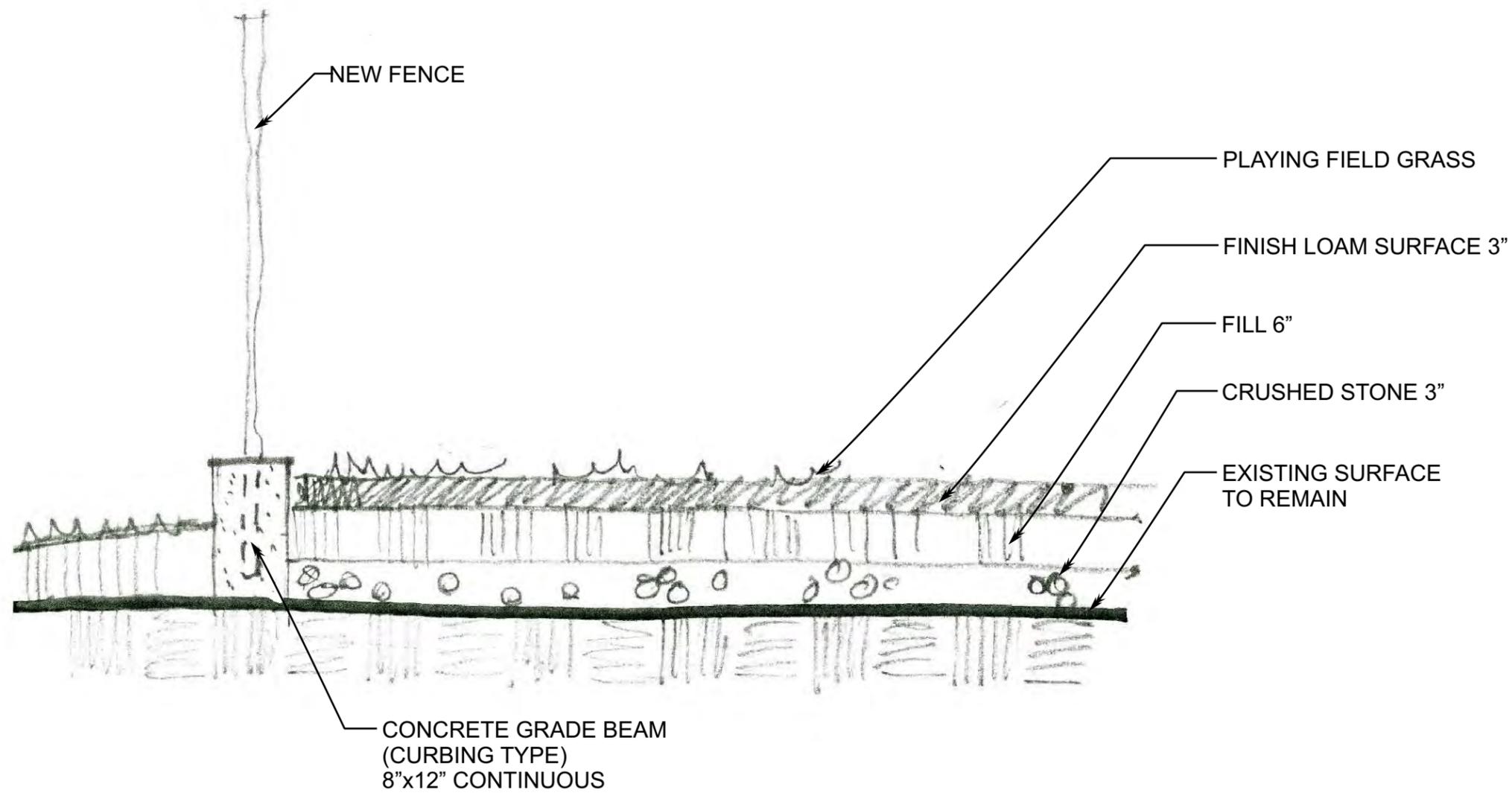
Conceptual X-section Thru Berm  
 Campus - Recommendations Summary





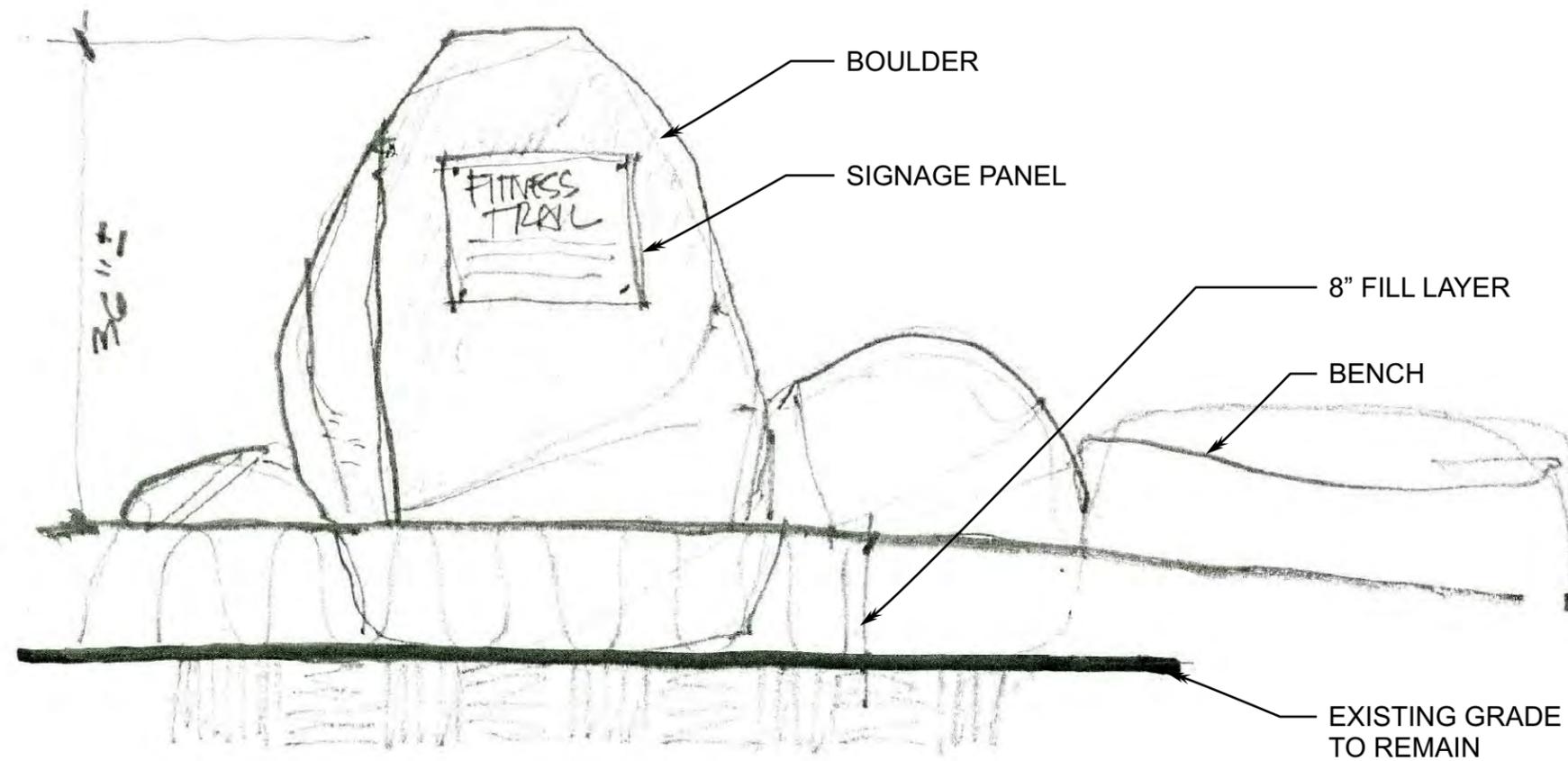
Conceptual Possible Sidewalk Treatments  
**Campus - Recommendations Summary**





Conceptual Playing Field And Fence Concept  
**Campus - Recommendations Summary**





Conceptual Boulder Signage

## Campus - Recommendations Summary



# Landscape Boulder types

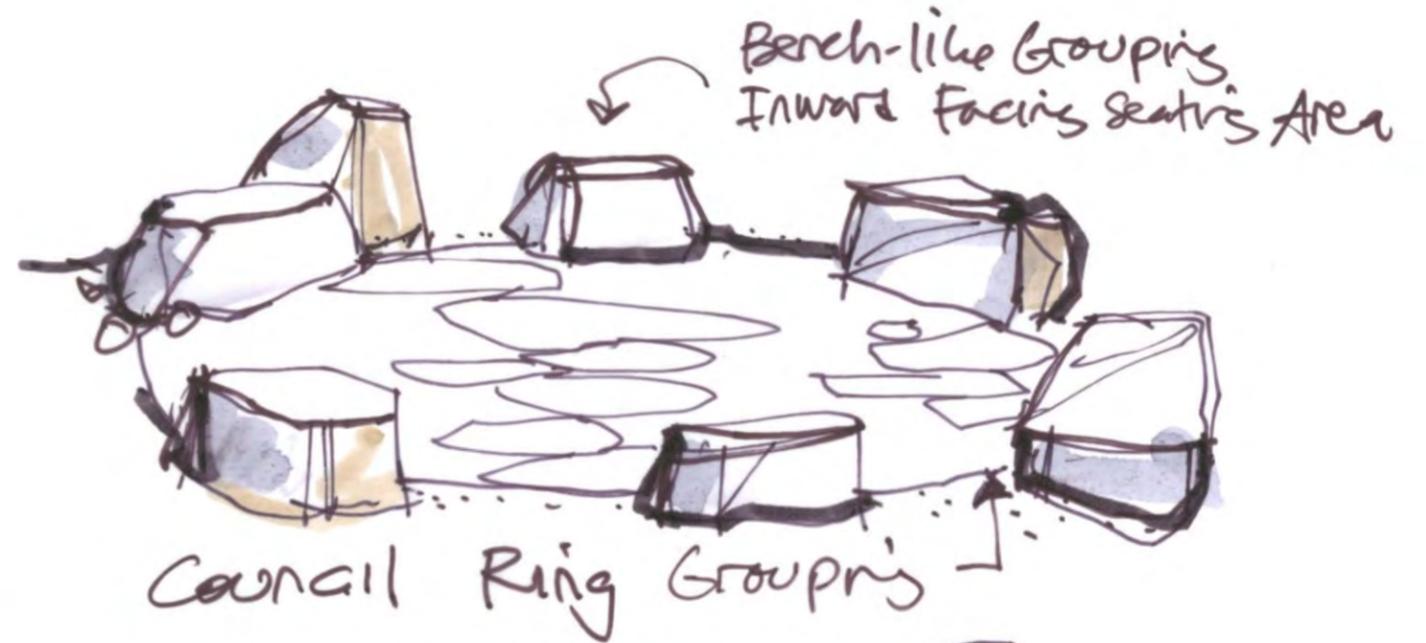
Seat 'Block'



Bench Stone

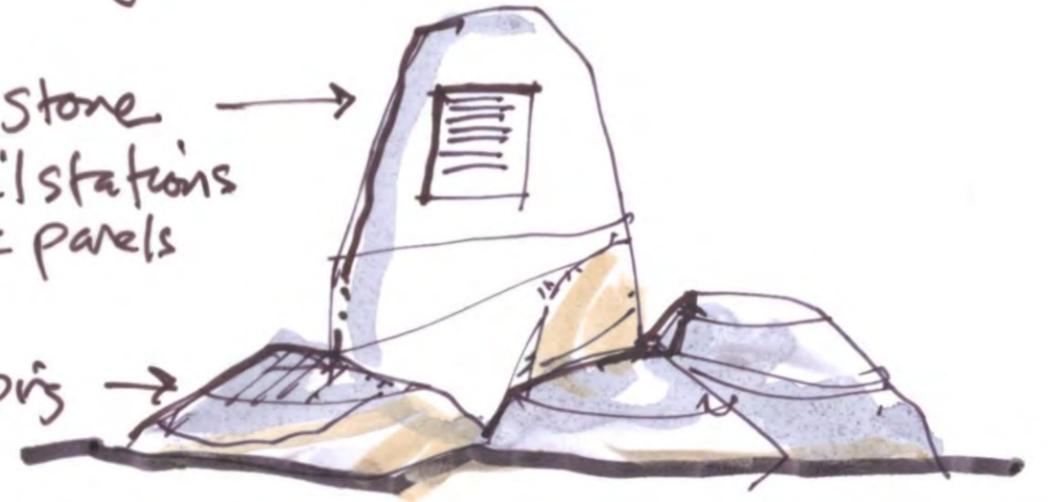


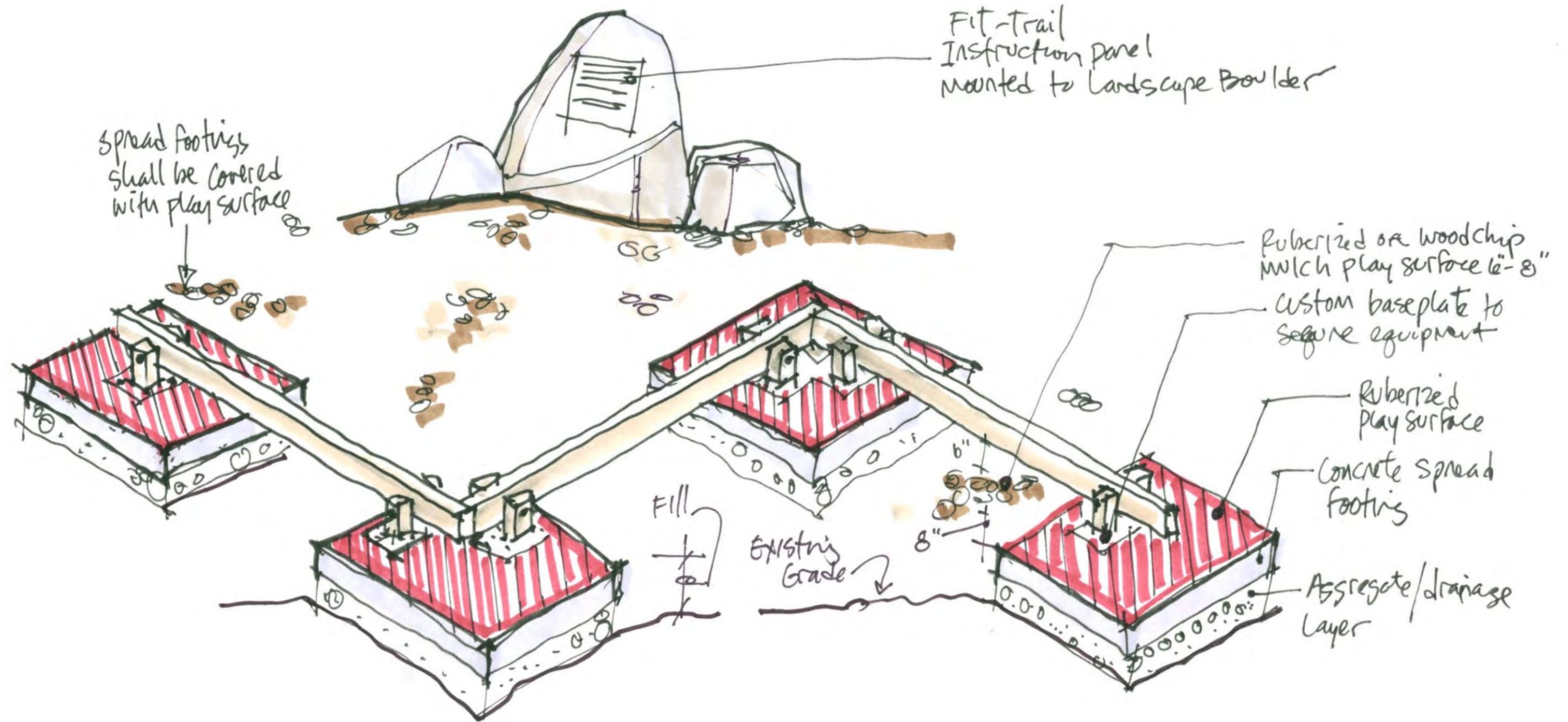
Boulder Group  
Retaining Fill



Sign Post Stone  
- Fit Trail Stations  
- Graphic Panels

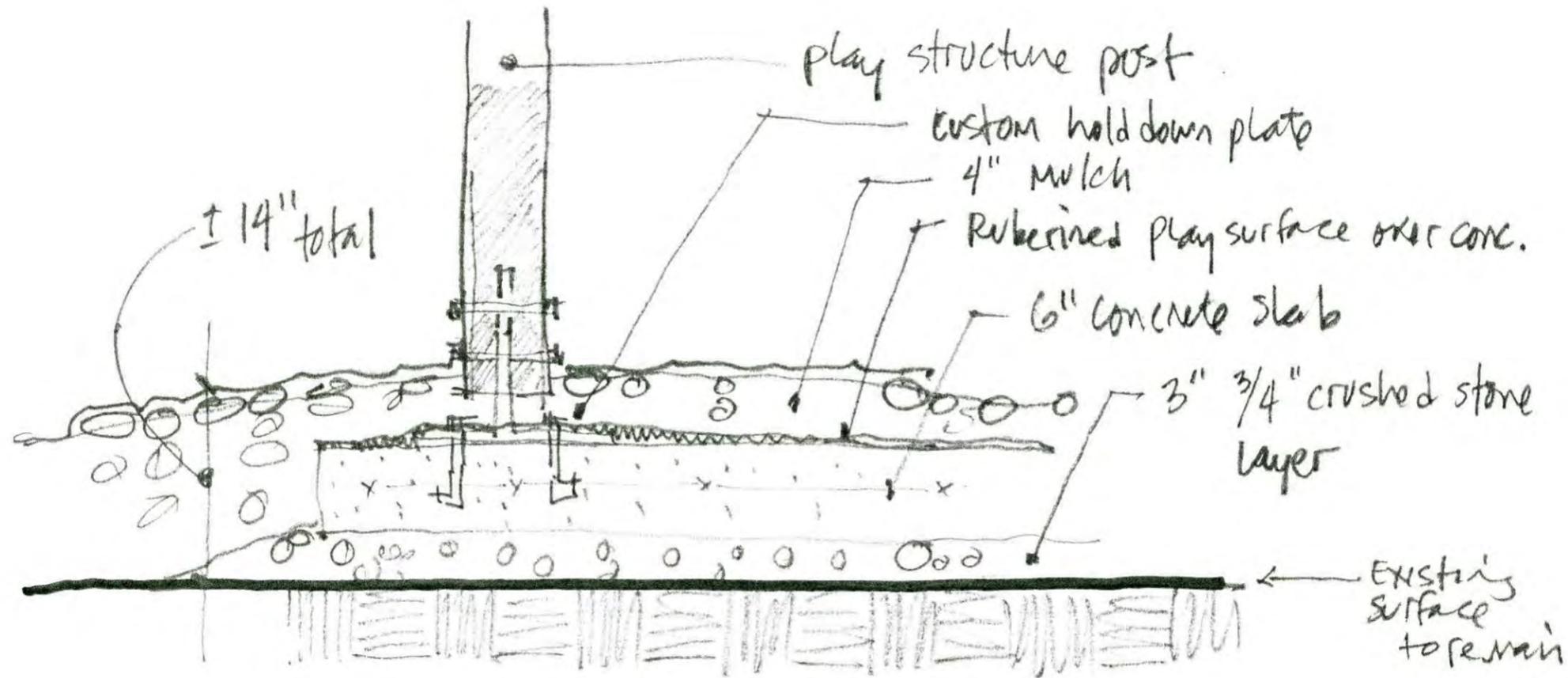
'Toe-Nail' groupings





Fitness Trail Conceptual Details  
**Campus - Recommendations Summary**





Conceptual Possible Play Structure Support Detail  
 Campus - Recommendations Summary





Wood Bench



Bench Dumor 105 (Recycled)



Bench Dumor 51 (Recycled)



Trash Receptacle  
(Dumor 44PL - Recycled)



Receptacle Covers

Site Amenities: Benches & Trash Receptacles  
**Campus - Recommendations Summary**





Linear bike rack with multi-bike capacity



Twin-bike capacity racks



Dark sky friendly lighting

Site Amenities: Bike Racks & Lighting  
**Campus - Recommendations Summary**



PRINTABLE VERSION

Product Page  
Materials  
Assembly  
CAD 2D/3D  
CSI Specs  
Brochure  
Photo  
Library  
Installations



Accessories < 1 of 9 >

# annapolis

- features**
- > NEW Smart bollard with solar light
  - > marks pathways, directs pedestrian traffic
  - > customized anti-ram analysis based on project criteria
  - > structural steel body: cast aluminum top
  - > securely embeds in 18" of concrete
  - > removable version locks in place
- more details**
- 6" diameter
  - 12" diameter
  - removable style
  - optional lighting
  - low voltage or solar
  - protective
  - outer sleeve
  - selection of colors



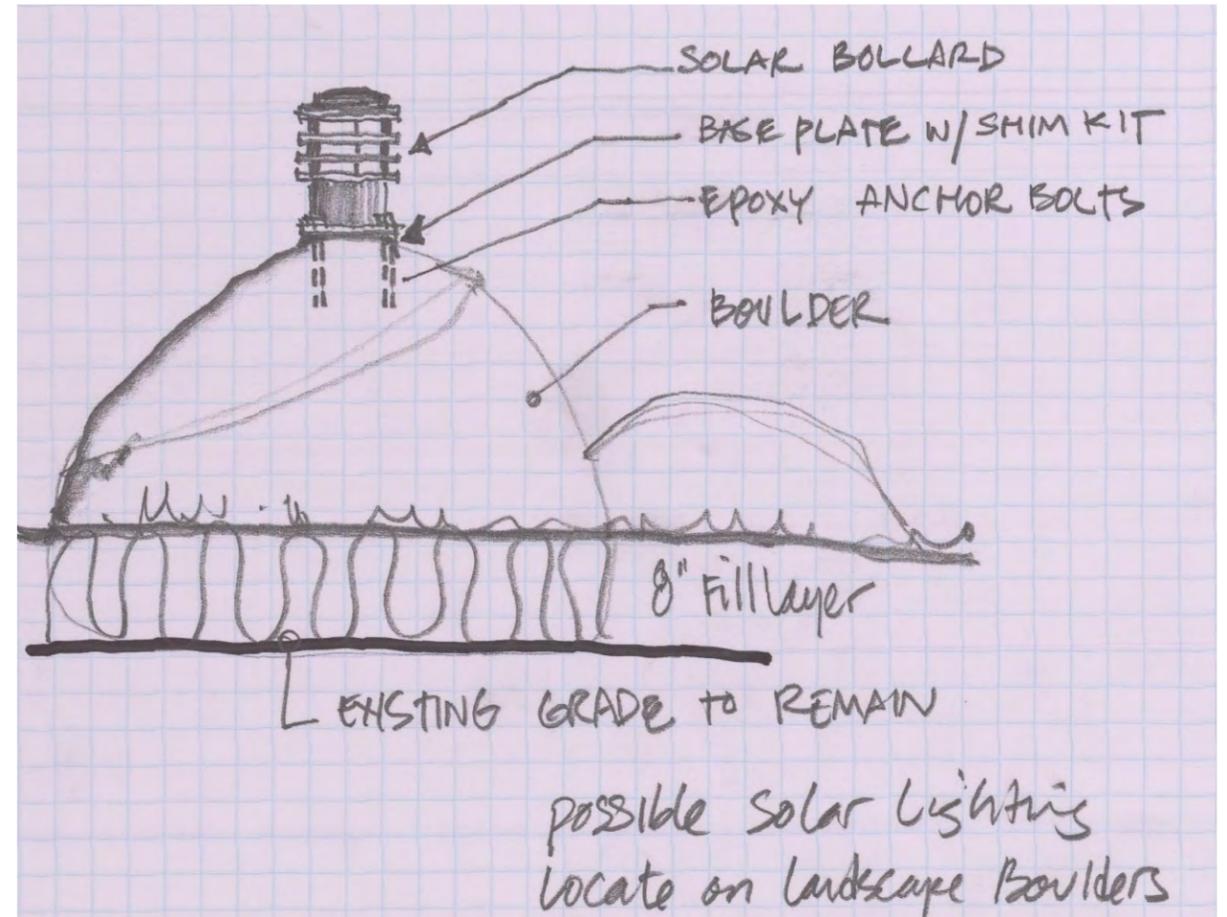
Designed by Brian Evans, IDSA

More Details :: [Sustainability and LEED](#) [Smart Technology](#) [Anti-Ram](#) [Dimensions](#) [To Specify](#)

- 0 Offered in 6" and 12" diameters with or without low-voltage lighting.
- 0 All bollard styles are constructed of a structural steel tube body with a cast aluminum top and spun aluminum base ring
- 0 6" and 12" embedded bollards securely embed in 18" of concrete
- 0 Removable style is offered in 6" diameter and secured in embedded steel socket; includes keyed lock for security and cover plate, which stores within the base when the bollard is fixed in place. Upon removal, the cover plate fits flush with the surface and is secured with a chain. Embedded socket and cover plate are constructed of hot dip galvanized steel. Removable style is only offered in 6" diameter and without lighting.
- 0 Low Voltage lighting is available for the 6" and 12" embedded styles. Lighting is designed to mark a path and provide a level of security.
- 0 All metal (other than stated above) is finished with Landscape Forms' proprietary Pangard II® polyester powdercoat, a hard yet flexible finish that resists rusting, chipping, peeling and fading. See materials link for standard colors. Optional colors also offered.
- 0 Protective polyethylene sleeve with bead-blasted finish is available for both diameters in two standard colors - black or silver. Custom colors available on orders of 50 or more for an upcharge.

*Smart Technology*

- 0 NEW Annapolis Smart Bollard features solar lighting for 6" embedded or removable styles.
- 0 New Smart Bollard is the first bollard with integrated solar powered lighting provided by advanced light-emitting diode (LED) technology. Smart Bollard is offered for the 6" diameter bollard in embedded or removable styles. Lighting is designed to mark a path and provide a level of security.
- 0 Annapolis Smart Bollard is solar powered. The absence of wiring saves on installation, maintenance and energy costs. It is off the grid. In case of power emergencies it just glows on.
- 0 Smart Bollard is intelligent. Microprocessor technology automatically turns lights on at dusk and off at dawn. An "intelligent energy management system" calibrates light output to the amount of energy in storage to ensure uninterrupted function.
- 0 Smart Bollard is efficient. LED light is generated by tiny silicon chips which require a much smaller electrical charge than incandescent bulbs and waste almost no energy through heat dissipation. As a result, they are 100 times as efficient at producing light as incandescent bulbs and last about 20 times longer.



possible solar lighting locate on landscape boulders



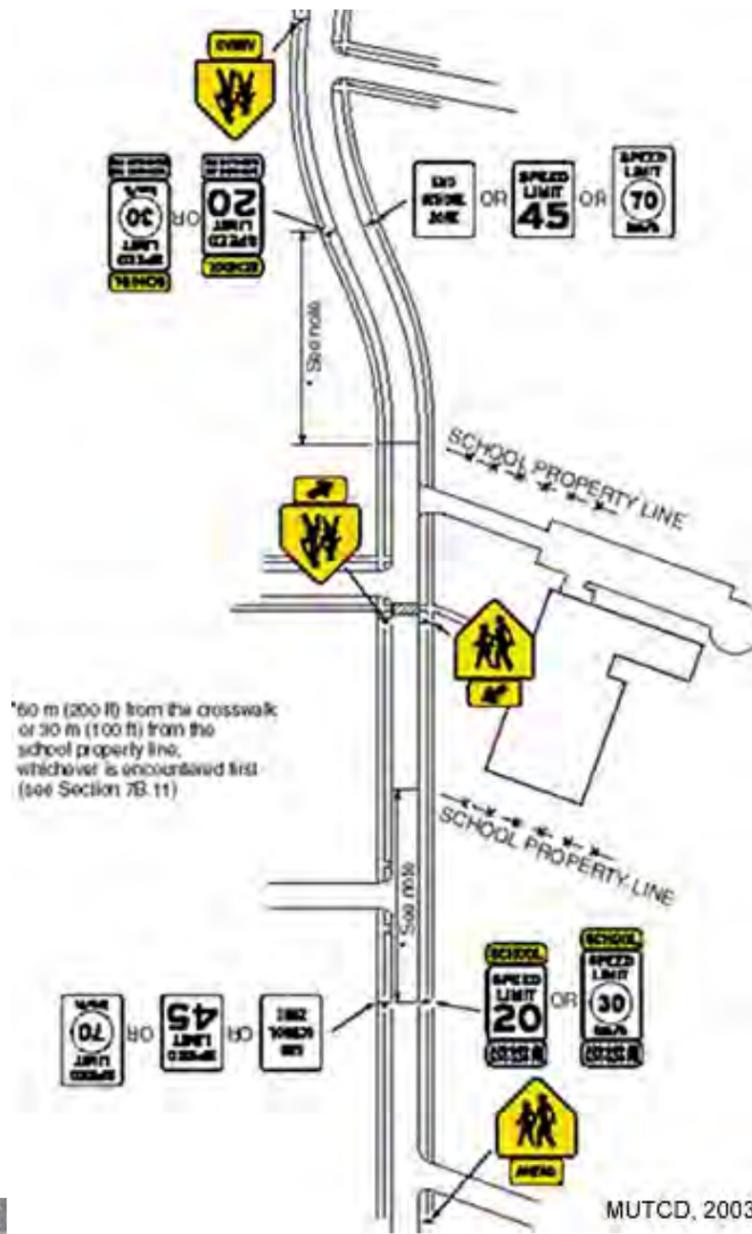
## Site Amenities: Solar Lighting Campus - Recommendations Summary



Stamped & Colored Crosswalks



(EVC)  
Enhanced Visibility Crosswalk



Safety Signage



Flexible Bollard



Site Amenities: Crosswalks & Bollards

## Neighborhood & Campus - Recommendations Summary





Protect and maintain existing natural features and reduce mowing.





# Town of Jamestown & Rolling Agenda

## Best Land Use Plan for Jamestown School Grounds and Neighborhood

### Section 7

#### **ESTIMATE OF PROBABLE SITE CONSTRUCTION COSTS**

## Probable Cost Summary

The proposed improvements enumerated in the plan have been quantified in a budgetary or an order-of-magnitude format and provides an Opinion on Probable Construction Costs based on bid data from recently completed projects and the Rhode Island Department of Transportation Weighted Average Unit Prices for Road and Bridge Construction Costs.

It is important to note that at this time the Opinion on Probable Cost does not include any additional costs that can be expected when working in sensitive areas and in close coordination with the Narragansett Indian Tribe.

Neighborhood Improvements	\$ 1,587,192.75
Jamestown Schools Campus	
• Lawn Avenue School	\$ 578,975.00
• Melrose Avenue School	\$ 326,975.00
Playing Fields	\$ 288,700.00
Town Forest	\$ <u>50,000.00</u>
Subtotal	\$ 2,831,842.75
15% Contingency	\$ <u>424,776.40</u>
<b>Total Improvements</b>	<b>\$ 3,356,619.10</b>



**NEIGHBORHOOD**

Item	Description	Qty.	Unit	Cost	Total
<b>Neighborhood Recommendations</b>					
<b>N1</b>	Construct proposed sidewalk (Type N-1) & low retaining wall				
	A. Sidewalk	350	LF	\$ 190.00	\$ 66,500.00
	B. Low retaining wall	35	CY	\$ 675.00	\$ 23,625.00
				<b>Subtotal</b>	<b>\$ 90,125.00</b>
<b>N2</b>	Construct new stamped & colored concrete crosswalks (includes signage):				
2.1	Stamped & colored concrete crosswalk (EVC)	1	LS	\$ 37,200.00	\$ 37,200.00
2.2	Stamped & colored concrete crosswalk (EVC)	1	LS	\$ 37,200.00	\$ 37,200.00
2.3	Stamped & colored concrete crosswalk	15	CY	\$ 620.00	\$ 9,300.00
2.4	Stamped & colored concrete crosswalk	15	CY	\$ 620.00	\$ 9,300.00
2.5	Stamped & colored concrete crosswalk	8	CY	\$ 620.00	\$ 4,960.00
2.6	Stamped & colored concrete crosswalk	8.5	CY	\$ 620.00	\$ 5,270.00
2.7	Stamped & colored concrete crosswalk	8	CY	\$ 620.00	\$ 4,960.00
2.8	Stamped & colored concrete crosswalk	6.5	CY	\$ 620.00	\$ 4,030.00
2.9	Stamped & colored concrete crosswalk	18.5	CY	\$ 620.00	\$ 11,470.00
2.10	Stamped & colored concrete crosswalk	6.5	CY	\$ 620.00	\$ 4,030.00
2.11	Stamped & colored concrete crosswalk	10	CY	\$ 620.00	\$ 6,200.00
2.12	Stamped & colored concrete crosswalk	8	CY	\$ 620.00	\$ 4,960.00
2.13	Stamped & colored concrete crosswalk	6.5	CY	\$ 620.00	\$ 4,030.00
				<b>Subtotal</b>	<b>\$ 142,910.00</b>
<b>N3</b>	Construct striped crosswalks (includes signage):				
3.1	Striping for crosswalk	25	LF	\$ 10.15	\$ 253.75
3.2	Striping for crosswalk	45	LF	\$ 10.15	\$ 456.75
3.3	Striping for crosswalk	35	LF	\$ 10.15	\$ 355.25
3.4	Striping for crosswalk	40	LF	\$ 10.15	\$ 406.00
3.5	Striping for crosswalk	35	LF	\$ 10.15	\$ 355.25
3.6	Striping for crosswalk	60	LF	\$ 10.15	\$ 609.00
3.7	Striping for crosswalk	25	LF	\$ 10.15	\$ 253.75
3.8	Striping for crosswalk	25	LF	\$ 10.15	\$ 253.75
3.9	Striping for crosswalk (RPC)	1	LS		\$ 14,500.00
3.10	Striping for crosswalk	25	LF	\$ 10.15	\$ 253.75
3.11	Striping for crosswalk (RPC)	1	LS		\$ 14,200.00
3.12	Striping for crosswalk (RPC)	1	LS		\$ 14,500.00
3.13	Striping for crosswalk	30	LF	\$ 10.15	\$ 304.50
3.14	Striping for crosswalk	40	LF	\$ 10.15	\$ 406.00
				<b>Subtotal</b>	<b>\$ 47,107.75</b>

<b>N4</b>	Construct proposed sidewalk (Type N-1)				
4.1	Sidewalk	80	LF	\$ 190.00	\$ 15,200.00
4.2	Sidewalk	935	LF	\$ 190.00	\$ 177,650.00
4.3	Sidewalk	360	LF	\$ 190.00	\$ 68,400.00
4.4	Sidewalk	850	LF	\$ 190.00	\$ 161,500.00
4.5	Sidewalk	700	LF	\$ 190.00	\$ 133,000.00
				<b>Subtotal</b>	<b>\$ 555,750.00</b>
<b>N5</b>	Construct sidewalk (Type N-2)				
5.1	Sidewalk	830	LF	\$ 160.00	\$ 132,800.00
5.2	Sidewalk	670	LF	\$ 160.00	\$ 107,200.00
				<b>Subtotal</b>	<b>\$ 240,000.00</b>
<b>N6</b>	Reconstruct sidewalk (Type R-1)				
7.1	Sidewalk	350	LF	\$ 120.00	\$ 42,000.00
7.2	Sidewalk	1340	LF	\$ 120.00	\$ 160,800.00
7.3	Sidewalk	270	LF	\$ 120.00	\$ 32,400.00
				<b>Subtotal</b>	<b>\$ 235,200.00</b>
<b>N7</b>	Reconstruct sidewalk (Type R-2)				
8.1	Sidewalk	1200	LF	\$ 95.00	\$ 114,000.00
8.2	Sidewalk	670	LF	\$ 95.00	\$ 63,650.00
				<b>Subtotal</b>	<b>\$ 177,650.00</b>
<b>N8</b>	Realign Lawn Ave. & resurface				
		1	LS	\$74,000.00	\$ 74,000.00
				<b>Subtotal</b>	<b>\$ 74,000.00</b>
<b>N9</b>	Spot replacement of existing concrete sidewalk				
9.1	Sidewalk	50	LF	\$ 55.00	\$ 2,750.00
				<b>Subtotal</b>	<b>\$ 2,750.00</b>
<b>N10</b>	Prune encroaching vegetation				
		120	MH	\$90.00	\$ 10,800.00
<b>N11</b>	Signage Improvements				
11.1	Crosswalk Warning	1	LS	\$3,200.00	\$3,200.00
11.2	School Zone	1	LS	\$18,500.00	\$18,500.00
				<b>Subtotal</b>	<b>\$21,700.00</b>
				<b>Total</b>	<b>\$1,587,192.75</b>



Neighborhood  
Opinion of Probable Site Construction Costs

**LAWN AVENUE SCHOOL**

Item	Description	Total
<b>Lawn Avenue School</b>		
LS1	Construct 8' sidewalk on Watson Avenue	\$28,000.00
LS2	Construct Sidewalk To Washington Street	\$12,000.00
LS3	Construct Sidewalk and Parallel Parking at Tennis courts	\$36,000.00
LS4	Install Bike Racks	\$13,200.00
LS5	Install Benches	\$7,500.00
LS6	Construct North-South Campus Pathway	\$93,400.00
LS7	Construct sidewalks in high traffic areas	\$14,175.00
LS8	Construct play yard	\$30,000.00
LS9	Install curbing & define driveways	\$21,300.00
LS10	Construct council ring	\$25,000.00
LS11	Construct low boulder retaining wall	\$30,000.00
LS12	Construct plant grove	\$105,800.00
LS13	Construct sidewalk on Lawn Avenue playing fields	\$26,500.00
LS14	Construct sidewalk on Lawn Avenue between school entrance and exits	\$36,400.00
LS15	Construct entrance walk with new curbing	\$36,400.00
LS16	Construct walk to playing fields	\$10,400.00
LS17	Construct new sidewalk between Lawn Avenue School and Watson Avenue	\$52,900.00
	<b>Total</b>	<b>\$578,975.00</b>



Lawn Avenue School  
**Opinion of Probable Site Construction Costs**

**MELROSE AVENUE SCHOOL**

Item	Description	Total
<b>Melrose Avenue School</b>		
<b>MS1</b>	Construct traffic island at bus stop and widen sidewalk	\$82,760.00
<b>MS2</b>	Construct sidewalk at parent drop off	\$19,100.00
<b>MS3</b>	Construct expanded traffic island and connect	\$25,000.00
<b>MS4</b>	Install Bike Racks	\$9,900.00
<b>MS5</b>	Install Benches	\$12,500.00
<b>MS6</b>	Construct boulder wall	\$40,000.00
<b>MS7</b>	Construct concrete stairway	\$53,500.00
<b>MS8</b>	Stabilize and naturalize steep slopes	\$58,715.00
<b>MS9</b>	Construct pathway connections	\$6,000.00
<b>MS10</b>	Construct sidewalk segments	\$6,000.00
<b>MS11</b>	Remove overgrown shrubs	\$5,000.00
<b>MS12</b>	Construct waiting area and sidewalk	\$8,500.00
<b>MS13</b>	Modify Fencing	\$3,500.00
<b>MS14</b>	Install 'Fit-Trail' Stations (Does Not Include Modified Footing Detail)	\$8,000.00
	<b>Total</b>	<b>\$326,975.00</b>

Melrose Avenue School  
**Opinion of Probable Site Construction Costs**



**TOWN FOREST**

Item	Description	Total
<b>Town Forest</b>		
TF1	Remove debris	\$7,500.00
TF2	Develop formalized paths through the forest	\$14,400.00
TF3	Create woodland classroom	\$3,500.00
TF4	Develop and implement a re-forestation plan - Plant new canopy and understory trees	\$24,600.00
TF5	Integrate the forest into the campus	N/A
<b>Total</b>		<b>\$50,000.00</b>

**PLAYING FIELDS**

Item	Description	Total
<b>Playing Field</b>		
PF1	Rehabilitate playing fields	\$186,300.00
PF1.1	Overhead Irrigation System (3 units)	\$30,000.00
PF2	Construct parking lot at Lawn Avenue and Arnold Avenue	\$22,000.00
PF3	Construct durable surfaces	\$5,400.00
PF4	Install bike racks	\$16,500.00
PF5	Install benches	\$12,500.00
PF6	Maintain light pole location	N/A
PF7	Maintain fence alignment	N/A
PF8	Construct sidewalk on Arnold Avenue	\$15,000.00
PF9	Create opening in fence	\$1,000.00
<b>Total</b>		<b>\$288,700.00</b>



Town Forest & Playing Fields  
**Opinion of Probable Site Construction Costs**