



HAYSVILLE PUBLIC SCHOOLS

USD 261

Safe Routes to School Report





WICHITA AREA METROPOLITAN PLANNING ORGANIZATION

Acknowledgments

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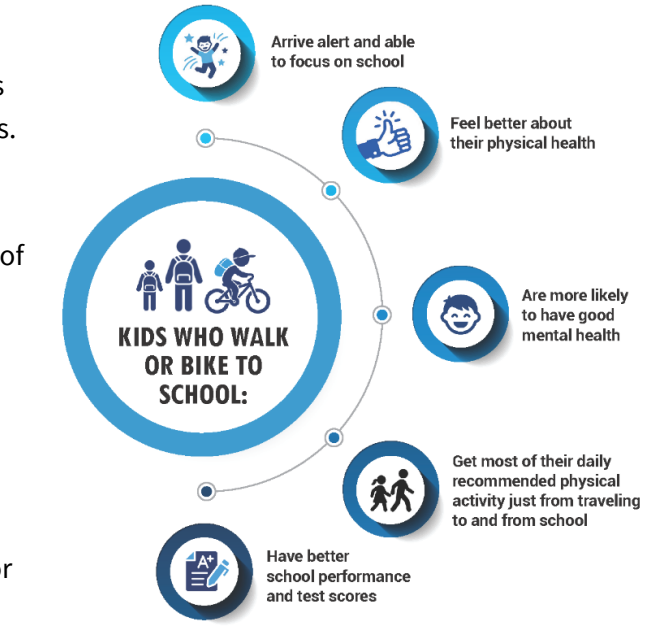
INTRODUCTION

The Wichita Area Metropolitan Planning Organization (WAMPO) prioritizes safety for all individuals, especially vulnerable road users, including children and families. In collaboration with local governments and schools in the Wichita area, Safe Routes to School (SRTS) Plans for public and private K-12 schools are developed in the region. The main objective of each SRTS plan is to identify school specific recommendations that create a safe, comfortable, and connected environment for more students to walk, roll, and bicycle to and from school.

WHAT IS SAFE ROUTES TO SCHOOL?

SRTS is a national effort to improve walking, rolling, and bicycling conditions for K-12 students and encourage lifelong active behavior and habits. Since the 1960s, the number of students walking, rolling, or bicycling to school has declined from nearly 50% to less than 15% today.[1] The location of new schools in relation to housing, school open enrollment policies, the decline of neighborhood schools, roadway design, and the reduced availability of safe and convenient connections have all contributed to this decline.

Established in 2005, the Federal SRTS program provides a proven approach and best practices for the WAMPO region to implement effective programs that benefit the entire community. The SRTS program supports schools in identifying barriers and developing strategies to create safer, more convenient travel options for students. These include addressing infrastructure gaps and creating programmatic support to empower more students and their families to walk, roll, and bike to school.



Source: MnDOT Safe Routes to School, Shockey Consulting

[1] *Kansas Department of Transportation – Safe Routes to School; saferoutes.ksdot.gov/*

SRTS E'S

Safe Routes to School programs use a variety of approaches to meet their goals of increasing the numbers of and improving safety for students walking, rolling, or bicycling to school. These approaches are commonly known as the E's.

Icon	*Name*	*Description*
	**EDUCATION**	Ensure that everyone learns how to travel safely through classes, training, and events that teach the skills needed to walk, bicycle, and roll safely.
	**ENCOURAGEMENT**	Promote and generate enthusiasm around walking and bicycling as ways to travel using events, activities, and programs.
	**ENGINEERING**	Provide infrastructure like sidewalks, paths, and crossings that allow people to walk, roll, and bike safely within the community and to/from schools.
	**ENFORCEMENT**	Deter unsafe behaviors of drivers, pedestrians and bicycle riders and encourage all road users to obey traffic laws and share the road safely.
	**ENGAGEMENT**	Listen to and empower students, families, teachers, community groups, and school leaders in creating an SRTS program that works uniquely for them.
	**EVALUATION**	Track progress toward achieving goals by reporting and assessing what approaches work (or don't) and identifying program changes that can improve outcomes.

PLAN PURPOSE

WAMPO, municipal agencies, county agencies, ten school districts from across the Wichita metro area, and the Kansas Department of Transportation (KDOT) collaborated on plans to holistically improve safety and transportation choices for K-12 students and for residents of the neighborhoods around K-12 schools. The planning process included reviewing existing conditions, identifying issues and barriers, developing potential solutions, and recommending both infrastructure projects and programmatic/policy ideas to increase the number of students walking, rolling, and bicycling to and from school, including by making it safer to do so. The process also included seeking community input and gathering data from school staff, teachers, parents, and students. In addition to serving as a roadmap for safer school travel, these plans will help schools pursue grants and other transportation-related funding opportunities to implement the vision of each plan and/or organize resources to execute desired policies and programs.

Developing an SRTS Plan is a critical step to take when a school and broader community are interested in increasing the number of students walking, rolling, and bicycling to and from school or improving the safety of those who already do. Using a holistic approach, the goal is to create an implementable plan that is sensitive to the specific needs of the school community. Successful implementation of the plan will require close partnership and coordination between local government staff, school and school district staff, elected officials, and community stakeholders. Funding will also be essential. Currently, the most significant funding source available for implementing SRTS infrastructure projects and non-infrastructure programs is the federal Transportation Alternatives (TA) program, though this is subject to change. Funding and resources are also available through the Kansas Department of Transportation for SRTS planning, programming, and education. Having an SRTS plan is required to be eligible for much of this federal and state funding.

SCHOOL PLANS

A successful SRTS planning initiative requires a holistic approach to identify key challenges and opportunities for each priority school selected for study. The school-specific plans include the following elements:

- Collecting and reviewing existing-conditions data to understand what happens at each school before/during/after student arrival/departure times.
- Identifying issues and barriers that discourage students from walking, rolling, or bicycling.
- Developing short-, mid-, and long-term solutions to overcome barriers to walking/rolling/bicycling to school, including recommendations for:
    - Infrastructure projects within a half-mile of a K-12 school to improve walking, rolling, and bicycling conditions.
    - Policy and/or programmatic options at the school or school-district level to provide support, encouragement, and tools for success.

EXISTING CONDITIONS

The first phase in developing a Safe Routes to School plan is to analyze the existing conditions surrounding each school campus. A quantitative and qualitative analysis method is required to ensure that key focus areas are documented and important factors are highlighted to understand issues and opportunities. The following data were analyzed within a half-mile of each priority school:

- Existing waking, rolling, and biking network
- Functional classification
- Major intersections
- Crashes (Bicycle- or Pedestrian-involved crashes)
- Crashes (Vehicle crashes)
- Campus site circulation
- Student travel tallies conducted in classrooms
- Walk audits completed by the SRTS planning team
- Public comments from online survey

ISSUES IDENTIFICATION

The second phase in developing a Safe Routes to School plan is to identify the issues and barriers that students face when walking, rolling, or biking to school on any given day. This is a key step to producing actionable, school-specific strategies that can be implemented by the school district, government agencies, and other organizations. Issues have been identified through a collaborative process involving the analysis of existing infrastructure conditions, walk audit findings, and public comments. Focus was placed on identifying issues that specifically relate to at least one of the six E's, which guide WAMPO's SRTS decision-making.

Frequently, issues that are outside the scope of a Safe Routes to School initiative are cited as major reasons why a parent may not allow their child to walk, roll, or bike to school. These include weather and distance/travel time concerns, which represent real challenges but cannot be easily addressed through Safe Routes to School initiatives. Though documented, such feedback is not included in the issue identification process.

Themes identified as issues within the school district include walking/rolling/biking gaps, intersection safety issues, congestion, and infrastructure condition issues.

RECOMMENDATIONS

The third phase in developing a Safe Routes to School (SRTS) plan is to identify recommendations that can be implemented to address the identified issues. These recommendations are a critical guide for schools, school districts, cities, and other agencies to utilize for planning and implementing improvements that will make it easier and safer for students to walk, roll, and bike to school. Identifying both infrastructure and non-infrastructure recommendations helps achieve all six E's, rather than just a select few.

RECOMMENDATION PROCESS

After the identification of issues, the project team worked with individual schools, school districts, jurisdictions, and the WAMPO team to generate potential solutions for addressing each issue. Similarly to the identified issues, recommendations have been separated into five types of interventions (see following table), addressing different elements of Safe Routes to School.

A toolbox of recommendations to address various issues that school campuses face can be found in the regional Safe Routes to School Planning Toolkit. The toolbox contains a wide variety of proven countermeasures, including long-term infrastructure solutions, short-term quick-build projects, and numerous encouragement and education programs.

	Type of Intervention	Description
	**Sidewalk, Trail, or Bikeway Improvement**	• Filling gaps in the sidewalk or trail network • Filling gaps or adding new on-street bikeway connection • Upgrades to existing infrastructure in poor condition.
	**Crosswalk Improvement**	Minor improvements to existing crosswalks, and the installation of new crosswalks: • Adding new crosswalks • Marking existing crosswalks • Enhancing an existing marked crosswalk with additional markings, signage, and/or pedestrian activated signalization.
	**Intersection Improvement**	Infrastructure and/or signalization improvements at intersections: • Reducing crossing distance and conflict points through changes to intersection geometry. • Increasing safety at an existing intersection, except for crosswalk improvements.
	**Site Circulation Improvement**	Improvements to traffic flow, capacity, and congestion within the school campus.
	**Other Improvement**	Other improvements that do not fit the other four categories in this table (e.g., corridor studies, tree planting, chicanes, speed humps, student, etc.).

PROJECT PRIORITIZATION PROCESS

A process to prioritize each project per school was developed to aid in long-term implementation. Five prioritization categories were identified, and a maximum of three points were awarded to each project per category (except for public comments, which had a maximum of two (2 points), for a maximum of fourteen (14) points. The projects were then assigned a category of low, medium, or high based upon their final score. Projects with a score of zero (0) to five (5) were designated to be a "Low Priority", a score of between six (6) and nine (9) "Medium Priority", and ten (10) and over "High Priority". High-priority projects are recommended to be implemented within five (5) years, medium-priority projects are recommended to be implemented within five (5) to ten (10) years, and low-priority projects are intended to be illustrative. Illustrative projects have no set timeframe but are long-term visionary ideas that should be completed with complementary projects and as funding allows.

Measure	Description	Points			
		0	1	2	3
Walking/Rolling/Biking Safety	One or more reported bicycle or pedestrian-involved crashes within 250 feet of an intersection, or 50 feet of a proposed sidewalk.	No crashes	-	-	1 or more crashes
General Safety	Density of crashes for all modes within 250 feet of an intersection, or 50 feet of a proposed sidewalk.	No crashes	0 – 2 crashes	3 – 5 crashes	Greater than 5 crashes
Public Engagement	A public comment identified the location or segment as a concern.	No comments	-	1 or more comments	-
Number of Schools Impacted	Number of schools (both priority and non-priority) located within a half mile of the project location.	No schools	1 school	2 schools	3 or more schools
Proximity to School	The proximity of the project to its associated school campus.	Greater than 1/2 mile	1/4 - 1/2 mile	1/8 – 1/4 mile	Less than 1/8 mile

Walking/Rolling/Biking Safety

A location with a documented history of pedestrian and bicycle crashes is a priority for Safe Routes to School projects. Even if just one crash was identified at a project location, improving the safety of those who walk/roll/bike to school is essential.

General Safety

A location with a high density of crashes, including vehicle crashes, signal safety concerns that may impact those who walk/roll/bike to school. Intersection improvements, lane reductions, and other projects can help improve safety for both drivers and people walking/rolling/biking.

Public Engagement

An online interactive webmap was developed to allow community members to identify key locations where they have safety concerns. If a community member identified a location as a concern where a project is being recommended, that project becomes a higher priority. Because many comments were not accompanied by an explanation, it was not feasible to identify whether the recommendation directly addresses the issue proposed, so a maximum of two points is given to accommodate this.

Number of Schools Impacted

Many schools within the Wichita metropolitan area are in close proximity to another school, whether on the same campus or on a separate campus nearby. In these situations, many of the projects recommended may impact students who walk/roll/bike to multiple different schools. These projects have the potential to improve the safety of a greater number of students, making them more cost-effective.

Proximity to School

Projects were generally identified within a half-mile radius. However, when a project is far from the school campus, fewer students are likely using the proposed facility. Projects that are located within an eighth-mile of the school campus have the potential to improve safety for the greatest number of students, as they use these facilities first before spreading out to their respective destinations.

NEXT STEPS

After existing conditions have been assessed, issues have been identified, and recommendations have been proposed, the final step to completing a Safe Routes to School initiative is the implementation of projects and programs that increase the well-being of students walking, rolling, and biking to school. Implementing this Safe Routes to School plan can be accomplished through a variety of ways, from infrastructure grants to program coordination efforts.

CONSULT THE PLANNING TOOLKIT

To complement each district's Safe Routes to School Plan, a guide for developing and implementation Safe Routes to School plans were developed. The guide contains a plethora of information about creating additional Safe Routes to School Plans and implementing each of the 6 E's in an impactful, meaningful way.

The WAMPO SRTS Planning Toolkit can be found here: www.wampo.org/srts

IDENTIFY FUNDING SOURCES

Infrastructure projects, even small ones, can be expensive to construct. It will be beneficial for school districts and government agencies to find funding and grant sources to more easily implement the recommendations of this plan. Establishing a Safe Routes to School Plan unlocks additional funding sources that can be used for a variety of projects to improve the safety of students walking, rolling, and biking to school. Funding sources may include federal, state, and local sources. WAMPO administers federal funding that may be used for Safe Routes to School projects, including the Transportation Alternatives (TA) program and the Surface Transportation Block Grant (STBG) program.

EXPAND SAFE ROUTES TO SCHOOL EFFORTS

While this Safe Routes to School plan focused on 58 priority schools across the Wichita metro area, there are still dozens of schools that do not have a Safe Routes to School plan. The Best Practices Guide contains information about how to create new Safe Routes to School plans based upon existing plans and templates. Additionally, there are policies which can be adopted to further promote Safe Routes to School efforts at the local and state levels.

HAYSVILLE PUBLIC SCHOOLS (USD 261)

The Haysville Public Schools (Unified School District (USD) 261) serves approximately 36 square miles in Sedgwick County, including the City of Haysville and the southern portion of the City of Wichita. The district serves approximately 5,500 students at ten (10) schools (six (6) elementary schools, two (2) middle schools, and two (2) high schools)*:

- **Campus High School**
- **Freeman Elementary School**
- Haysville High School
- Haysville Middle School
- Haysville West Middle School
- Nelson Elementary School
- Oatville Elementary School
- Prairie Elementary School
- Rex Elementary School
- Ruthe Clark Elementary School

Bold text denotes a "priority" school identified for in-depth study as part of the initial phase of the WAMPO SRTS planning initiative and in coordination with the school district.
**Other Education Centers not included in total district school count including Early Childhood Center, Parents As Teachers, and Tri-City Day School*

For the initial phase of the WAMPO SRTS Plan, school districts were asked to identify an allotted number of "priority" schools, based on district size/enrollment. These schools are the subjects of individualized SRTS planning efforts, which include reviewing in greater detail conditions within a half-mile radius of each school. Haysville Public Schools "priority" schools are for the initial phase of WAMPO SRTS planning and detailed in Table 1.

Table 1. Haysville Public Schools SRTS "Priority" Schools

School Name	Grades	Enrollment (2024-2025)	Free & Reduced Lunch*
Campus High School	9 – 12	1,803	51%
Freeman Elementary School	PK – 5	395	59%

Source: Kansas Department of Education; datacentral.ksde.gov/
**Free & Reduced Lunch data is based on eligible and approved students*



Campus High School


Freeman Elementary School

COMPLETED & ONGOING PLANS

A review of completed and ongoing studies was performed to identify any pertinent data and supportive planning elements for consideration within a half-mile of each "priority school."

The following publicly available plans have been reviewed as part of the SRTS planning process for Haysville Public Schools.

CITY OF HAYSVILLE BICYCLE AND PEDESTRIAN PLAN (2025)

School	Planned in Vicinity of School
Campus High School	• Listed for proposed greenway planning study
Freeman Elementary School	• Listed for proposed greenway planning study

CITY OF HAYSVILLE, KANSAS, LAND USE PLAN (2024)

School	Planned in Vicinity of School
Campus High School	• Residential and new employment areas are planned in the surrounding area of the school campus.
Freeman Elementary School	• Residential and new employment areas are planned in the surrounding area of the school campus.

CITY OF HAYSVILLE, KANSAS, SOUTH MERIDIAN CORRIDOR PLAN (2012)

School	Planned in Vicinity of School
Campus High School	• Not Applicable
Freeman Elementary School	• Proposed widening of Meridian Avenue to a three-lane arterial standard.

PARENT/CAREGIVER SURVEY

No parent/caregiver survey was received for this district. WAMPO, the City of Haysville, and Haysville Public Schools should collect parent/caregiver survey data as a necessary next step to this plan.

HAYSVILLE SCHOOL SRTS PLANS

Safe Routes to School Plans have been developed for the two (2) priority schools in the Haysville School District. Each of these school plans include an analysis of existing conditions, the identification of key issues and challenges surrounding each school campus, and a set of infrastructure and program recommendations that can be implemented to improve the safe of students walking, rolling, and biking to/from school. Click the link below to access each school's individual Safe Routes to School plan.

Appendix H - A: Campus High School

Appendix H - B: Freeman Elementary School




Safe Routes to School

CAMPUS HIGH SCHOOL

Haysville Public Schools (USD 261)

Appendix H-A




WAMPO Wichita Area Metropolitan Planning Organization

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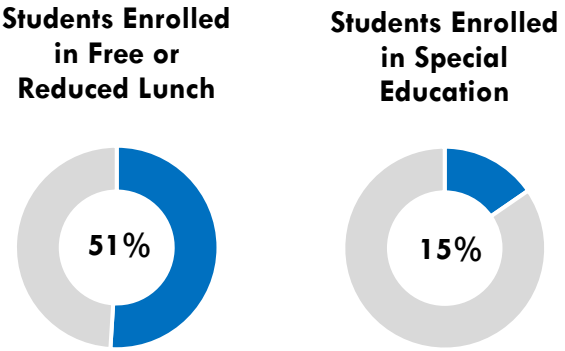
CAMPUS HIGH SCHOOL

Campus High School is located northwest of Haysville and southwest of Wichita between the two cities. The school campus is bounded by Meridan Avenue to the west, 55th Street to the south, Ruth Clark Elementary School and Wichita Wild Habitat Area – South Lakes Park to the east, and South Lakes Sports Complex to the north (see Figure 1). Land use surrounding the school campus is a mix of agricultural, park, natural, and low-density residential.

Enrollment	1,803
Grades Served	9 - 12
School Day	7:50 AM – 3:05 PM



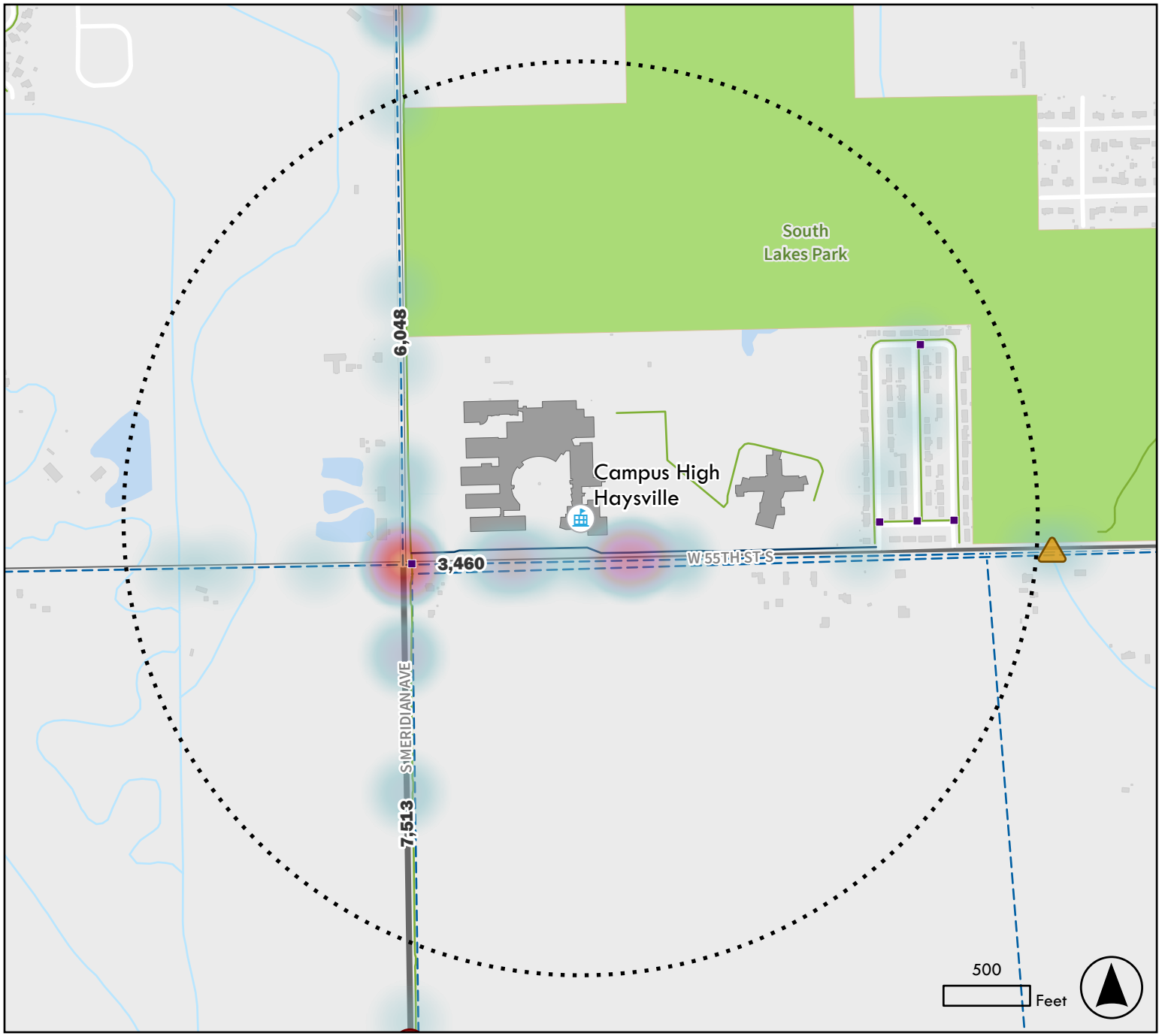
Source: Kansas Department of Education; datacentral.ksde.gov/

EXISTING CONDITIONS

Existing conditions within a half-mile radius of the school campus were reviewed. This includes existing and proposed sidewalks and bikeways, roadway functional classifications, intersection controls, pedestrian crossings, and documented crashes.

Figure 1. Existing Conditions

Campus High Haysville



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Roadway Functional Class

Major Collector

##,### AADT

Fatal Vehicle Crash, 2020-2024

Bike and Ped Crashes, 2015-2024

Suspected Serious Injury

All Mode Crash Density, 2020-2024

Less Dense

More Dense

WAMPO
Wichita Area Metropolitan Planning Organization

WALKING, ROLLING, AND BICYCLING NETWORK

The school campus is connected to the surrounding area by limited sidewalk and shared-use path network. Given the schools rural location, a sidewalk is only available along the east side of Meridian Avenue and a shared-use path is only available on the north side of 55th Street east of Meridian Avenue. Outside of the two main roadways there are sidewalks present along one side streets in the neighborhood to the east and a sidewalk that connects Campus High to Ruth Clark Elementary School. There are no direct sidewalk connections to the school entrance.

ROADWAY NETWORK

All U.S. roadways are grouped into Functional Classifications, based on characteristics including vehicle speed, traffic volume, number of through lanes, and frequency of access points.

Functional Classification	Description
Principal Arterial	Carries high traffic volumes at higher speeds with limited access points. Designed for long-distance mobility.
Minor Arterial	Provide slightly lower mobility than principal arterials; connect smaller activity centers and feed traffic to the principal arterial network.
Major Collector	Channels traffic from local roads to arterials; balance access and mobility, serving schools, parks, and small commercial areas.
Minor Collector	Collects traffic from local streets and provide access to nearby destinations; lower speeds, and volumes than major collectors.
Local Road	Provide direct access to residences and local destinations; designed for low speeds, and low traffic volumes.

Source: FHWA

Higher-Functional-Classification roads can present a barrier to walking, rolling, or bicycling to school. Arterials carry higher traffic volumes at higher speeds and have fewer crossing opportunities with multiple lanes. Collectors also pose barriers, as they carry more traffic and may operate at higher speeds while providing access to neighborhood destinations such as schools. Local roads, with lower traffic volumes and speeds, present fewer barriers to walking, rolling, and bicycling.

Table 1. Key Roadways within a Half-Mile of Campus High School

Roadway	Functional Classification	Lanes	Posted Speed Limit	Crossing Distance*
Meridian Avenue	Major Collector	4 – 6	40 mph	50 – 75 feet
55th Street	Major Collector	4 – 5	40 mph	25 – 80 feet

**Crossing distances are approximate from aerial imagery. Variations may occur due to measured locations.*

Major Intersections & Marked Crosswalks

Key intersections surrounding the school campus include Meridian Avenue and 55th Street, a signalized intersection with a single marked crosswalk on the east side of the intersection. At this intersection, both roads have five lanes of traffic, resulting in correspondingly long crossing distances for nonmotorized travelers. The only other intersections in the half-mile radius are where 55th Street meets Charles Street and Vine Street, the local roadways providing access to the neighborhood to the east of campus. Both are stop controlled T-intersections.

CRASH HISTORY

An analysis was performed of all reported roadway crashes during the last five (5) years (2020-2024) and of all crashes involving pedestrians or bicycle riders during the last 10 years (2015-2024) within a half-mile radius of the school campus.

All Crashes

During 2020-2024, there were 49 reported crashes within a half-mile radius. The majority of crashes occurred along Meridian Avenue and 55th Street. The largest cluster of crashes was just south of the school where the main parking lot is connected to 55th Street. There was one (1) fatal crash along Meridian Avenue, south of the intersection with 55th Street. There was also one (1) serious injury crash along 55th Street west of the intersection.

Pedestrian and Bicycle Crashes

During 2015-2024, there were no reported pedestrian-bicyclist crashes in the half-mile radius.

In addition, pedestrians and bicyclists are defined as vulnerable road users (VRUs) who travel without the protection of a motor vehicle. The Kansas Department of Transportation's Vulnerable Road User Safety Assessment (VRUSA)[1] was developed to help local agencies identify these risks and strengthen safety for people walking, rolling, and bicycling. The Kansas VRUSA Tool includes VRU Priority Corridors, which combine the High Injury Network (HIN) and the High-Risk Network (HRN). VRU Priority Corridors were established through a process of identifying locations where pedestrians and bicyclist injury from crashes occurred and where risk factors for these types of crashes were recurring.

Priority Level	Description
Priority Level 1	Corridors that are on both the HIN and HRN.
Priority Level 2	Corridors on the highest categories of the HIN or the HRN.
Priority Level 3	Corridors on the moderate and higher levels of the HRN but not on the HIN.
Priority Level 4	Corridors on the moderate and higher levels of the HIN but not on the HRN.

There are no VRU priority corridors within a half-mile radius of the school.

[1] storymaps.arcgis.com/stories/d2f84d52c22b44d983c3907dcaf76f4b

SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along Meridian Avenue and 55th Street. Only one marked crosswalk is available connecting the school campus to areas further south (see Figure 2).

Figure 2. Campus High School Site Circulation Map



STUDENT TRAVEL PATTERNS

This section summarizes the key findings from student travel tallies, walk audits, and the public-comment exercise conducted for the Safe Routes to School planning process. These activities provide insight into current student travel patterns, perceived safety concerns, and communities priorities related to walking, rolling, and bicycling. The following pages present the results of these data-collection efforts and highlight the main themes that emerged.

STUDENT TRAVEL TALLY

Student travel tally data was not received for this school. WAMPO, the school district, and the city should organize the collection of student travel tally data as a necessary next step to this plan (see Figure 3).

Figure 3. Campus High School Student Travel Tally Results: Mode Shares for Travel to/from School

Student travel tally data was not received for this school.

WALK AUDITS

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Campus High School.

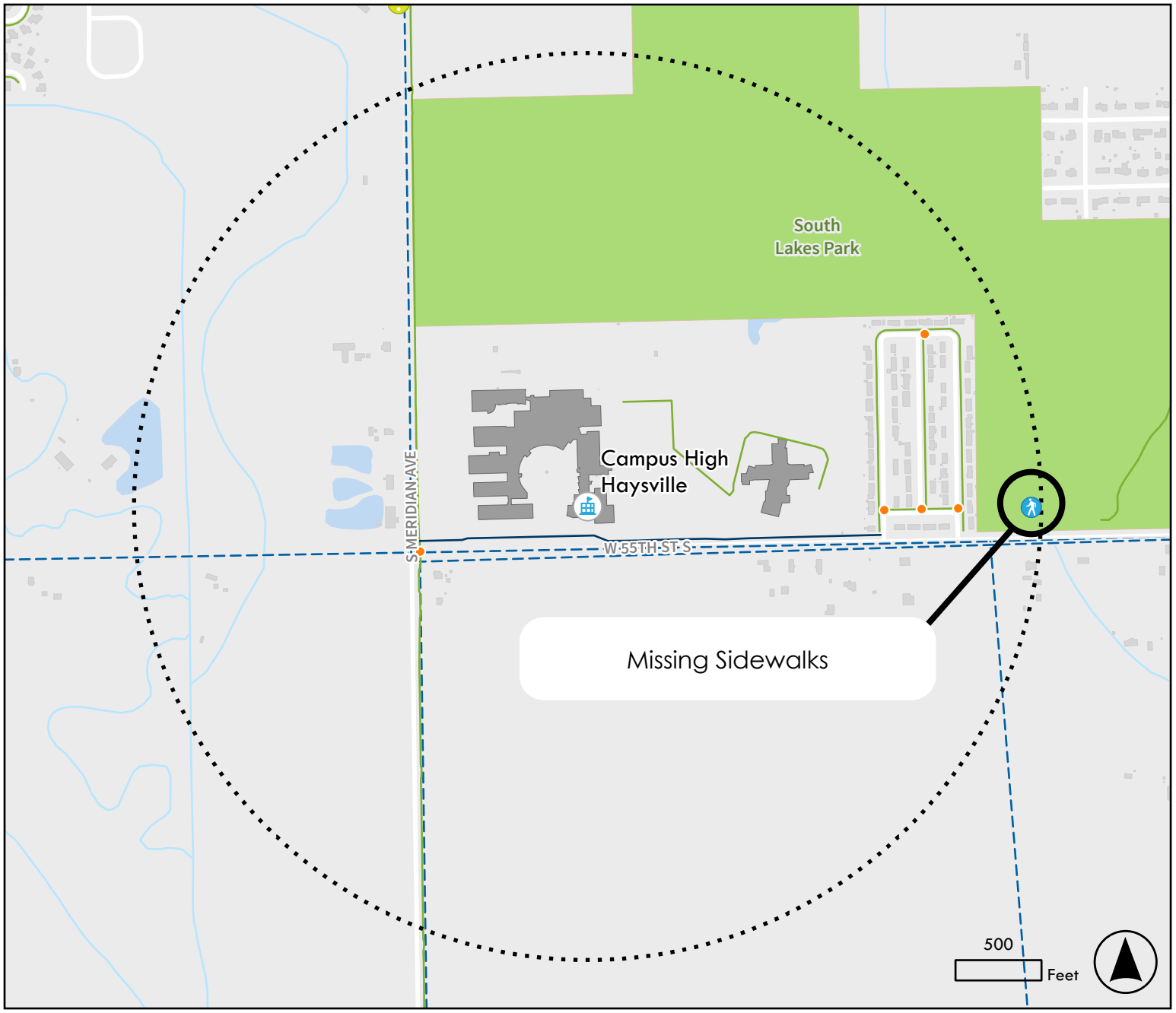
Walk audits have not been completed for this school. WAMPO, the school district, and the city should organize a walk audit as a necessary next step to this plan.

PUBLIC COMMENTS

An online interactive map was used to allow parents/caregivers and other community members to identify specific locations with walking, rolling, bicycling, or other safety concerns. Respondents highlighted missing sidewalks on 55th Street. Webmap comments have been grouped and summarized for clarity and conciseness (see Figure 4). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Figure 4. Public Comments

Campus High Haysville



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Public Comments

Walking or Rolling Concern

Biking Concern

Other Concern

Comments shown on this map are a summary of all received within the half-mile boundary. See Appendix A to review all received comments.

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Campus High School campus relate primarily to sidewalk connections and intersection/crossing safety. These issues can result in students having to follow indirect routes to and from school, as well as increasing potential conflicts between students and motor vehicle traffic.

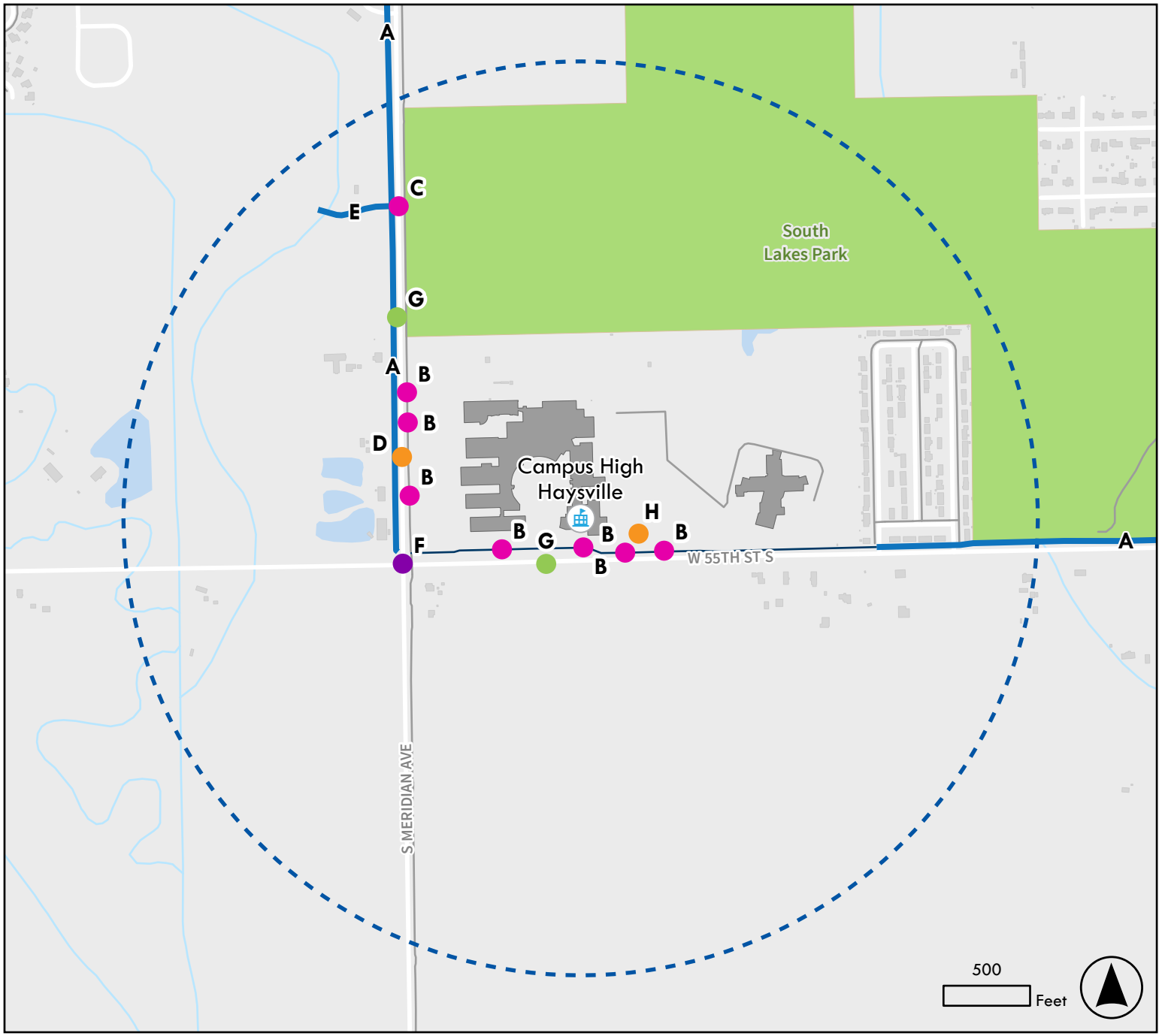
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

Table 2. Campus High School: Identified Issues

Location	Issue
A	Missing walking/rolling/biking connections at identified locations, including the following corridors closest to the school campus: • West side of Meridian Avenue from 55th Street to 47th Street. • North side of 55th Street from Seneca Street to Charles Street.
B	Crosswalks are not marked at identified locations.
C	Missing crosswalk at identified location.
D	Congestion during drop-off and pick-up times at identified locations.
E	Missing sidewalk connection from neighborhood to the west to the school campus.
F	Wide intersection between Meridian Avenue and 55th Street with high speeds and high traffic volumes.
G	Speeding occurs along Meridian Avenue and 55th Street near the school campus.

Figure 5. Identified Issues

Campus High Haysville



- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Issue Type

- Walking and Biking Gap
- Infrastructure Condition
- Roadway Safety
- Crosswalk Infrastructure
- Speeding
- Traffic Congestion
- Identified Walking/ Rolling/Biking Gap

RECOMMENDATIONS

A selection of visionary, planning-level recommendations have been identified within a half-mile surrounding each school campus. For each recommendation, further feasibility planning, evaluation, and engineering is required to build off this study's identified solutions and determine final long-term approaches for each project. Each recommendation has a conceptual scale of cost (note: no engineering analysis was completed as part of this study, these costs are purely planning-level) including low ($), medium ($$), and high ($$$). If a temporary version of a project could be quickly constructed as a demonstration project, it has been denoted by a checkmark in the recommendations table for each school. Some projects are already actively be planned or implemented either individually or as a part of larger efforts and should be tracked as such on a case-by-case basis. For more information about how recommendations were identified and prioritized, please see the overall district report.

Icon	Recommendation Theme
	Sidewalk, Trail, or Bikeway Improvement
	Crosswalk Improvement
	Intersection Improvement
	Site Circulation Improvement
	Other Improvement

Lighting is a key component contributing to the perception of a safe route to/from school. Because many students need to walk/roll/bike to school in dark winter mornings, providing adequate lighting surrounding the school campus, along key walk/bike routes, and at all intersections and marked crosswalks is essential. The Federal Highway Administration estimates that nearly three-quarters of all pedestrian fatalities in the U.S. happen in low light or night conditions. Because of this, lighting should be included as part of all applicable projects and designed using the latest industry standards and best practices.

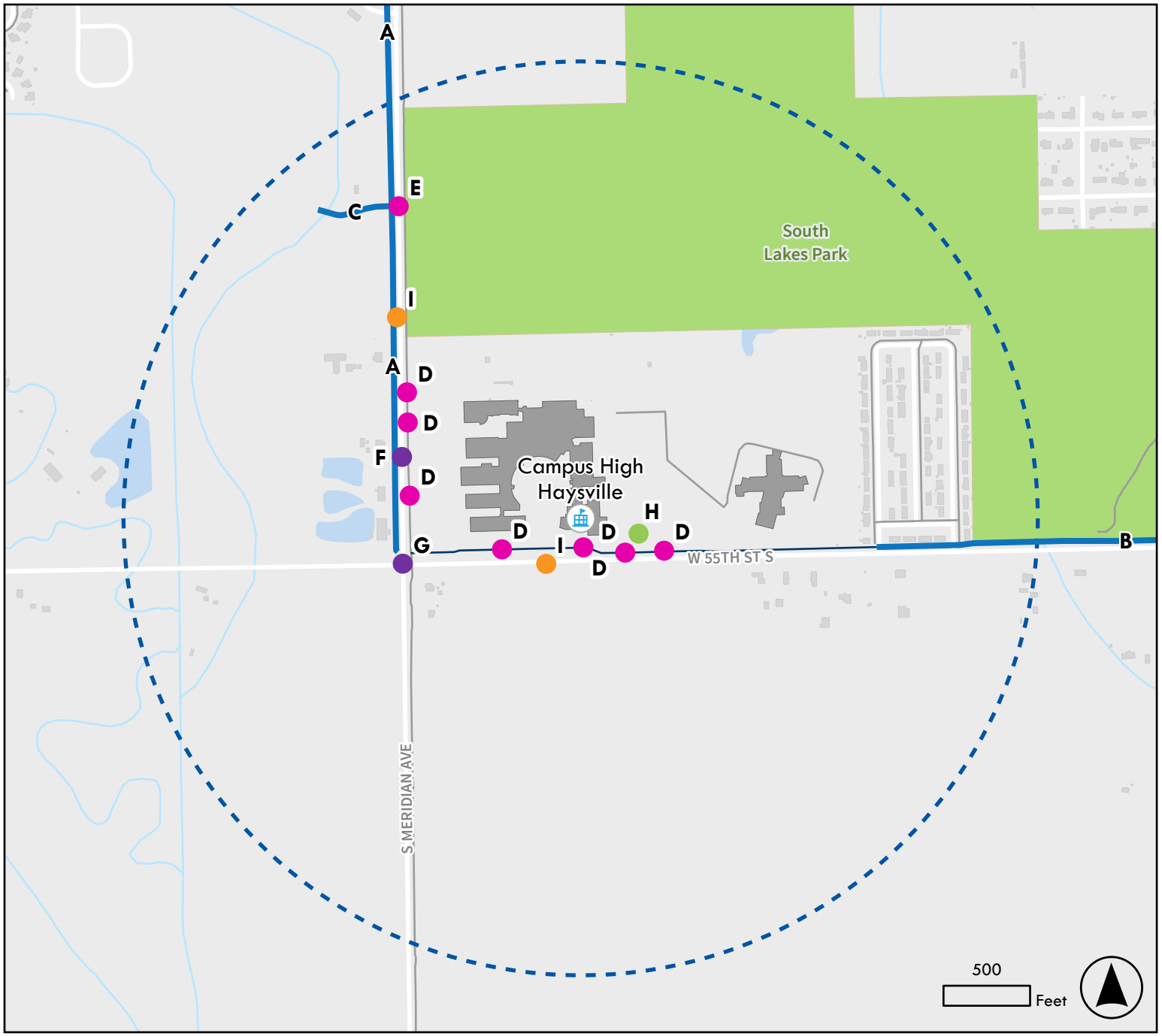
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Campus High School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along Meridian Avenue from 47th Street to 55th Street.	High	$$	
B		Install a walking/rolling/biking connection along identified “medium priority” corridors.	Medium	$$	
C		Install a walking/rolling/biking connection along identified “low priority” corridors.	Low	$$	
D		Add crosswalk markings at identified unmarked crosswalks.	Low/Medium	$	✓
E		Add an enhanced crossing with markings and a pedestrian activated crossing signal at existing crosswalk.	Low	$$	
F		Conduct a detailed traffic study of Meridian Avenue to identify possible intersection improvements focused on walking, rolling, and biking.	Low	N/A	
G		Conduct a detailed traffic study of the Meridian Avenue and 55th Street intersection for potential improvements focused on walking, rolling, and biking.	Medium	N/A	
H		Complete a site circulation study of the school campus to improve internal vehicular queueing, access management, and circulation improvements for all modes.	Medium	N/A	
I		Add school speed zones along Meridian Avenue and 55th Street.	Medium	$	

Figure 6. Recommendations

Campus High Haysville



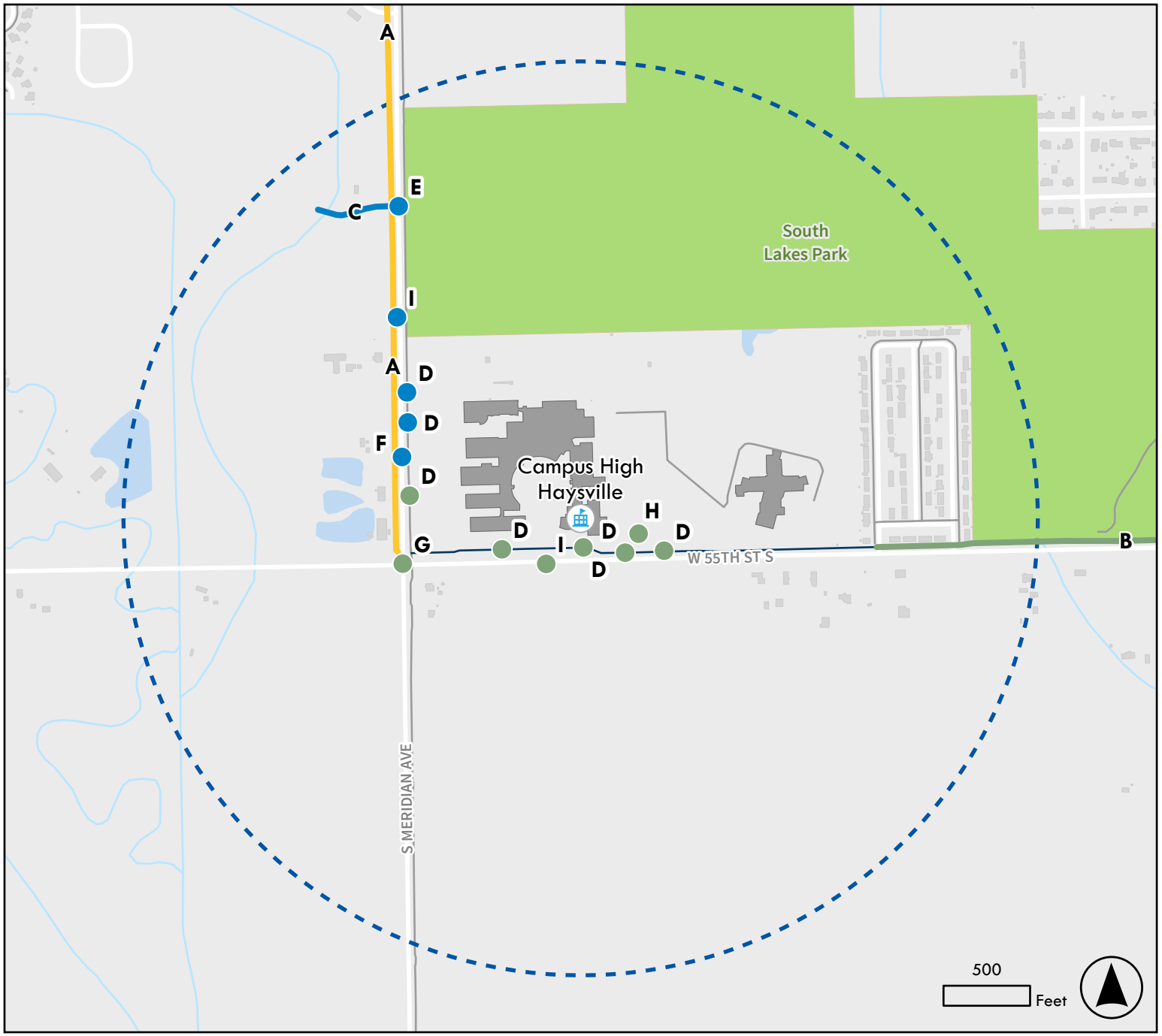
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Recommendation Theme

- Sidewalk, Trail, or Bikeway Improvement
- Crosswalk Improvement
- Intersection Improvement
- Site Circulation Improvement
- Other Improvement
- Recommended Walking/ Rolling/Biking Connections

Figure 7. Project Prioritization

Campus High Haysville



Priority School

1/2 Mile School Radius

Sidewalk

Shared-Use Path

Project Prioritization

Low Priority: Illustrative (0-5 points)

Medium Priority: 5-10 years (6-9 points)

High Priority: 0-5 years (10-14 points)

Low Priority: Illustrative (0-5 points)

Medium Priority: 5-10 years (6-9 points)

High Priority: 0-5 years (10-14 points)

NON-INFRASTRUCTURE (PROGRAMMATIC) RECOMMENDATIONS

In addition to infrastructure recommendations, it is also imperative to identify non-infrastructure related recommendations that can be implemented by each school. The non-infrastructure recommendations support a holistic approach to fully implementing a SRTS program and accomplishing the six E's. Non-infrastructure recommendations include programmatic opportunities that can be implemented to increase education and awareness. These connect five of the six E's to actionable strategies: Education, Encouragement, Engagement, Evaluation, and Enforcement.

At Campus High School, program recommendations aim to provide leadership opportunities for students who currently walk and bike to school while encouraging more students to consider active transportation. Additional programming materials and student-led campaigns can promote the benefits of walking and biking through targeted messaging, school-wide challenges, and outreach efforts that resonate with middle and high school students. For students who live farther away from school, Walk and Bike to School Day events could include activities at school or opportunities to participate in event planning and promotion.

Table 4. Campus High School: Programmatic Recommendations

Program	Description	Implementation Actions
Walk and Bike to School Day	National and international events, such as Walk to School Day (October) and Bike & Roll to School Day (May), are widely recognized as opportunities to introduce and normalize active transportation. Schools can begin with a single annual event and expand to recurring monthly or seasonal events.	Partner with agencies such as KDOT or public health departments to access promotional materials and safety messaging. Identify meeting points such as "park and walk" locations to support participation for students who live farther away. Coordinate with law enforcement or volunteers to provide temporary crossing guards. Recognize participation through homeroom competitions or grade-level challenges.
School Ambassador/ Champion Program	School ambassador or champion programs provide structured opportunities for high school students to serve as leaders and	Recruit students to serve as Active Transportation Ambassadors.

	advocates for SRTS initiatives. By empowering students to take an active role, ambassador programs help build leadership skills while strengthening the visibility and effectiveness of SRTS initiatives.	Invite interested students to join the SRTS team and assist with program planning and outreach efforts. Integrate this program into existing school structures such as student government, service clubs, environmental organizations, or physical education programs.
Programming Materials and Campaigns	High school students can also play a key role in developing and implementing targeted campaigns that resonate with their peers and the broader community. These campaigns can focus on topics such as traffic safety and responsible driving behaviors, the health and physical activity benefits of walking and biking, environmental sustainability through reduced emissions and improved air quality, and the importance of community connection and independence.	Launch a school-wide awareness campaign promoting the benefits of walking, biking, and rolling to school. Display posters throughout the building and share campaign graphics on school websites, social media, and digital signage. Host grade-level or school-wide challenges focused on active commuting miles or participation rates.




FREEMAN ELEMENTARY SCHOOL

Haysville Public Schools (USD 261)

Appendix H-B

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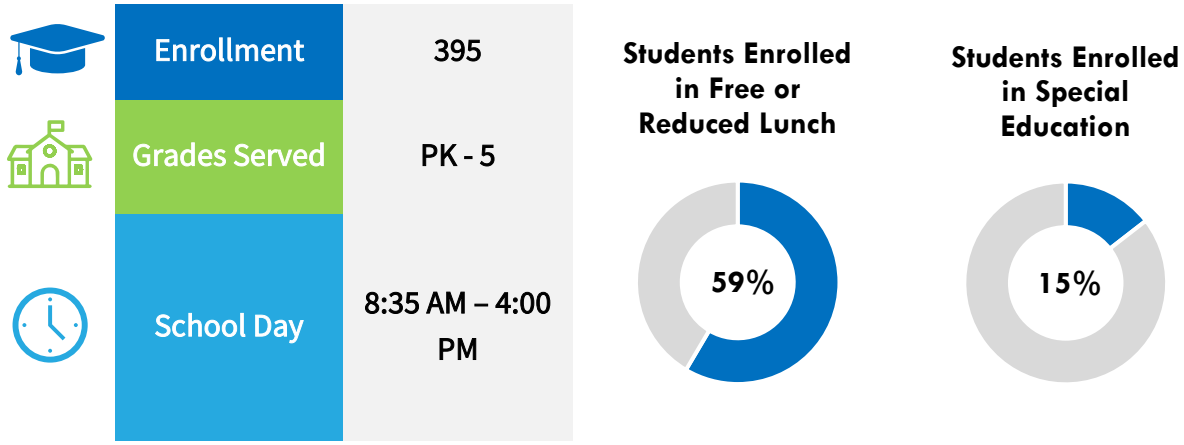
FREEMAN ELEMENTARY SCHOOL

Freeman Elementary School is located on the western edge of Haysville adjacent to many other schools including Haysville High School to the west, Haysville West Middle School and Prairie Elementary School to the northwest, and Rex Elementary School, Haysville Elementary, and Haysville Middle School to the northeast. The school campus is bounded by Meridian Street to the east, Haysville USD 261 Administration to the north, a field to the west, and Bob Curless USD 261 Transportation to the south (see Figure 1). Land use surrounding the school campus is predominantly institutional and low-density residential, with some commercial uses mixed in.



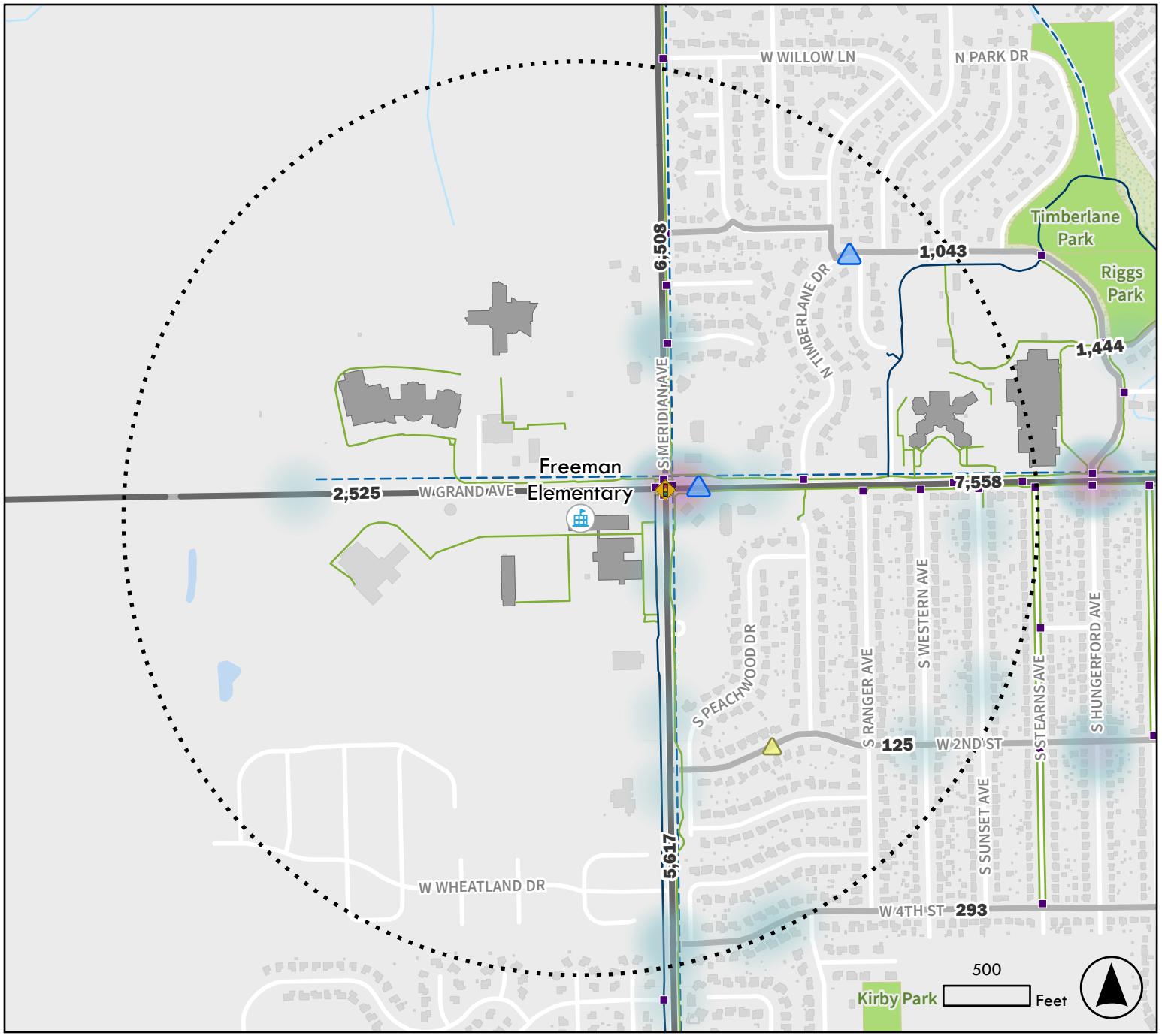
Source: Kansas Department of Education; datacentral.ksde.gov/

EXISTING CONDITIONS

Existing conditions within a half-mile radius of the school campus were reviewed. This includes existing and proposed sidewalks and bikeways, roadway functional classifications, intersection controls, pedestrian crossings, and documented crashes.

Figure 1. Existing Conditions

Freeman Elementary



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Roadway Functional Class

Major Collector

Minor Collector

Traffic Signal

##,### AADT

Bike and Ped Crashes, 2015-2024

Suspected Minor Injury

Possible Injury

All Mode Crash Density, 2020-2024

Less Dense

More Dense

WAMPO Wichita Area Metropolitan Planning Organization

WALKING, ROLLING, AND BICYCLING NETWORK

The school campus is connected to the surrounding area by sidewalks. Sidewalks are available along the east side of Meridian Avenue, both sides of Grand Avenue, and both sides of Stearn Avenue. Additionally, there are some sidewalks connecting the schools clustered together. To access the school entrance, there are sidewalk connections along Meridian Avenue to the east.

ROADWAY NETWORK

All U.S. roadways are grouped into Functional Classifications, based on characteristics including vehicle speed, traffic volume, number of through lanes, and frequency of access points.

Functional Classification	Description
Principal Arterial	Carries high traffic volumes at higher speeds with limited access points. Designed for long-distance mobility.
Minor Arterial	Provide slightly lower mobility than principal arterials; connect smaller activity centers and feed traffic to the principal arterial network.
Major Collector	Channels traffic from local roads to arterials; balance access and mobility, serving schools, parks, and small commercial areas.
Minor Collector	Collects traffic from local streets and provide access to nearby destinations; lower speeds, and volumes than major collectors.
Local Road	Provide direct access to residences and local destinations; designed for low speeds, and low traffic volumes.

Source: FHWA

Higher-Functional-Classification roads can present a barrier to walking, rolling, or bicycling to school. Arterials carry higher traffic volumes at higher speeds and have fewer crossing opportunities with multiple lanes. Collectors also pose barriers, as they carry more traffic and may operate at higher speeds while providing access to neighborhood destinations such as schools. Local roads, with lower traffic volumes and speeds, present fewer barriers to walking, rolling, and bicycling.

Table 1. Key Roadways within a Half-Mile of Freeman Elementary School

Roadway	Functional Classification	Lanes	Posted Speed Limit	Crossing Distance*
Meridian Avenue	Major Collector	4 – 5	40 – 45 mph	50 – 90 feet
Grand Avenue	Major Collector	2 – 5	35 mph	30 – 85 feet

**Crossing distances are approximate from aerial imagery. Variations may occur due to measured locations.*

Major Intersections & Marked Crosswalks

Key intersections surrounding the school campus include Meridian Avenue and Grand Avenue, a signalized intersection with marked crosswalks. At this intersection, both roads have five lanes of traffic, resulting in correspondingly long crossing distances for nonmotorized travelers. The only marked crosswalks in the are at the intersection between Meridian Avenue and Grand Avenue along with two crosswalks along Grand Avenue connecting the neighborhood to the south to the Maysville Middle School, Rex Elementary School, and Haysville Elementary.

CRASH HISTORY

An analysis was performed of all reported roadway crashes during the last five (5) years (2020-2024) and of all crashes involving pedestrians or bicycle riders during the last 10 years (2015-2024) within a half-mile radius of the school campus.

All Crashes

During 2020-2024, there were 22 crashes within a half-mile radius. The majority of crashes occurred at or directly adjacent to the intersection of Grande Avenue and Meridian Avenue. There were no fatal or serious injury crashes, though there were two (2) minor injury crashes and one (1) possible injury crashes.

Pedestrian and Bicycle Crashes

During 2015-2024, there were three (3) reported bicycle or pedestrian-involved crashes within a half-mile radius. One (1) occurred directly adjacent to the school campus at the intersection of Grand Avenue and Meridian Avenue.

In addition, pedestrians and bicyclists are defined as vulnerable road users (VRUs) who travel without the protection of a motor vehicle. The Kansas Department of Transportation's Vulnerable Road User

Safety Assessment (VRUSA)[1] was developed to help local agencies identify these risks and strengthen safety for people walking, rolling, and bicycling. The Kansas VRUSA Tool includes VRU Priority Corridors, which combine the High Injury Network (HIN) and the High-Risk Network (HRN). VRU Priority Corridors were established through a process of identifying locations where pedestrians and bicyclist injury from crashes occurred and where risk factors for these types of crashes were recurring.

Priority Level	Description
Priority Level 1	Corridors that are on both the HIN and HRN.
Priority Level 2	Corridors on the highest categories of the HIN or the HRN.
Priority Level 3	Corridors on the moderate and higher levels of the HRN but not on the HIN.
Priority Level 4	Corridors on the moderate and higher levels of the HIN but not on the HRN.

VRU Priority Corridors within a half mile of the school include:

- **Priority Level 3:** Grand Avenue

[1] storymaps.arcgis.com/stories/d2f84d52c22b44d983c3907dcaf76f4b

SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups occur along Meridian Avenue. Many marked crosswalks are available around the campus, providing direct connections for students traveling from adjacent neighborhoods or other schools (see Figure 2).

Figure 2. Freeman Elementary School Site Circulation Map



STUDENT TRAVEL PATTERNS

This section summarizes the key findings from student travel tallies, walk audits, and the public-comment exercise conducted for the Safe Routes to School planning process. These activities provide insight into current student travel patterns, perceived safety concerns, and communities priorities related to walking, rolling, and bicycling. The following pages present the results of these data-collection efforts and highlight the main themes that emerged.

STUDENT TRAVEL TALLY

Student travel tally data was not received for this school. WAMPO, the school district, and the city should organize the collection of student travel tally data as a necessary next step to this plan (see Figure 3).

Figure 3. Freeman Elementary School Student Travel Tally Results: Mode Shares for Travel to/from School

Student travel tally data was not received for this school.

WALK AUDITS

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Freeman Elementary School.

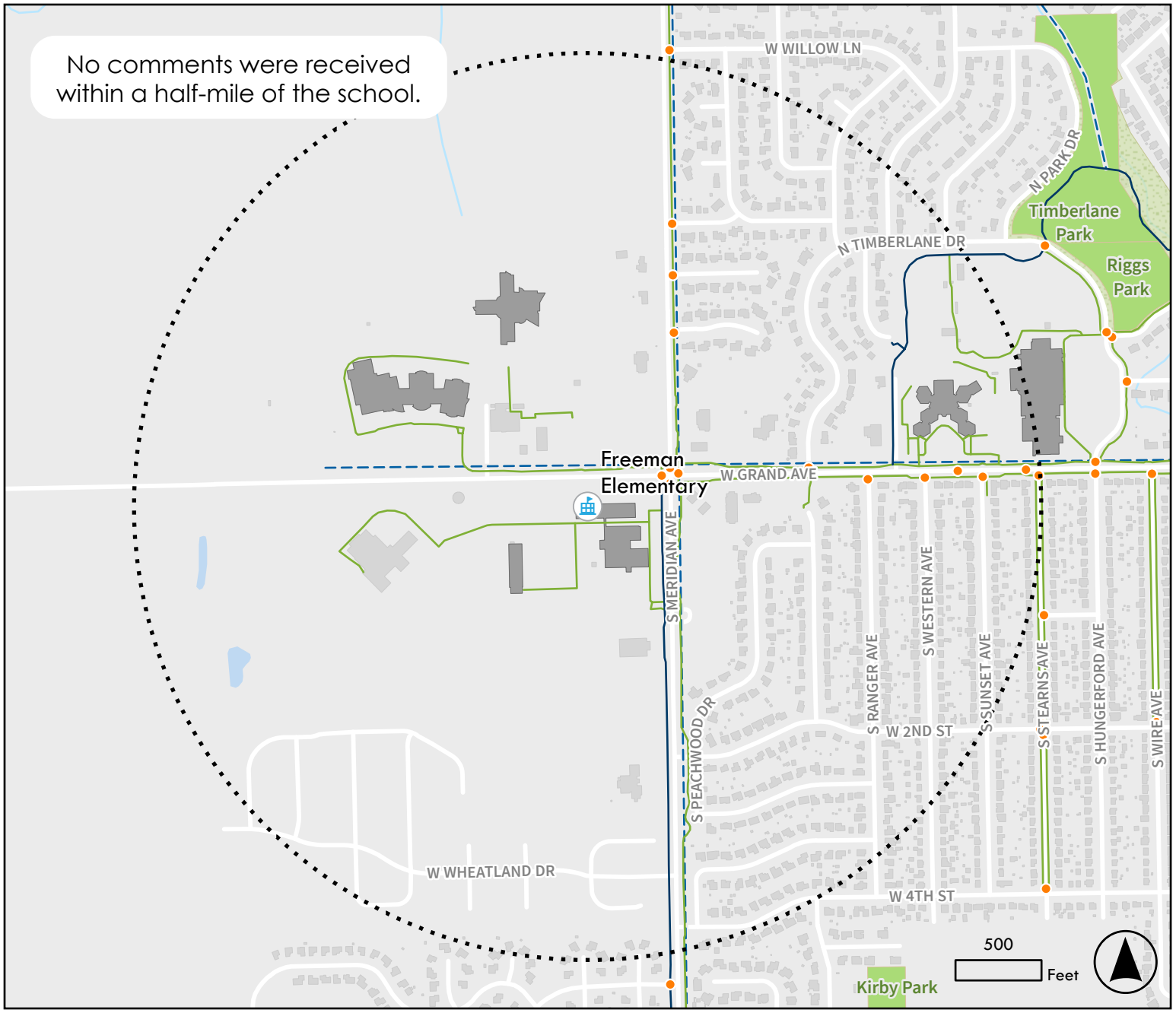
Walk audits have not been completed for this school. WAMPO, the school district, and the city should organize a walk audit as a necessary next step to this plan.

PUBLIC COMMENTS

An online interactive map was used to allow parents/caregivers and other community members to identify specific locations with walking, rolling, bicycling, or other safety concerns. No comments were received within a half-mile of Freeman Elementary (see Figure 4). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Figure 4. Public Comments

Freeman Elementary



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

USA Parks

Local Park

Public Comments

Walking or Rolling Concern

Biking Concern

Other Concern

Comments shown on this map are a summary of all received within the half-mile boundary. See Appendix A to review all received comments.

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Freeman Elementary School campus relate primarily to sidewalk connections and intersection/crossing safety. These issues can result in students having to follow indirect routes to and from school, as well as increasing potential conflicts between students and motor vehicle traffic.

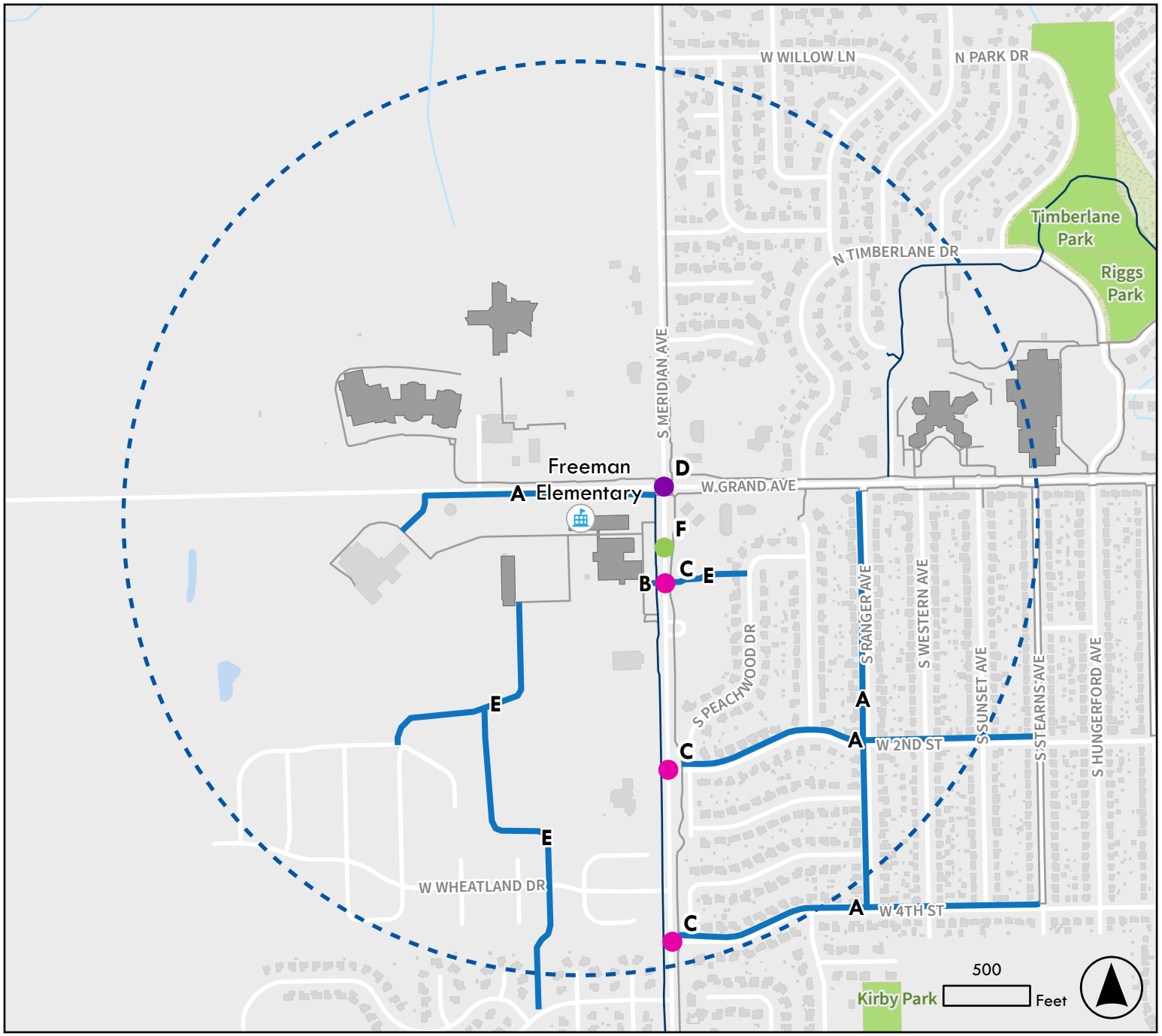
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

Table 2. Freeman Elementary School: Identified Issues

Location	Issue
A	Missing walking/rolling/biking connections at identified locations, including the following corridors closest to the school campus: • 2nd Avenue from Meridian Street to Stearns Avenue. • Ranger Avenue from Grand Avenue to 4th Street. • Grand Avenue from Haysville High School to Meridian Street.
B	Missing connection to school that avoids conflicts with vehicles.
C	Missing crosswalk at identified location.
D	Long crossing distances with high traffic volumes at the intersection of Grand Avenue and Meridian Avenue.
E	Missing connection to neighborhood to the south and east of the school campus.
F	Speeding along Meridian Street.

Figure 5. Identified Issues

Freeman Elementary



- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Issue Type

- Walking and Biking Gap
- Infrastructure Condition
- Roadway Safety
- Crosswalk Infrastructure
- Speeding
- Traffic Congestion
- Identified Walking/ Rolling/Biking Gap

RECOMMENDATIONS

A selection of visionary, planning-level recommendations have been identified within a half-mile surrounding each school campus. For each recommendation, further feasibility planning, evaluation, and engineering is required to build off this study's identified solutions and determine final long-term approaches for each project. Each recommendation has a conceptual scale of cost (note: no engineering analysis was completed as part of this study, these costs are purely planning-level) including low ($), medium ($$), and high ($$$). If a temporary version of a project could be quickly constructed as a demonstration project, it has been denoted by a checkmark in the recommendations table for each school. Some projects are already actively be planned or implemented either individually or as a part of larger efforts and should be tracked as such on a case-by-case basis. For more information about how recommendations were identified and prioritized, please see the overall district report.

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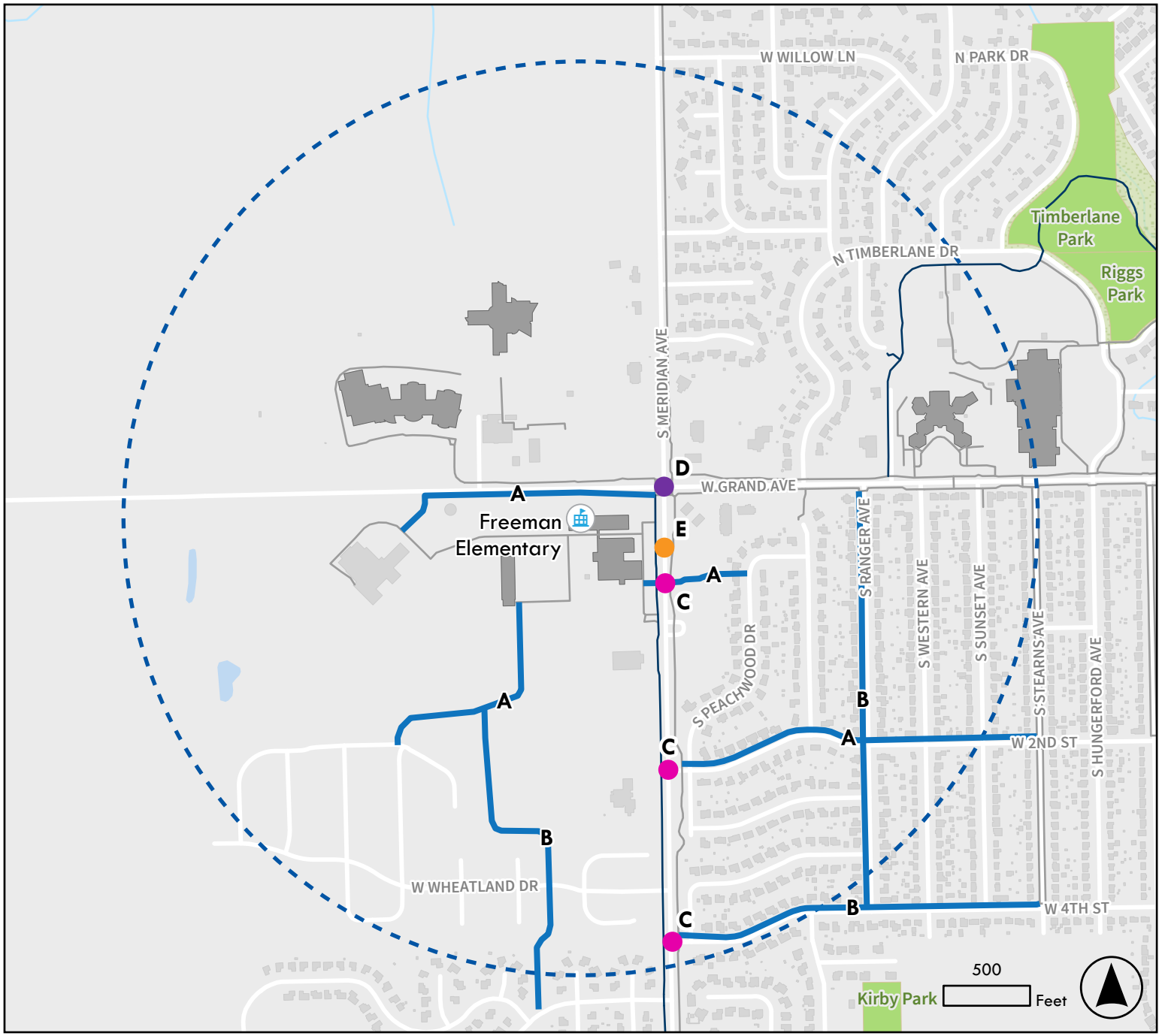
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Freeman Elementary School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along identified “medium priority” corridors.	Medium	$$	
B		Install a walking/rolling/biking connection along identified “low priority” corridors.	Low	$$	
C		Add new marked crosswalks and other potential enhancements (e.g., pedestrian activated signals) across Meridian Street south of school driveway, at 2nd Street, and/or at 4th Street.	Low/Medium	$$	
D		Conduct a detailed traffic study of the Meridian Street and Grand Avenue intersection for potential improvements focused on walking, rolling, and biking.	High	N/A	
E		Add a school speed zone along Meridian Avenue.	Medium	$	

Figure 6. Recommendations

Freeman Elementary



Priority School

1/2 Mile School Radius

Sidewalk

Shared-Use Path

Recommendation Theme

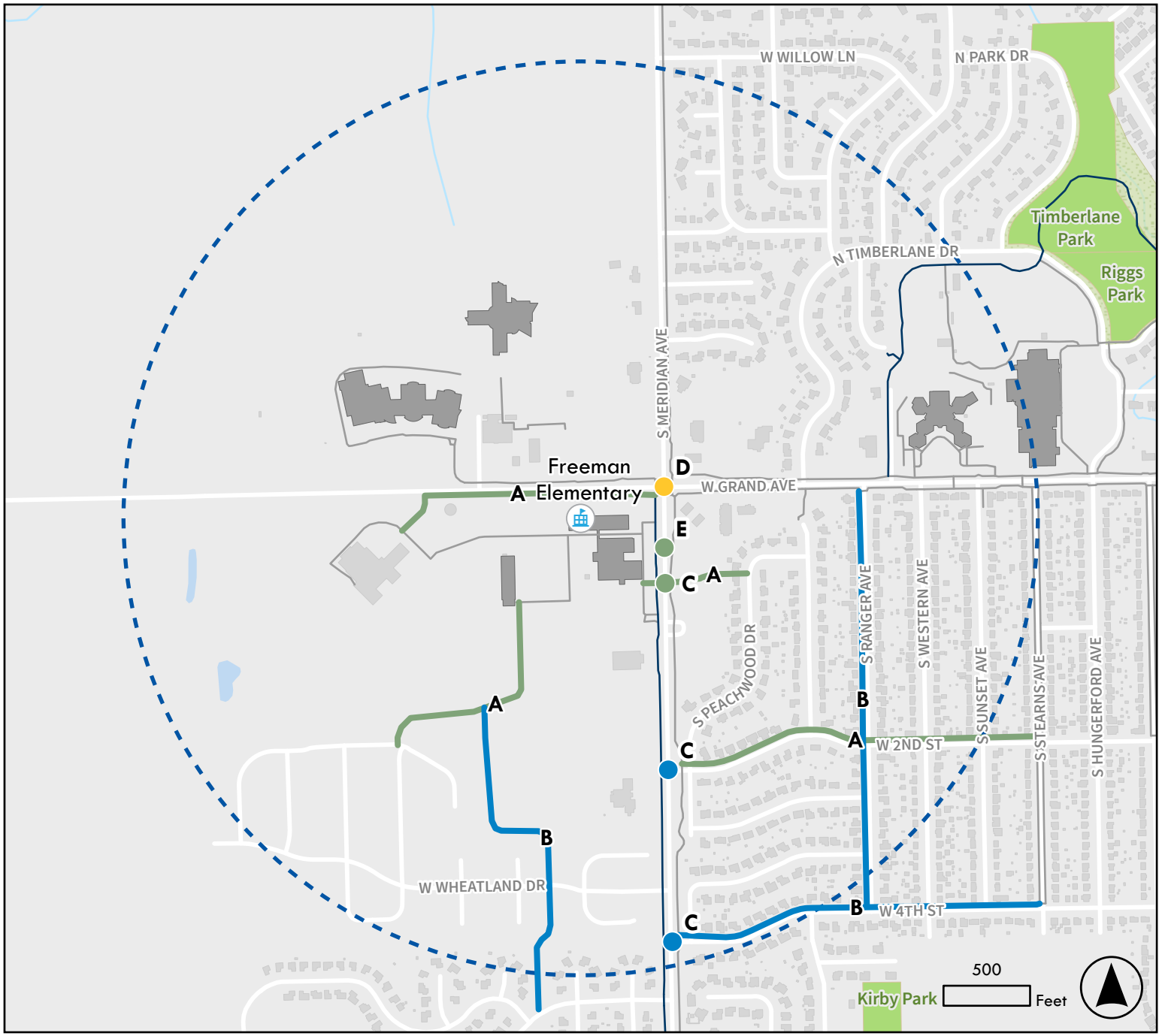
- Sidewalk, Trail, or Bikeway Improvement
- Crosswalk Improvement
- Intersection Improvement
- Site Circulation Improvement
- Other Improvement

Recommended Walking/ Rolling/Biking Connections

WAMPO Wichita Area Metropolitan Planning Organization

Figure 7. Project Prioritization

Freeman Elementary



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Project Prioritization

- Low Priority: Illustrative (0-5 points)
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WAMPO Wichita Area Metropolitan Planning Organization

NON-INFRASTRUCTURE (PROGRAMMATIC) RECOMMENDATIONS

In addition to infrastructure recommendations, it is also imperative to identify non-infrastructure related recommendations that can be implemented by each school. The non-infrastructure recommendations support a holistic approach to fully implementing a SRTS program and accomplishing the six E's. Non-infrastructure recommendations include programmatic opportunities that can be implemented to increase education and awareness. These connect five of the six E's to actionable strategies: Education, Encouragement, Engagement, Evaluation, and Enforcement.

At Freeman Elementary School, program recommendations aim to support more students walking and biking to school by organizing opportunities for students to participate in Walking School Buses and Bike Trains and providing adult supervision along routes and crossings. For the students who live farther away from school, Walk and Bike to School Day events could include a "park and walk" option that allows students to walk part way or activities at school.

Table 4. Freeman Elementary School: Programmatic Recommendations

Program	Description	Implementation Actions
Walk and Bike to School Day	National and international events, such as Walk to School Day (October) and Bike & Roll to School Day (May), are widely recognized as opportunities to introduce and normalize active transportation. Schools can begin with a single annual event and expand to recurring monthly or seasonal events.	Partner with agencies such as KDOT or public health departments to access promotional materials and safety messaging. Identify meeting points such as "park and walk" locations to support participation for students who live farther away. Coordinate with law enforcement or volunteers to provide temporary crossing guards. Recognize participation through homeroom competitions or grade-level challenges.
Crossing Guard Program	Adult crossing guards or trained school staff provide supervision and assistance during arrival and dismissal, helping students navigate busy intersections and reinforcing safe travel	Identify high-priority crossing locations through walk audits and on-site observations. Purchase high-visibility vests and hand-held stop signs for crossing guards.

	behaviors. Student safety patrol programs can complement adult crossing guards and assist with directing peers at arrival and dismissal, modeling safe crossing practices, and reminding younger students of traffic rules.	Coordinate with local jurisdictions, such as city staff or police departments for staffing, training, and maintaining consistent safety standards. Establish reliable schedules aligned with school arrival and dismissal times. Recruit and train interested students and supervise with adult crossing guards.
Walking School Bus / Bike Train	Walking school buses and bike trains are programs that organize groups of students traveling to and from school along designated routes with adult supervision. These programs provide a structured and reliable way for students to participate in active transportation while addressing safety concerns.	Establish clearly defined routes with scheduled stops and consistent timing. Recruit and train background checked volunteers or parent/caregiver leaders. Maintain clear communication with families regarding expectations, participation, and safety practices. Register the Walking School Bus with KDOT to receive supporting materials and information: https://kdotapp.ksdot.gov/WalkingSchoolBus/