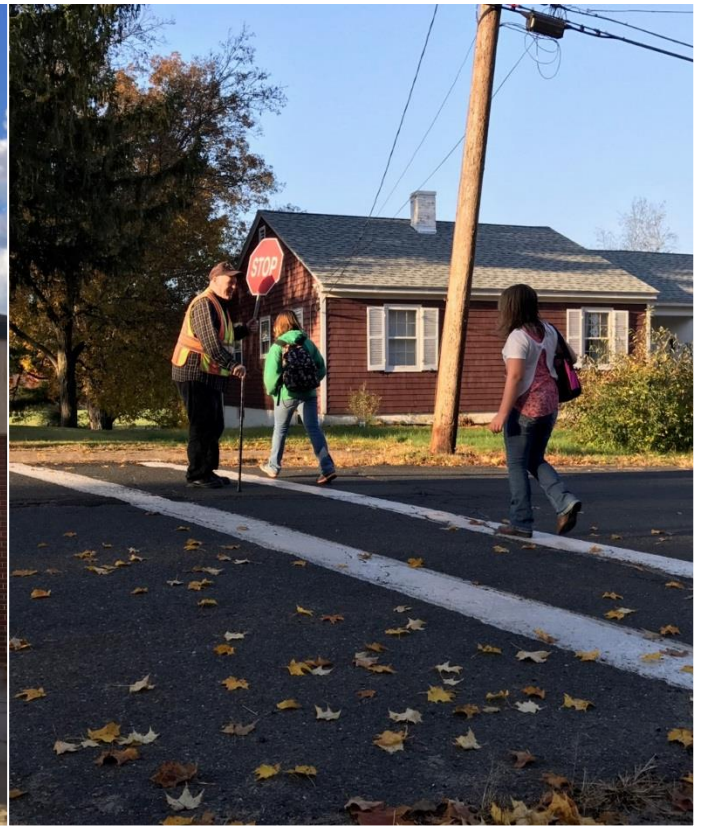
WINCHESTER SCHOOL

SAFE ROUTES TO SCHOOL ACTION PLAN



SafeRoutes

SEPTEMBER 2017

WINCHESTER SCHOOL

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Acknowledgements

During the 2016/2017 school year, Principal Mike Duprey, Superintendent Jim Lewis and the Winchester School Wellness Committee worked with Southwest Region Planning Commission (SWRPC) to develop a Safe Routes to School Action Plan for Winchester School (WS). WS and SWRPC are grateful for the contributions provided by these individuals.

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INTRODUCTION

The Winchester School (WS) Safe Routes to School Action Plan was created to identify measures that will improve conditions for walking and biking to school. It includes an evaluation of existing travel conditions, recommendations to improve education, encouragement, and enforcement activities, and recommendations for physical improvements and community efforts that will encourage walking and biking within a two-mile radius of the school. This plan serves as a continuation of the 2010 WS Safe Routes to School Travel Plan, which is attached to this document as Appendix A.

There are far-reaching implications of a SRTS program. SRTS programs can improve safety for students as well as other segments of the population that walk or bike. They provide opportunities for students to incorporate the regular physical activity that they need each day while also forming healthy habits that can last a lifetime. SRTS programs also benefit the environment and a community's quality of life by reducing motor vehicle emissions and traffic congestion. The goal of the Action Plan is to identify recommended physical improvements and other, non-infrastructure strategies to increase the number of students who walk or bike to school. The Action Plan will be available for use by the Wellness Committee as a framework to guide actionable next steps, both in the short-term and long-term. With the conclusions drawn from the collected information, the committee will be able to recommend priority projects and activities that the school, municipality and community can advance to promote safe walking and bicycling to school.

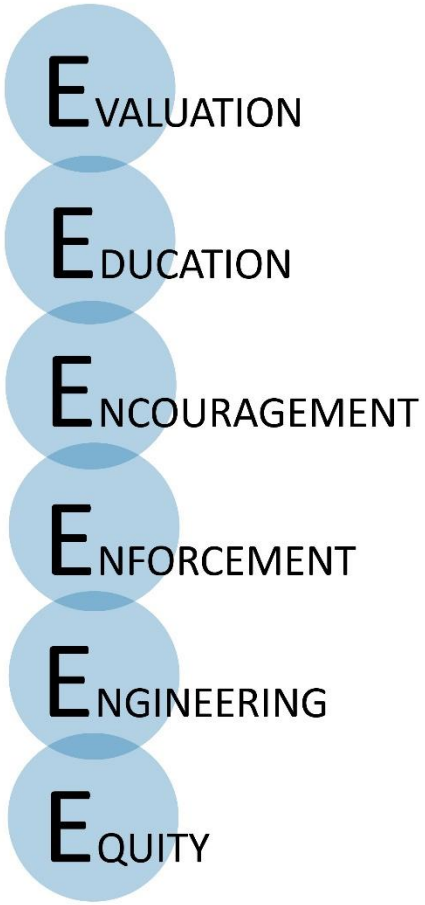
Project Overview

Safe Routes to School (SRTS) is a national program established in 2005[1] by the Federal Highway Administration (FHWA) that is focused on improving the health and wellbeing of children by creating safe opportunities to walk and bike to school. The program recognized a correlation between decreasing physical activity among

Figure 1 - Benefits of SRTS.

[1] "Safe Routes to School." Federal Highway Administration. Accessed April 21, 2016. http://www.fhwa.dot.gov/environment/safe_routes_to_school/.

America's youth and rising rates of obesity and associated chronic diseases such as diabetes. SRTS programs examine the conditions around schools and conduct activities to improve safety, accessibility, traffic, and air pollution near schools. Communities conducting these programs typically employ a combination of evaluation, education, encouragement, enforcement and engineering strategies to address the specific needs of their school(s). This comprehensive approach, called the five (5) E's, is centered on an understanding that the barriers to safe walking and bicycling are both behavioral and physical. In 2015, the Safe Routes to School National Partnership introduced a sixth (6) E, Equity. Each of the six (6) E's (described below) is addressed in the Action Plan.



Evaluation involves monitoring and documenting outcomes, attitudes, and trends through the collection of data before and after program activities or projects. These activities help track which strategies would be most or least successful and which should be modified for better results.

Education programs include teaching pedestrian/bicyclist/traffic safety and creating awareness about the benefits and goals of SRTS. Education programs often incorporate health and environmental considerations associated with walking and bicycling.

Encouragement activities generate excitement and interest in walking and bicycling. Special events, mileage clubs, contests, and ongoing activities all provide ways for parents, caregivers, and children to discover or re-discover that walking and bicycling are doable and fun.

Enforcement programs are focused on deterring unsafe behaviors of pedestrians, bicylists, and motorists and encouraging all road users to obey traffic laws and share the road safely.

Engineering is a broad concept used to describe the design, construction, and maintenance of traffic control devices or physical measures. These strategies create safer environments for walking and bicycling through improvements to the infrastructure surrounding the schools.

Equity means working to support safe, active, and healthy opportunities for children and adults in low-income communities, communities of color, children with disabilities, and beyond. Incorporate equity concerns throughout the other E's to understand and address obstacles, create access, and ensure safe and equitable **outcomes.**

Study Area

Winchester School is located on Parker Street just southwest of NH Route 119, as shown in Figure 3. The school is within walking distance of several subdivisions and is close to the town center on Main Street. The school has grades from preschool to eighth and enrolled 398 students at the beginning of the 2016-2017 school year. Twenty eight percent of the students lived within a one-mile radius of the school in 2015. The Winchester School Study Area map on the next page shows the extent of the study area for this Plan and where students live within the study area. The Winchester School Walking Distance Map on page 5 shows students who live within a ¼-mile, ½-mile, and 1-mile walking distance of WS.

Figure 2 - October 1, 2015 Enrollment at Winchester School.

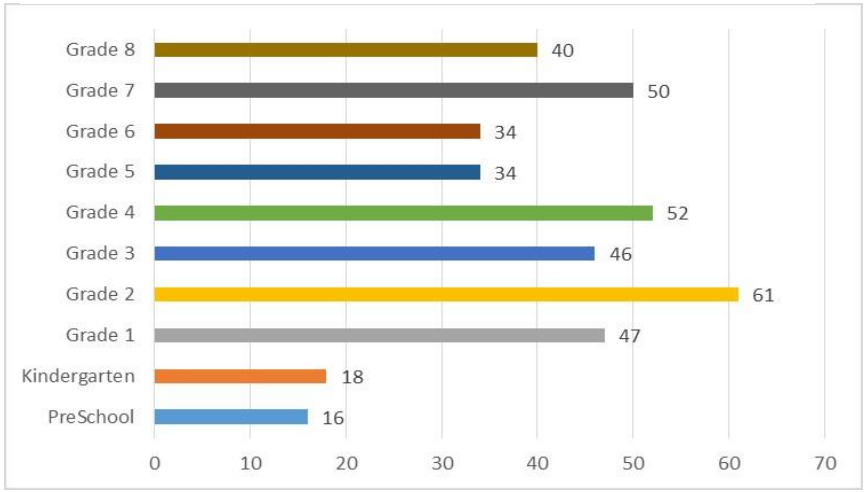
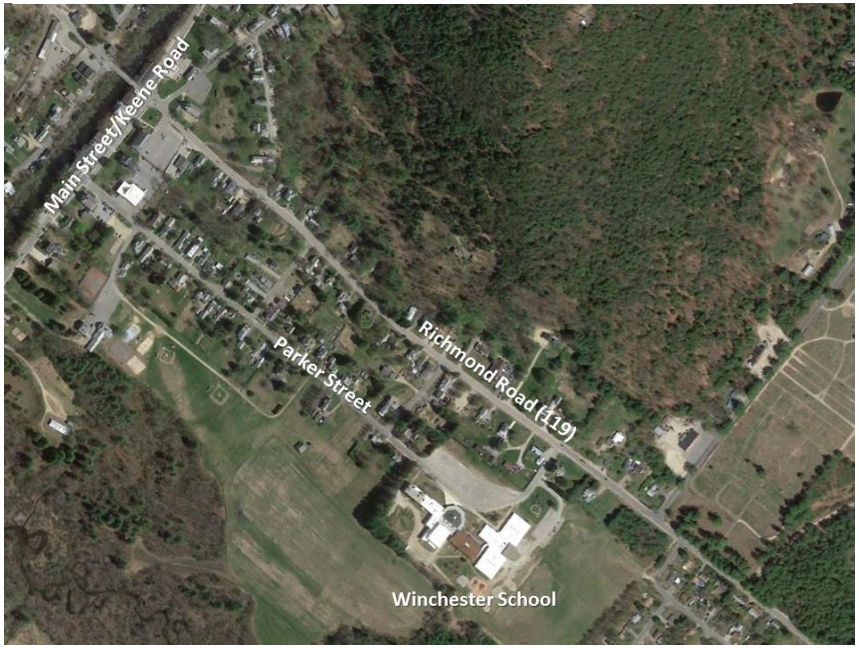
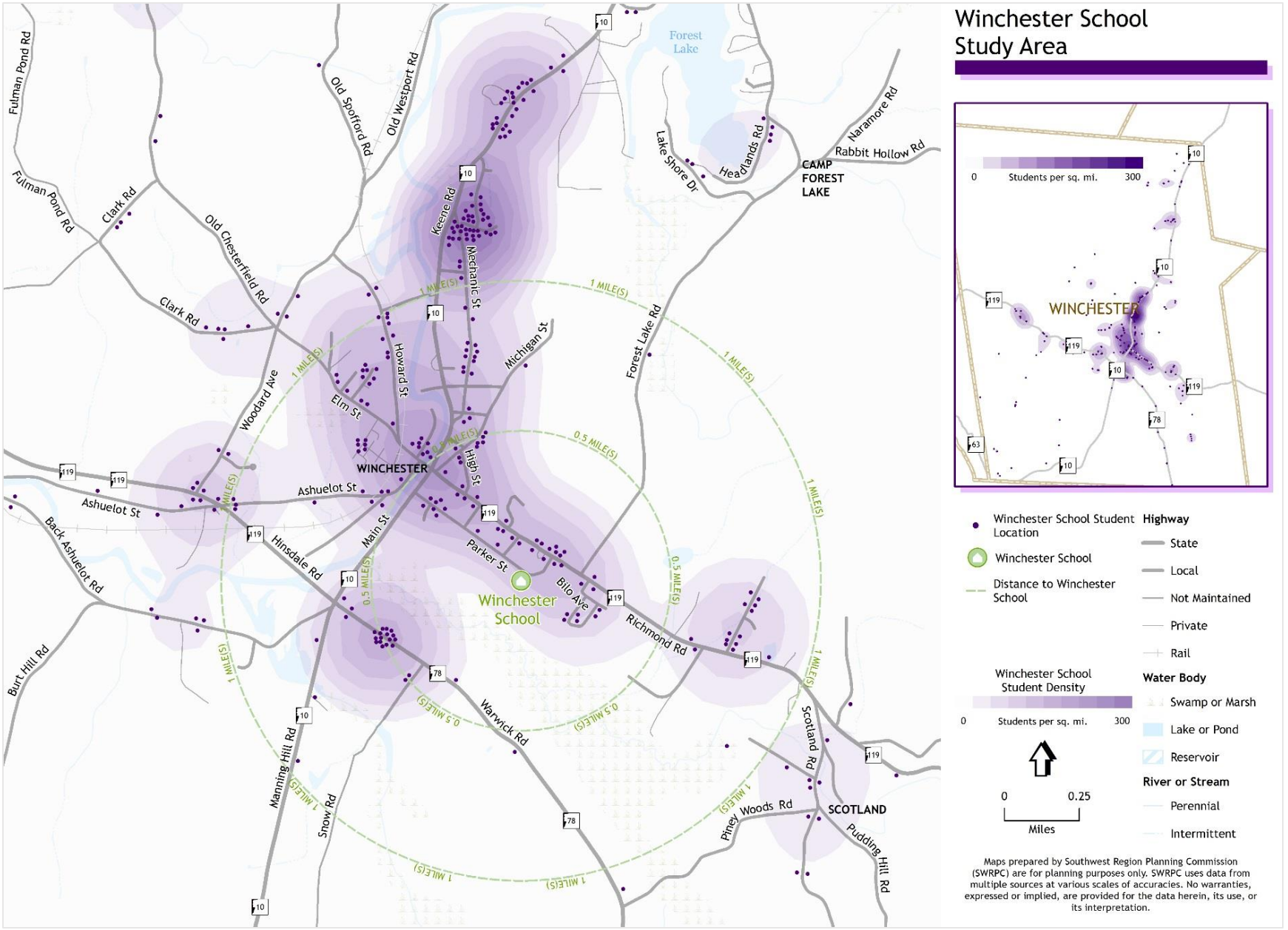
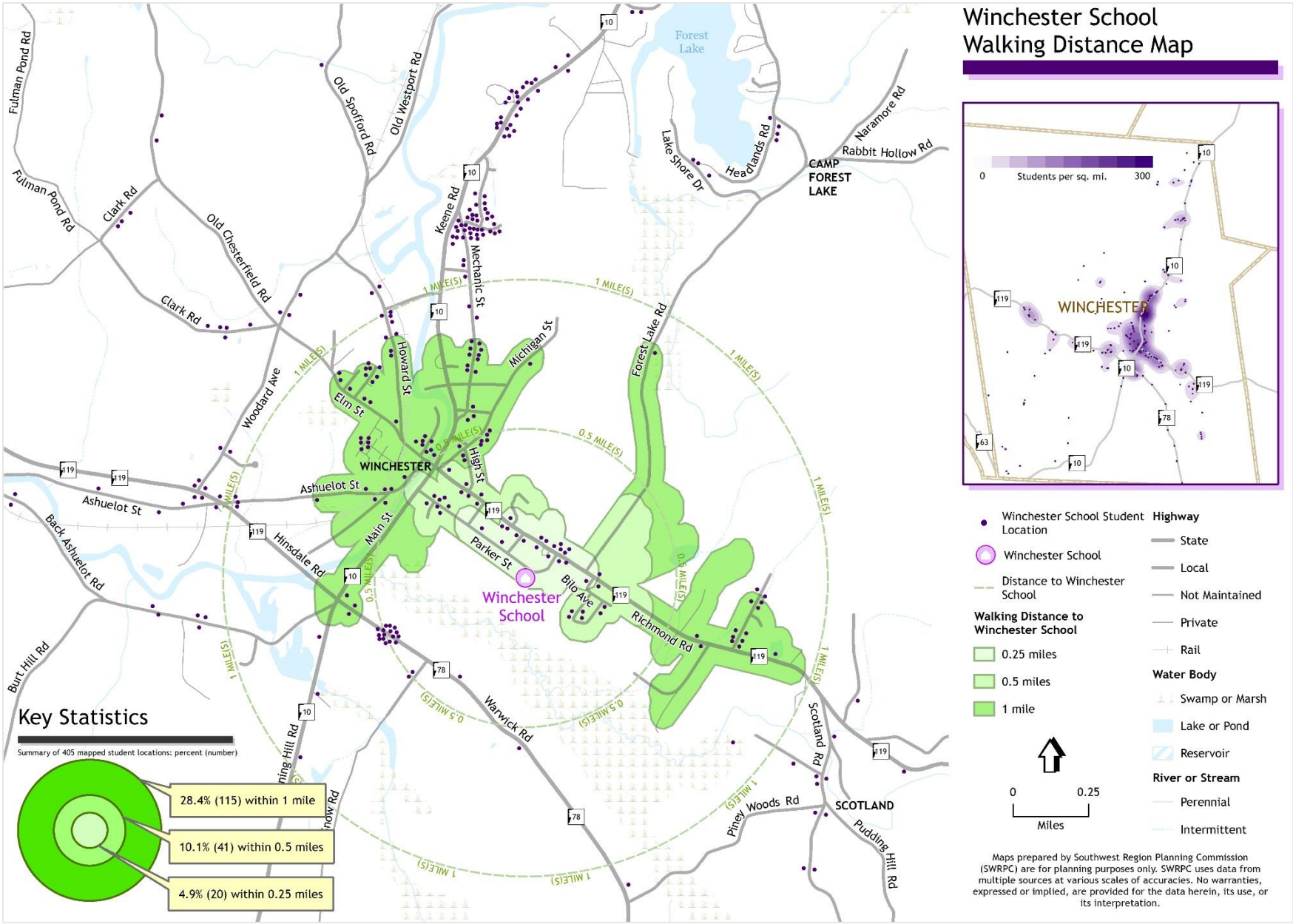


Figure 3 - Aerial view of Winchester School.





Note: Student location data is from February 2017.



Note: Student location data is from February 2017.

EVALUATION OF EXISTING TRAVEL CONDITIONS

To better understand existing travel conditions within the study area, SWRPC staff conducted morning and afternoon field observations to review the behaviors and travel patterns of students, buses, and motorists at WS during drop-off and pick-up hours, distributed and analyzed data from a take-home parent survey and an in-class student tally related to student travel modes, assessed pedestrian infrastructure conditions in town, conducted a stop sign compliance study on Parker Street at entrance of WS, and collected and analyzed traffic speed and volume data on Main Street. A review of these observations and analysis is included in the sections below.

School Arrivals and Departures

Winchester School starts admitting students at 8:25 a.m. and classes end at 3:15 p.m. The main entrances to the school are located in front of the main parking lot, shown in Figure 4. The parking lot in front of the school is used by visitors and staff. A smaller parking area is also located on the eastern end of the school on Adams Court, near one of the bus drop-off and pick-up points.

Traffic Patterns

In the morning, parents start to line up in front of the school at 8:00 a.m., as shown in orange in Figure 4. Several parents were observed parking their cars along the opposite side of the travel lane to drop off students, causing less orderly and safe drop-offs in front of the school. Some parents would

Figure 4 – Parent and bus drop-off and pick-up Locations.

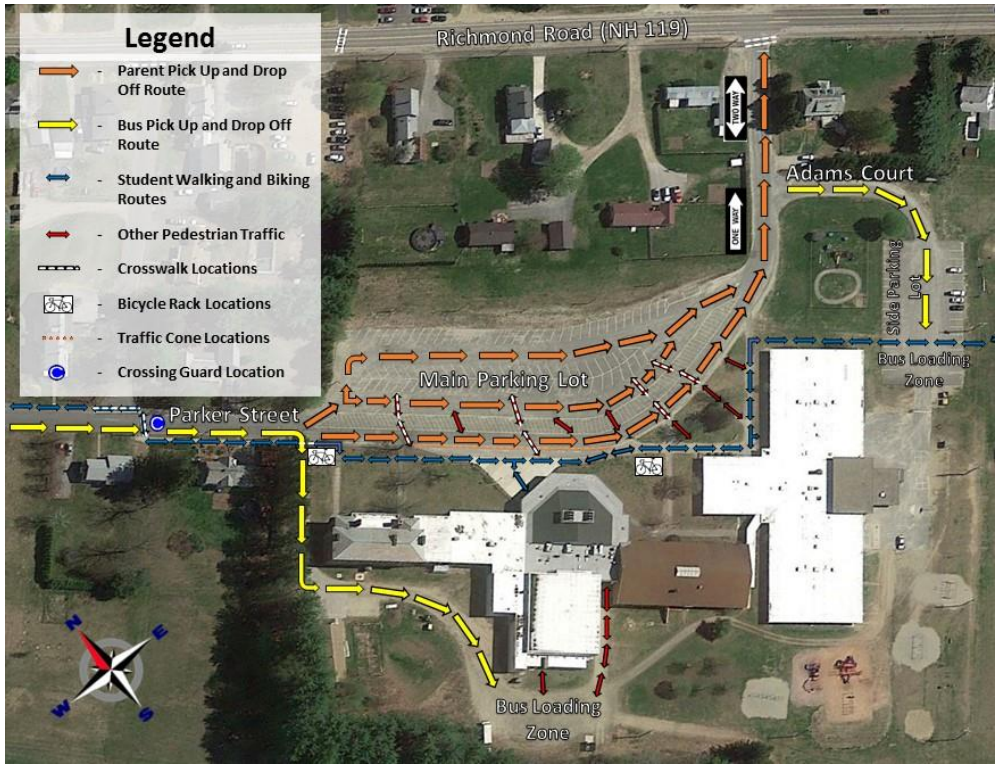


Figure 5 – A vehicle parked on a crosswalk during the morning drop-off period.

Figure 6 – Parent vehicles begin to bottleneck as they line up to exit the school in the afternoon.

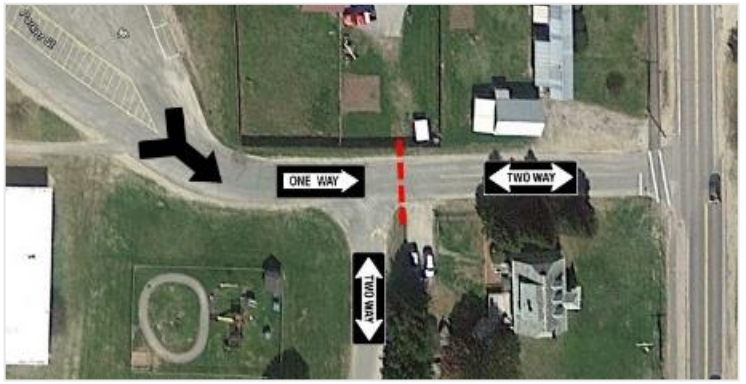
park their vehicles on handicapped parking spots and crosswalks, as shown in Figure 5. There was some traffic congestion observed at the northeast entrance where parents exit school property. Buses arrived between 8:17 a.m. and 8:32 a.m. on the day of the observation to drop off students at the back entrances to the school, as shown in yellow on Figure 4. Overall, bus drop-offs proceeded smoothly. Most walkers and bicyclists arrived at the school from Parker Street, though some came from the east, cutting through a nearby field. There was a crossing guard to help students cross Parker Street at the northwest entrance to the school.

In the afternoon, parents start lining up to pick up their children from school at 2:45 p.m. Students started exiting the school building at 2:25 p.m. and parent vehicles were cleared out by 2:45 p.m. Overall, afternoon traffic flow was smooth and orderly; however, several parents were observed parking along the opposite side of the travel lane, causing some congestion as shown in Figure 6. A crossing guard was present at the northeast entrance to the school to help walkers cross Maple Avenue.

Areas of Safety Concern

Major areas of safety concern noted during the field observation are listed below.

Figure 7 – The area at the end of WS where one-way traffic merges onto a two-way street (in red) before getting onto Richmond Road. This area was identified as a potential cause of confusion for drivers.



- Driver Impatience: There is one crossing guard on duty to help students cross Parker Street near the main entrance to the school during school arrivals and departures. Also on Parker Street is a newly installed stop sign. It has been noted by the guard that vehicles that stop at the stop sign tend to try to "make up time" by accelerating quickly after stopping.
- Unauthorized Parking: During the morning and afternoon field reviews, numerous vehicles were seen parking both on crosswalks and within the yellow-striped median that separates the pick-up/drop-off zone from the parking lot marked "Do Not Park". In addition, numerous vehicles, when moving forward to get closer to the school entrance, would block the designated handicap parking spot near the elementary school.
- Lack of Bicycle Signage: There are no "Share the Road" signs or other signs/road markings on streets around the school indicating that drivers should share the road with bicyclists.
- Signage and Bottlenecking near the School Exit: There are two "Do Not Enter" signs on Parker Street at the intersection of Adams Court where the one-way street becomes a two-way street, as shown in Figure 7. It is likely that the two-way street was designed to allow vehicle access to a home at the end of Adams Court. This could be confusing to traffic exiting the school, especially during peak pick-up/drop-off times.

Parent and In-Classroom Surveys

WS and SWRPC staff worked with faculty and administrative staff to conduct the National SRTS Parent and In-Classroom Surveys during the fall of 2016. These surveys helped generate a baseline of the number of students currently biking and walking to school and identified some of the barriers that prevent parents from allowing their children to walk or bike to school. The Parent Survey can be found in Appendix B, and the In-classroom survey can be found in Appendix C.

Parent Survey

The parent survey collects information from parents about how their children arrive and depart from school and what concerns, issues, and barriers parents have about their child walking or biking to school. Survey results help determine how to improve safety conditions and make walking and biking easier and more convenient for both children and parents.

A total of 76 households responded to the Parent Survey. Of this sample, about 56% (43 respondents) lived within two miles of WS, which is generally considered reasonable bicycling distance. About 41% (31 respondents) lived within one mile of school, which is a reasonable walking distance. Figures 8 and 9 show how many students arrive or depart from school via school bus, carpool, family vehicle, biking, or walking as indicated on the Parent Survey.

The primary arrival mode, as indicated by parents, is family vehicle (50% of households) followed by school bus (37% of households). About 13% walked or carpooled to school. The primary departure mode in the afternoon is by family vehicle (46% of households) followed by the bus (36% of households). Eleven percent of students walk home from school in the afternoon. Four percent carpooled. No respondents indicated that their child biked home from school.

Parents cited a number of factors that influence their decision to allow their child to walk or bike to school, as shown in Table 1. The top factor that influences parents is the speed of traffic along the route to school (37% of respondents).

Figure 8 - Parent Survey: Number of students arriving to school by transportation mode.

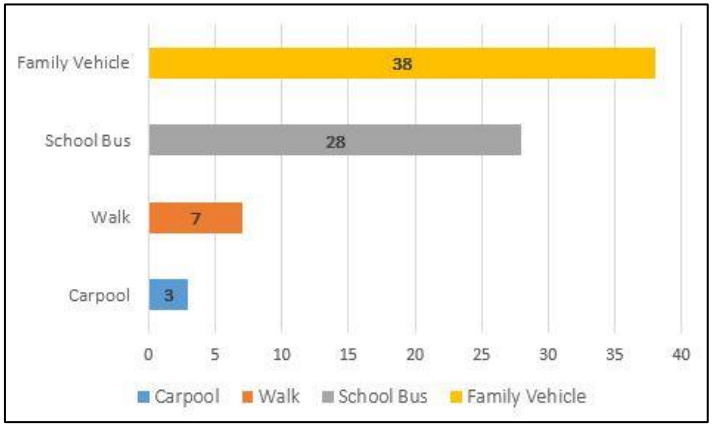
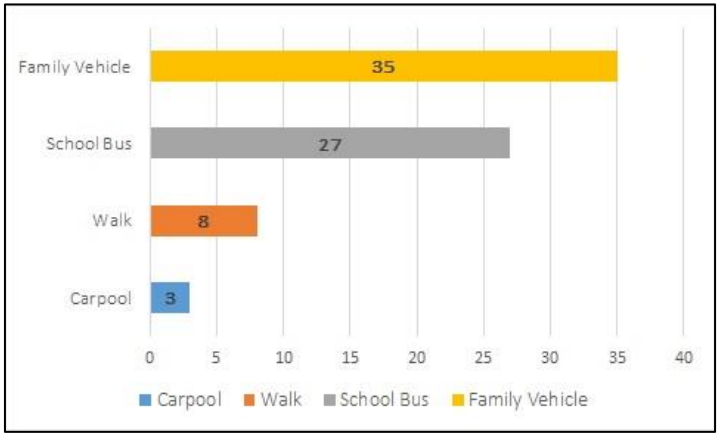


Figure 9 - Parent Survey: Number of students departing from school by transportation mode.



Likewise, the second most identified factor parents cited is the amount of traffic along the route (33% of respondents). Other significant factors include weather, the safety of intersections and crossings, and the distance to school.

Approximately 60% of parents surveyed (40 out of 67) indicated that they did not feel comfortable allowing their child to walk or bike to school. Ten percent (7 out of 67) indicated that they would feel comfortable at grade 5, and 6% (4 out of 67) felt comfortable having their eighth and fourth graders walking or biking to school. Figure 10 summarizes parent responses to this question. Eight respondents stated that their children already walk or bike to school.

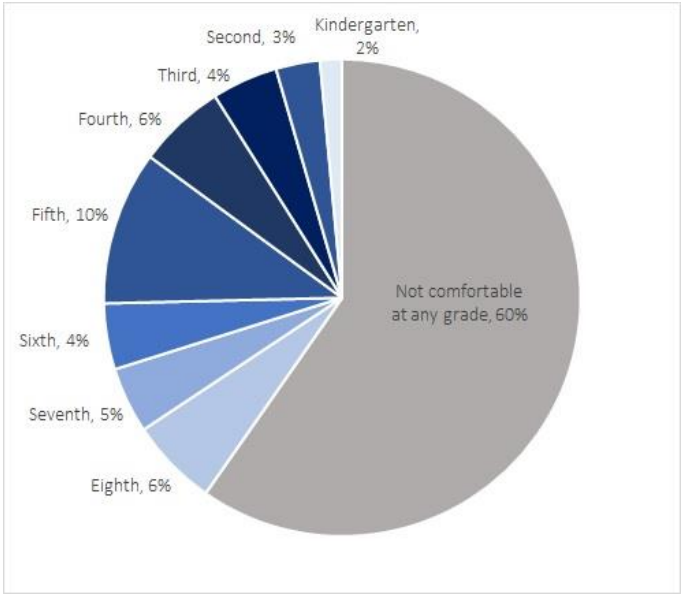
Only 19% of respondents said that WS encourages their child to walk or bike to and from school. About 81% of respondents indicated that WS neither encouraged nor discouraged their child to walk or bike to and from school.

A sample of comments shared by parents on this survey are included on the next page. Many of these comments emphasize that distance, safety concerns, and the need for infrastructure improvements are important factors in parents' decisions to allow, or not allow, their children to walk and bike to and from school.

Table 1 - Factors influencing parent decision to allow child to walk/bike to school.

Factor	% Respondents
Speed of Traffic Along Route	37%
Amount of Traffic Along Route	33%
Weather or climate	30%
Safety of Intersections and Crossings	29%
Distance	28%
Violence or Crime	22%
Sidewalks or Pathways	16%
Child's Participation in After School Prog	14%
Adults to Bike/Walk With	13%
Time	12%
Crossing Guards	8%
Convenience of Driving	7%

Figure 10 - Grade at which parents are comfortable allowing their child to walk or bike to/from school.



Comments from the Parent Survey

DISTANCE

- "If one child will not be able to walk to or from school they get a ride."
- **"**I feel all kids that live a half a mile or more should get transportation because they are too young to endure some of the cold they have been walking in especially since the bus stop is the next street up."
- "I think this would be great if we lived closer."

TRAFFIC SAFETY

- "The school parking lot is terrible. I do not trust any of the cars constantly pulling out in a rush to get in line and wait for 5-10 minutes before leaving. Something needs to be done to change the danger of the parking lot. Many times I have almost been hit. Whether someone is not paying attention or driving too fast."
- "I prefer if my daughter is accompanied always to and from school at any age. And my husband is always complaining about people speeding in the parking lot."
- "The traffic also drives way too fast up and down Parker Street."

INFRASTRUCTURE

- "School drop off not convenient for walk/bike adults must open door to get to morning movers crossing guard always there (if my kid is late)."
- "The sidewalk upkeep hinders walking in the winter. We walk as often as possible but I have fallen several times on ice during the winter."
- "If we had sidewalks/ bike paths along RT 10 we would feel a lot better considering walking/biking and living here as a whole."
- "Rt 10/Winchester Rd is not conducive to allowing our children to walk/bike. Very limited sidewalks and heavy traffic. We need sidewalks/ bike paths."

OTHER COMMENTS

- "Too many big kids doing stupid stuff and acting like animals for my young child to walk or bike alone."
- "I believe the afternoon bus ride for my daughter is just under an hour if not a full hour and is too long. They drive to Hinsdale then Back Ashuelot then up Manning Hill. Just too much for one bus."

In-Classroom Survey

The National Safe Routes to School In-Classroom Student Travel Tally was administered by 25 classrooms at WS in late October 2016. Teachers surveyed students each morning and afternoon for three consecutive days (Tuesday-Thursday) on their mode of travel to and from school. Between 279 and 335 students shared their arrival modes each day and between 261 and 315 students shared their departure modes each day. The results of the travel tally are shown in Figure 11.

According to the survey, an average of 23 students walked to school and 34 students walked home from school, representing 7% and 11% of the total student samples, respectively. Additionally, about 4 students, or 1% of the total, biked to and from school. The number of students who arrive to school in a parent vehicle was 127, or 41%. This number grew to 136, or 44%, in the afternoon.

In the morning, about 149 students, or 48%, took the bus, which decreased in the afternoon to 122, or 40%. Around five students carpooled to school and six carpooled home, representing 2% of the total sample. No students took public transit and five students took another form of transportation.

Figure 11 - Mode of travel to and from school based on in-classroom survey.

Mode of Travel	Average Number of Students	
	Morning/Arrival	Afternoon/Departure
Walking	23	34
Biking	4	4
School Bus	149	122
Family Vehicle	127	136
Carpool	5	6
Other	4	7

Pedestrian Infrastructure

Pedestrian infrastructure includes sidewalks, crosswalks, paved shoulders, off-road trails or paths, and amenities such as lighting and street furniture. The presence or lack of pedestrian infrastructure has a large impact on safety, both real and perceived. Studies have shown that for students living within 1 mile of school, implementation of effective pedestrian interventions can reduce the traffic dangers (real or perceived) that prevent students from walking to school.[2,3]

Statewide Asset Data Exchange System (SADES) Data

In order to better understand pedestrian infrastructure conditions near the school, SWRPC staff assessed the conditions of sidewalks and crosswalks in Winchester using the NH Statewide Asset Data Exchange System, or SADES. SADES provides a common set of collection and training standards, ensuring that data collected throughout the state is comparable and assessed uniformly.

The sidewalk assessment includes data such as the width of the sidewalk, sidewalk condition (good, fair, or poor), curb condition (good, fair, or poor), and the presence of buffer strips, curb ramps and crosswalks. The Pedestrian Infrastructure Map on the next page shows the extent of the sidewalk and crosswalk network in Winchester and sidewalk structural conditions. **"Good condition"** indicates little or no distress or vertical displacements on the sidewalk, **"fair condition"** indicates the presence of narrow cracks and/or sidewalk displacements less than ½ inch, and **"poor condition"** indicates sidewalk cracks and/or large vertical displacements greater than ½ inch.

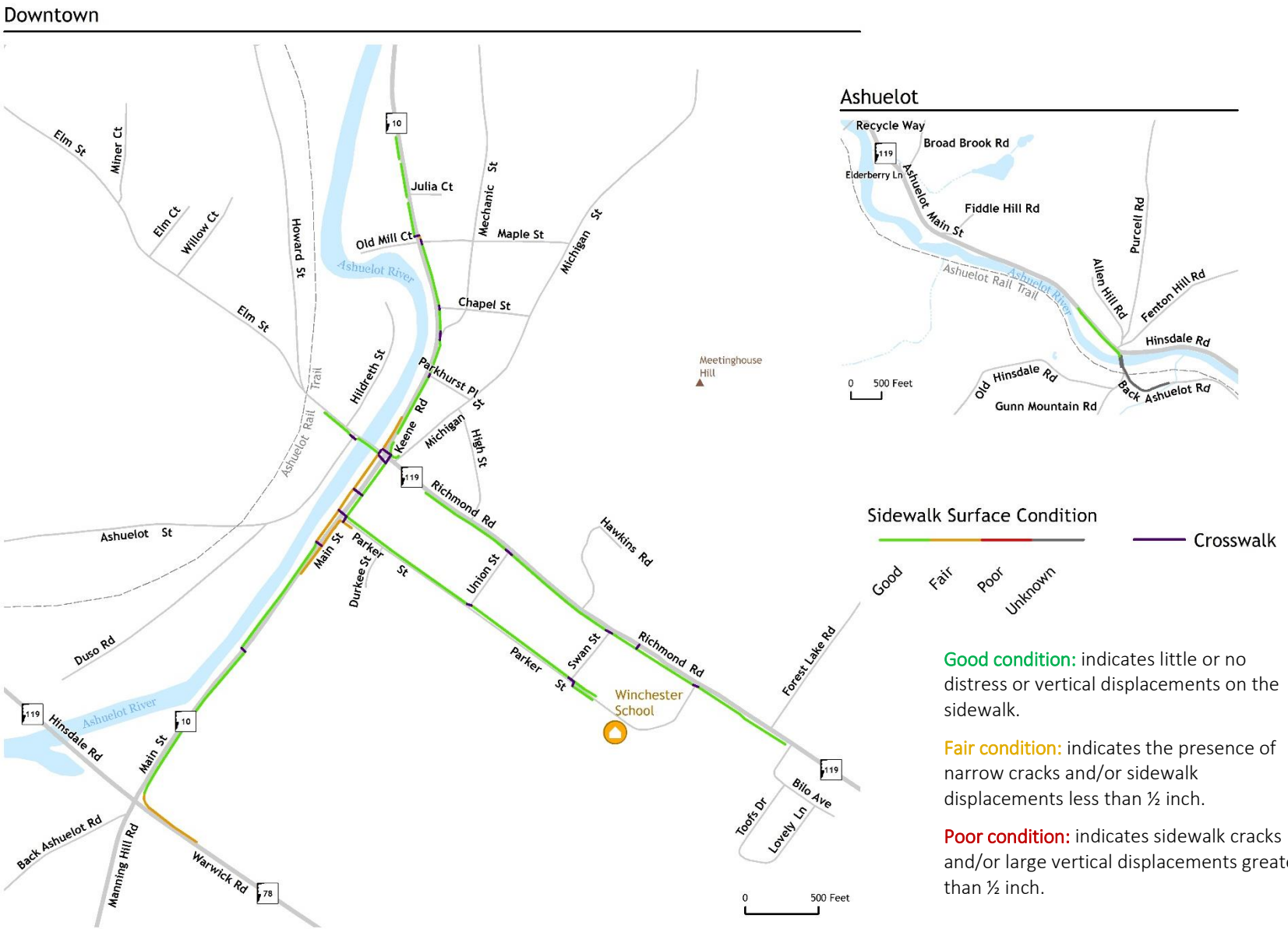
Figure 12 - Sidewalk on Richmond Rd./Rt. 119 in good structural condition

Figure 13 - Sidewalk on Main Street in fair structural condition.

[2] Beck, Laurie F. and Greenspan, Arlene I. "Why Don't More Children Walk to School?" Journal of Safety Research. 39.5 (2008): 449-52.

[3] Nasar, J.L. (2015). Creating places that promote physical activity: Perceiving is believing. [Research brief.] Active Living Research.

Town of Winchester Pedestrian Infrastructure Map



Good condition: indicates little or no distress or vertical displacements on the sidewalk.

Fair condition: indicates the presence of narrow cracks and/or sidewalk displacements less than ½ inch.

Poor condition: indicates sidewalk cracks and/or large vertical displacements greater than ½ inch.

Traffic Conditions near Winchester School

To better understand traffic conditions near the school, SWRPC staff conducted traffic speed and volume counts at six locations in Winchester, including Parker St. between Union and Swan St. (Site 1), Main Street near Durkee St. (Site 2), Warwick Rd./Rt. 78 west of Snow Street (Site 3), Richmond Rd./Rt. 119 east of Forest Lake Rd. (Site 4), Elm St. west of Howard St. (Site 5), and Mechanic St. north of Michigan St. (Site 6). The locations of the traffic counters are shown in Figure 14.

SWRPC staff also conducted a stop sign compliance study on Parker St. near the entrance to the school in order to better understand the effectiveness of the stop sign at this location.

Figure 14 - Location of traffic counter locations in Winchester, NH for traffic speed and volume counts.

Traffic Volumes

Table 2 on the next page shows the average traffic volumes on weekdays during morning arrivals and afternoon departures and daily averages for each traffic counter site. The highest traffic volumes are on Main St., followed by Richmond Rd. and Warwick Rd. These three roads are all state routes and connect Winchester with neighboring towns.

Elm St. and Mechanic St. are relatively quiet roads in terms of traffic volume, with an average of 44 and 11 vehicles between 8:00 and 9:00 a.m., respectively, and 71 and 20 vehicles between 3:00 and 4:00 p.m. Parker St. has higher traffic volumes, with an average of 106 vehicles from 8:00-9:00 a.m. and 53 vehicles from 3:00-4:00 p.m. It is interesting to note that traffic on Parker Street is concentrated between 8:00 and 9:00 a.m. in the morning, but it is more spread out in the afternoon. This could be due to after school programming and/or resident work schedules that start at the same time as the school, but end after school lets out.

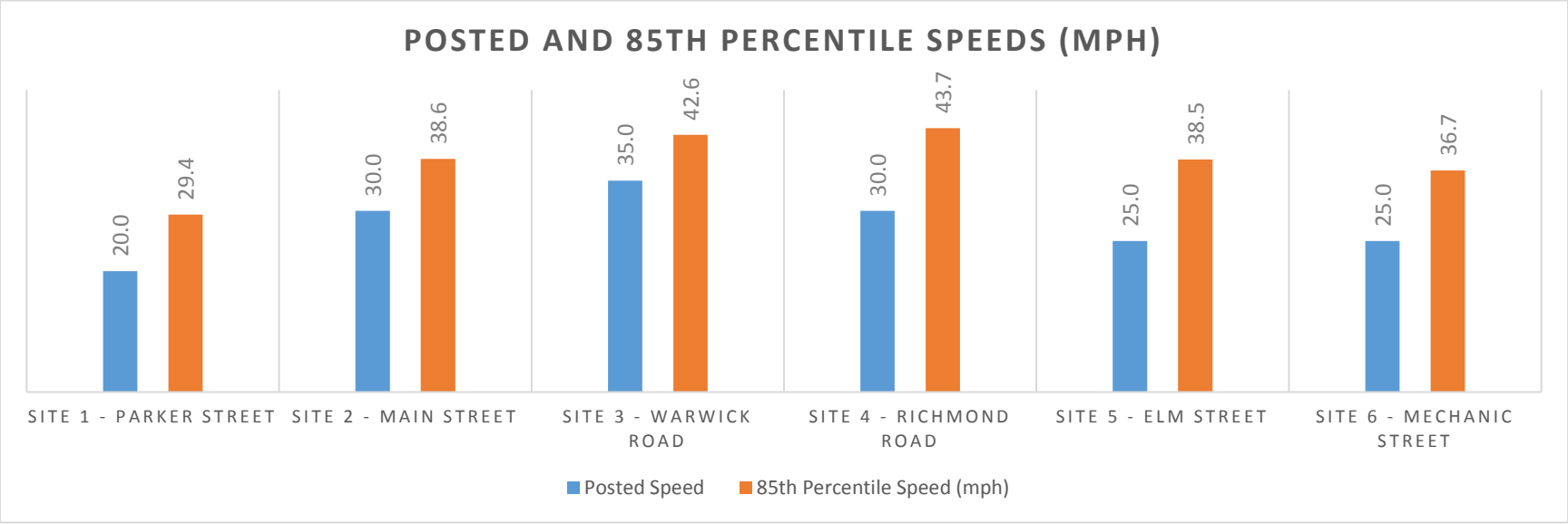
Table 2 - Weekday morning and afternoon school commute traffic and daily average traffic at 6 selected sites in Winchester, NH.

Weekday Traffic Volume (vehicles)	**Site 1 Parker St.**	**Site 2 Main St.**	**Site 3 Warwick Rd.**	**Site 4 Richmond Rd.**	**Site 5 Elm St.**	**Site 6 Mechanic St.**
Morning (8:00-9:00 a.m.)	106	488	121	169	44	11
Afternoon (3:00-4:00 p.m.)	53	691	191	253	71	20
Daily Average	440	8,372	2,148	3,045	860	246

Traffic Speeds

Figure 15 shows the posted speed limit and the 85th percentile speed at each of the six traffic counter sites. The 85th percentile speed is the speed at which no more than 15% of traffic is exceeding (i.e. the speed at or below which 85 percent of all vehicles are observed to travel). Table 3 on the next page shows the posted, average, 85th percentile, and maximum speed in miles per hour at each site during school arrivals and departures.

Figure 15 - The posted speed limit and 85th percentile speed during school commuting times (8:00-9:00 a.m. and 3:00-4:00 p.m.) at six traffic study sites in Winchester, NH.



Traffic Speeds (Continued)

Significant speeding was detected at several sites, including Sites 5 and 6 (Elm St. and Mechanic St.). The posted speed limit at both of these sites is 25 mph, however 15% of traffic is going more than 10 mph above the speed limit at both of these sites during school arrival and departure times when students are walking to and from school. Speeding was also observed at several other sites, including Richmond Rd./Rt. 119, Warwick Rd./Rt. 78, and Main St./Rt. 10. The lowest average traffic speeds were observed on Parker St., however there are still drivers who speed on this road. Fifteen percent of drivers were going faster than 29.4 mph, and one driver was going 37.4 mph (17.4 mph above the school zone speed limit).

Table 3 - Average, minimum, and maximum traffic speeds at six traffic counter sites in Winchester, NH during school arrivals (8:00-9:00 a.m.) and school departures (3:00-4:00 p.m.)

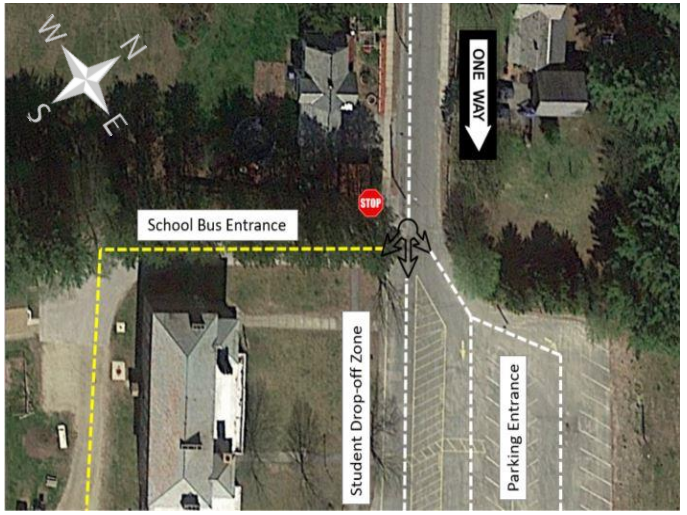
Traffic speeds (mph)	Site 1 Parker Street	Site 2 Main Street	Site 3 Warwick Road	Site 4 Richmond Road	Site 5 Elm Street	Site 6 Mechanic Street
Posted Speed Limit	20	30	35	30	25	25
Average	24.5	34.6	35.8	38.3	32.7	31.1
85th Percentile	29.4	38.6	42.6	43.7	38.5	36.7
Maximum	37.4	53.1	62.9	56.8	58	59.2

Stop Sign Compliance Study at Entrance to School

In 2016, a stop sign was placed at the Parker Street entrance to Winchester School in order to slow traffic and increase safety for students walking to school along this route. Parker Street is the main route that students take to walk or bike to school and it turns into a one-way street once entering school grounds, as shown in Figure 12. Parker Street is also the main entrance for vehicular traffic. Parent and staff vehicles continue straight through this intersection or turn left to enter the school drop-off zone or the staff parking lot. School buses turn right at this intersection to enter the bus drop off zone behind the school.

SWRPC staff observed driver stopping behavior at the stop sign from 8:00 a.m. to 9:00 a.m. and 3:00 p.m. to 5:00 p.m. on October 19, 2016. A crossing guard was stationed next to the stop sign from 8:20 a.m. to 8:35 a.m. for a total of 15 minutes. Staff kept a tally of the number of vehicles that came to a full stop, came to a "rolling stop" (i.e. slowed to 3 mph or less), and vehicles that did not stop at all.

Figure 16 - Location of Parker Street stop sign.

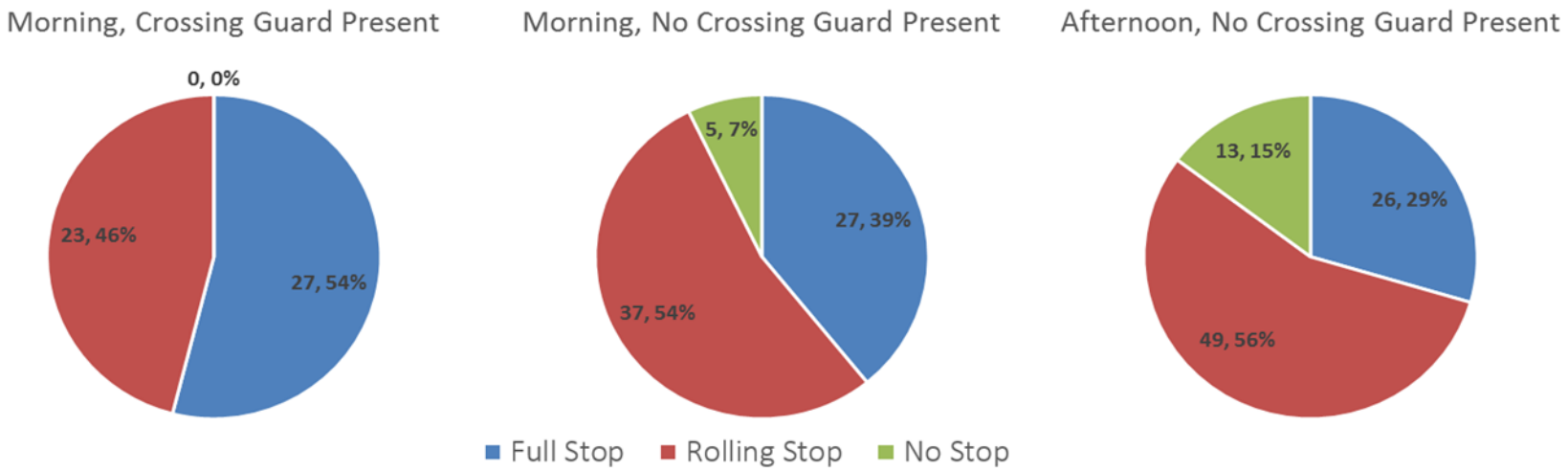


Driver behavior was then separated into the following three categories:

- Not stopped
- Practically stopped (slowed to 3 mph or less)
- Full stop

Only full stops are legal. "Not stopping" and "practically stopping" are both illegal. For both the morning and afternoon studies, a vast majority of traffic would drive straight to the student pick-up/drop-off area after passing the stop sign. A little under a fifth of traffic would turn left to the parking spaces and only two vehicles were observed turning right. The results of the stop sign compliance study are shown in Figure 13 below for the morning while the crossing guard was present, the morning when the crossing guard was not present, and the afternoon when the crossing guard was not present. These results show that compliance was lowest in the afternoon when the crossing guard was not present and highest in the morning while the crossing guard was present.

Figure 17 - Results of the stop sign compliance study for the morning when the crossing guard was present (8:20-8:35 a.m.), the morning when the crossing guard was not present (8:00-8:20 and 8:35-9:00 a.m.), and the afternoon when there was no crossing guard present (3:00-5:00 p.m.).



Recommendations

2010 Safe Routes to School Recommendations

In 2010, Winchester School worked with Southwest Region Planning Commission to create a Safe Routes to School plan which includes 16 recommendations for increasing the number of students who walk and bike to school. These recommendations are categorized as either non-infrastructure recommendations (i.e. education, encouragement, enforcement, and evaluation) or infrastructure recommendations (i.e. engineering). SWRPC staff, with assistance from the Winchester School Wellness Committee and town staff, assessed what progress, if any, had been made on these recommendations from the 2010 plan as of May 2017. Areas where progress has been made includes increased presence of law enforcement on Parker St., the annual bike rodeo organized by the Winchester Kiwanis, and repainted crosswalks at the intersection of Route 10, Route 119 and Elm Street. This information is included in Appendix D of this document.

2017 Safe Routes to School Recommendations

The following section includes a list of recommendations for Winchester School organized by the 5 "Es": Evaluation, Education, Encouragement, Enforcement, and Engineering.

Evaluation Recommendations

- **Administer the "Safe Routes to School Arrival and Departure Tally Sheet" on an annual basis to track trends in student travel modes over time.** Work with school staff to administer the 3-day tally each year to track travel trends over time.
- **Administer the "Parent Survey about Walking and Biking to School" on a bi-annual basis (every two years).** Work with wellness committee or safety committee and parents to conduct the parent survey every two years.

Education Recommendations

- **Incorporate walking and bicycling safety into school curriculum.** Work with teachers to identify ways to incorporate walking and bicycling safety into the school curriculum.
- **Share information about how students can walk, bike, carpool, and take the bus.** Work with school district to add information about the best routes to walk or bike to school, how parents can organize carpools, and bus route information to the parent handbook, school website, newsletters, emails, etc.
- **Engage students and their families in walkability assessments of routes near school.** Work with students and their families to assess the walkability of routes near school using the SRTS walkability checklist or other assessment tool. Use the 2010 Winchester Safe Routes to School Travel Plan as a starting point for identifying routes to assess.

- Give presentations about Safe Routes to School at School Board meetings, Parent Group meetings, and other meetings as appropriate. Work with the wellness committee, safety committee, and/or parent volunteers to share information about the school's efforts to promote walking and bicycling to school and improve safety.
- Work with local law enforcement or other groups to coordinate a "bicycle rodeo" on an annual basis. Work with local law enforcement, parent volunteers, and/or others to organize a bike rodeo for students to learn bicycle safety skills in a safe and fun environment.
- Post the Winchester Safe Routes to School Action Plan on the school website in a prominent location. Work with school district staff to post this action plan and/or the previous action plan from 2010 on the school website as a resource for the school community.

Encouragement Recommendations

- Organize Walk/Bike to School Day events to promote walking and bicycling to school. Work with parent volunteers to organize a "Walk/Bike to School Day" in the spring and/or fall.
- Establish a Remote Drop-Off Location to encourage students who live further away to participate in walking or bicycling to school. (For example, Town Hall or the gazebo on Parker & Main Street) Identify locations ¼ - ½ mile from school where parents can drop off students, then work with property owners to establish remote drop-off location(s).
- Organize a "Walking School Bus" with parents and community members. A walking school bus is a group of children who walk to school with adult supervision. Work with parent volunteers and community members to organize a walking school bus. Consider establishing one or more locations within walking distance of the school where families can meet to walk to school together.
- Create a school-wide mileage club or contest to offer incentives to students who bike or walk to school. Create an incentive program that tracks number of trips and rewards students, classes, and/or grades with highest number of trips made by walking or bicycling.
- Engage students in creating tools that will help make walking and biking to school more convenient and fun for their peers. Enlist middle school students in planning events, creating outreach materials (e.g. videos or posters), and helping younger students walk or bike to school.

Enforcement Recommendations

- Clearly mark and enforce parent drop-off area. Work with school district and local law enforcement to clearly mark/place signs and enforce parent pick up process, especially during the beginning of the school year.
- Continue and expand crossing guard program to Parker Street intersections. Work with local law enforcement to continue presence of crossing guard at Parker St./Swan St. intersection, and add a crossing guard at the Main St./Parker St. intersection.

- Place active speed monitors or radar speed trailers to enforce speed limit on key roads near the school. Work with the Town and Winchester Police Department to place speed feedback signs on roads near the school where speeding is a concern. In addition, consider deploying patrol vehicles (manned or unmanned) in strategic areas near the school where students are walking and bicycling.
- Work with parents and community members to start a "Neighborhood Speed Watch Program" in neighborhoods near the school. According to the traffic data in this report, drivers are speeding on neighborhood roads near the school such as on Elm St. and Mechanic St. Consider working with parents and residents who live in these areas to start a neighborhood speed watch program to encourage motorists to slow down.

Engineering Recommendations

- Improve existing sidewalk on Main Street. Work with the Town of Winchester to improve the existing sidewalks on Main Street and the visibility of pedestrian walking areas near the school.
- Increase safety of crossings at signalized Main Street intersections. Work with the Town of Winchester to improve safety at the signalized intersections on Main Street, namely the Elm Street/Richmond Road intersection. Example safety improvements could include adding curb extensions to shorten crossing distance and implementing traffic-calming measures.
- Fix sidewalk gaps on the west side of Main Street. Work with the Town of Winchester and other partners to fill the sidewalk gaps on the western side of Main Street.
- Improve safety of Main Street/Parker Street intersection. Work with the Town of Winchester and other partners to identify and implement strategies to increase safety at the Main St./Parker St. intersection. Potential safety improvements include increasing the visibility of crosswalks with pavement markings and/or high visibility crosswalk paint and installing curb extensions to shorten the crossing distance.
- Work with Town to address speeding on Parker Street. Speeding was detected on Parker Street near the school. WS might want to consider working with the Town of Winchester to implement traffic calming strategies such as pavement markings or introducing curbs to more clearly define the edge of the roadway.
- Work with the Town and NHDOT to expand and improve existing pedestrian infrastructure on Warwick Rd./Rt. 78 between Snow St. and Main St. A large cluster of students live on Warwick Rd./Rt. 78 between Snow St. and Main St., however this section of road has limited pedestrian infrastructure, relatively high traffic volumes, and high traffic speeds. Consider working with the Town and NHDOT to improve the existing sidewalk on Warwick Rd./Rt. 78, which is in "fair" structural condition, and expand the sidewalk to Snow St.
- Work with Town of Winchester to add bicycle infrastructure and amenities on routes near the school. Examples could include bicycle lanes, shared bicycle lane markings (i.e. "sharrows"), shared use paths or bicycle paths, bicycle parking, and "Share the Road" signs.

Plan Implementation

All of the recommendations outlined in this Action Plan will play an important role in Winchester School's SRTS Program. However, the WS Wellness Committee, with input from school faculty, has identified a few priorities to guide the work over the next 1-2 years (short-term) and 3-5 years (longer term). Winchester school recognizes that these priorities may shift as these projects and programs are implemented and new priorities will emerge. The Winchester School Wellness Committee will review the recommendations listed in this Action Plan every two years to re-assess priorities for the upcoming 2-3 years.

Key Players for Implementing the Winchester School SRTS Action Plan

- School Administration: Many of the strategies outlines in this plan require leadership and support from school administration. School administrative staff should consult the Action Plan when setting goals for the year and ensure the plan is clearly communicated to school faculty, staff, parents, students, and the school board.
- Wellness Committee or Other School Committee: The school wellness committee (or other committee) can use this Action Plan as a framework for developing a WS SRTS program. The committee should revisit the plan on an annual basis to choose priority strategies for the upcoming academic year.
- Parents: Parents can use the action plan to become familiar with the SRTS program and its goals. Parents should also be engaged to provide feedback to the school, volunteer to help out with the SRTS program, and share data with the school to assist with evaluation of the program.
- Students: Students can use this plan to learn about the SRTS program and its goals as well as learn about opportunities to get involved. Students should be invited to become active participants in the development of the WS SRTS program.
- Local Law Enforcement: Many of the recommendations in this plan require support from local law enforcement. This plan should be shared with the Winchester Police Department and local police officers should be invited to become active participants in the development of the WS SRTS program.
- Town Officials: Town officials can use this action plan to identify priority areas in town to improve safety for students who walk and bike to school. Coordination with the NH Department of Transportation may be necessary to address some of the strategies identified in this Action Plan.
- Faculty & Staff: School faculty and staff can use this Action Plan to learn about the program and its goals and understand the benefits for students. Faculty and staff should be invited to become active participants in the development of the WS SRTS Action Plan.

Short-term (1-2 Year) Priorities

RECOMMENDATION	POTENTIAL LEAD	POTENTIAL PARTNERS	RESOURCES
Organize annual Walk/Bike to School Day events to promote walking and bicycling to school.	School staff and parent volunteers	Parent group, C.A.S.T., Winchester Police Dept.	How to Plan a Walk to School Day Event Guide
Share information about how students can walk, bike, carpool, and take the bus.	School Administration/staff	SWRPC (to create maps); parents (to organize carpools)	Guide to Creating a Walking Route Map
Give presentations about Safe Routes to School at School Board meetings, Parent Group meetings, and other meetings as appropriate.	School wellness committee; School staff	Parent group; Students; SWRPC (to share data)	SWRPC (to help present data and SRTS plan)
Work with Town to address speeding on Parker Street.	Town of Winchester	Winchester School	Safe Routes to School Engineering Guide ; Safe Routes to School Enforcement Guide
Clearly mark and enforce parent drop-off area.	School Administrative Unit	Winchester Police Dept. (to help enforce drop-off at beginning of school year)	Student Drop off and Pick up Guide
Administer the "Parent Survey about Walking and Biking to School" on a bi-annual basis (every two years).	School wellness committee; School administration	School faculty and staff; Parent group	www.saferoutesinfo.org/program-tools/evaluation-parent-survey
Administer the "Safe Routes to School Arrival and Departure Tally Sheet" on an annual basis to track trends over time.	School wellness committee; School administration	School faculty and staff	www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally

Longer-term (3-5 Year) Priorities

RECOMMENDATION	POTENTIAL LEAD	POTENTIAL PARTNERS	RESOURCES
Create a School-Wide Mileage Club or Contest to offer incentives to students who bike or walk to school.	School wellness committee and/or school staff	Parent volunteers; Students; Access program	Safe Routes to School Encouragement Guide
Incorporate walking and bicycling safety into school curriculum.	School faculty	School administration	Safe Routes to School Education Guide
Improve existing sidewalk on Main Street.	Town of Winchester; N.H. Department of Transportation (NHDOT)	Winchester School; Southwest Region Planning Commission	NH DOT Transportation Alternatives Program & Highway Safety Improvement Program
Continue and expand crossing guard program to key intersections near the school, such as the Parker St./Main St. intersection.	Winchester Police Dept.; School administration	Service groups (such as Kiwanis) to recruit volunteers	Safe Routes to School Adult Crossing Guard Guide
Review the recommendations listed in the Winchester School Safe Routes to School Action Plan every three years to re-assess priorities for the upcoming 2-3 years.	School wellness committee; School administration	Parent group; Parent volunteers; students (to provide input)	National Safe Routes to School Guide
Work with local law enforcement or other groups to coordinate a “bicycle rodeo” on an annual basis.	Winchester Police Dept.; School committee	Local civic groups; Parent volunteers; students	Organizer’s Guide to Bicycle Rodeos; Bike Rodeo Station Guide