



# MAIZE PUBLIC SCHOOLS

USD 266

Safe Routes to School Report





WICHITA AREA METROPOLITAN PLANNING ORGANIZATION

# Acknowledgments

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

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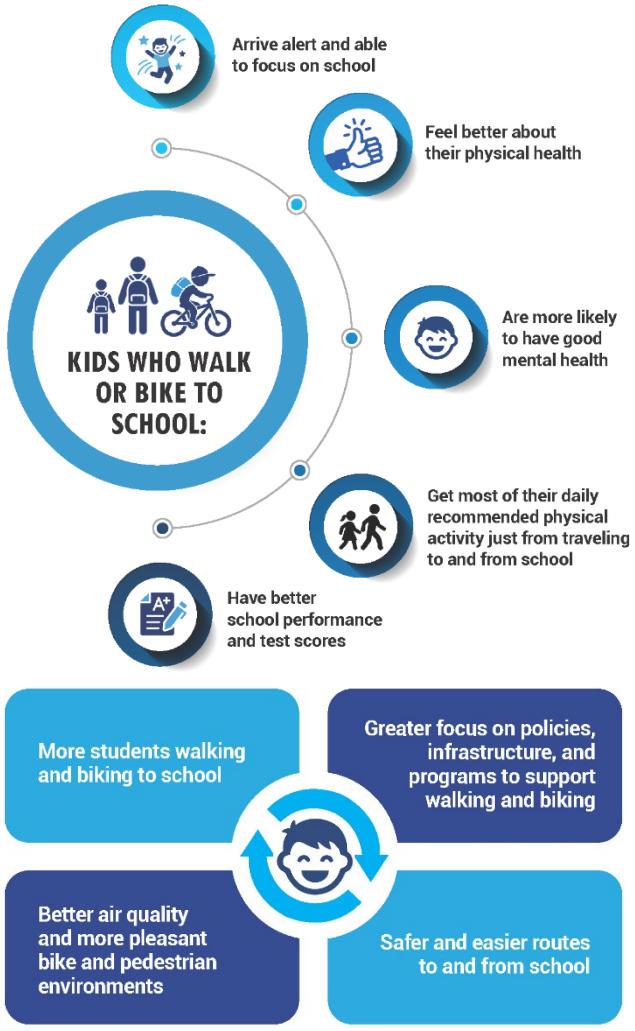
# INTRODUCTION

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<br>• Filling gaps or adding new on-street bikeway connection<br>• Upgrades to existing infrastructure in poor condition. |
|  | **Crosswalk Improvement** | Minor improvements to existing crosswalks, and the installation of new crosswalks:<br>• Adding new crosswalks<br>• Marking existing crosswalks<br>• Enhancing an existing marked crosswalk with additional markings, signage, and/or pedestrian activated signalization. |
|  | **Intersection Improvement** | Infrastructure and/or signalization improvements at intersections:<br>• Reducing crossing distance and conflict points through changes to intersection geometry.<br>• 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.

# MAIZE PUBLIC SCHOOLS (USD 266)

The Maize Public Schools (Unified School District (USD) 266) serves approximately 10 square miles in Sedgwick County, including the City of Maize. The district serves approximately 8,100 students at 11 schools* (five (5) elementary schools, two (2) intermediate schools, two (2) middle schools, and two (2) high schools):

- Maize Central Elementary School
- **Maize Elementary School**
- **Maize High School**
- **Maize Intermediate School**
- Maize Middle School
- Maize South Elementary School
- Maize South Middle School
- **Maize South Intermediate School**
- Maize South High School
- Pray-Woodman Elementary School
- Vermillion 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*
**Early Childhood Education (1) and Specialty Programs (4) not included in total school district count*

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. Maize Public Schools "priority" schools are for the initial phase of WAMPO SRTS planning and detailed in Table 1.

## 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 Maize in Motion Plan was adopted in 2019 and identifies bicycle-pedestrian priorities for the community in the short, mid, and long term.

### MAIZE IN MOTION PLAN (2019)

| School | Planned in Vicinity of School |
|---|---|
| Maize Elementary School, Maize Intermediate School, and Maize High School | • A walking/rolling/biking connection is planned in the long-term on the west side of 119th Street between Maize Intermediate and High Schools.<br>• A walking/rolling/biking connection is planned in the mid-term on the north side of Academy Avenue near Maize Elementary School. |
| Maize South Intermediate School | • Everything identified in the vicinity of the school campus has been constructed. |

## Table 1. Maize Public Schools SRTS "Priority" Schools

| School Name | Grades | Enrollment (2024-2025) | Free & Reduced Lunch** |
|---|---|---|---|
| **Maize Elementary School*** | K – 4 | 414 | 35% |
| **Maize Intermediate School*** | 5 – 6 | 643 | 35% |
| **Maize High School*** | 9 – 12 | 1,446 | 30% |
| **Maize South Intermediate School** | 5 – 6 | 431 | 27% |

*Source: Kansas Department of Education; datacentral.ksde.gov/*
**Maize Elementary School, Maize Intermediate School, and Maize High School share a campus*
***Free & Reduced Lunch data is based on eligible and approved students*



*Maize Elementary School*


*Maize Intermediate School*



*Maize High School*



*Maize South Intermediate School*

# PARENT/CAREGIVER SURVEY

From July 21, 2025, through November 7, 2025, a survey was conducted of parents and other caregivers of K-12 students in the WAMPO region to better understand their perspectives on student travel to and from school. The survey gathered input on travel behaviors, safety concerns, and opportunities for improvements to support SRTS in USD 266 and in the rest of the WAMPO region using standardized questions.[2] The survey was available in English and Spanish. Respondents were asked to complete one survey per student. Although responses were also recorded for other schools in USD 266, this report only summarizes the survey responses received from parents/caregivers of students attending the four (4) "priority" schools of USD 266.

### Table 2. Maize Public Schools SRTS "Priority" Schools Survey Responses Received

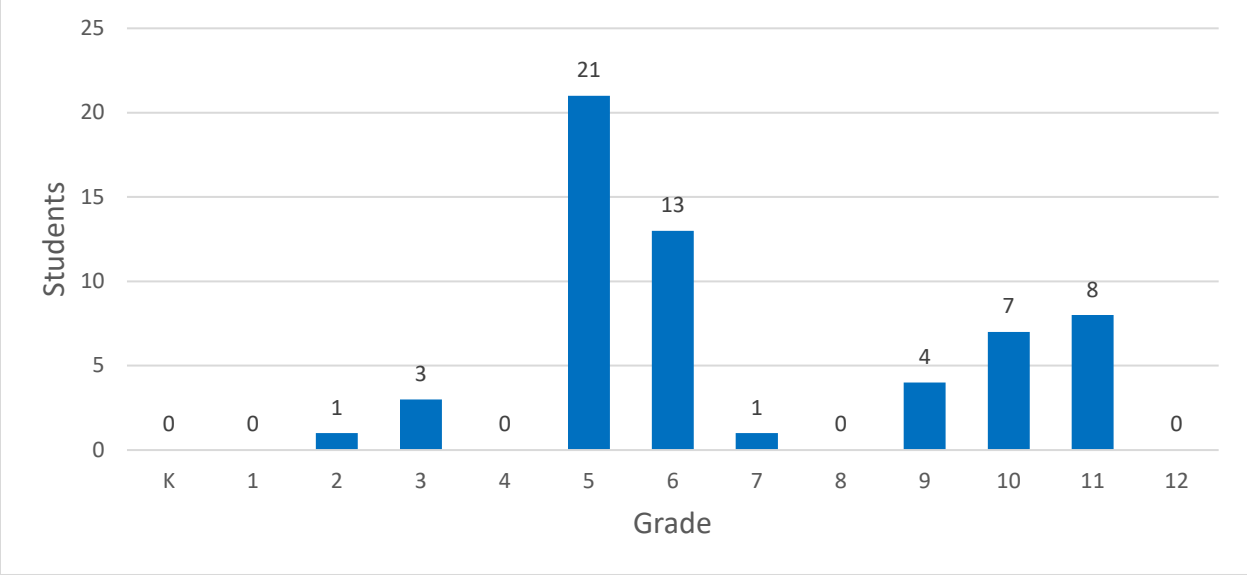
| School Name | Grades | Enrollment (2024-2025) | Survey Responses Received |
|---|---|---|---|
| **Maize Elementary School* **** | K – 4 | 414 | 3 |
| **Maize Intermediate School*** | 5 – 6 | 643 | 22 |
| **Maize High School*** | 9 – 12 | 1,446 | 20 |
| **Maize South Intermediate School** | 5 – 6 | 431 | 13 |

*Source: Kansas Department of Education; datacentral.ksde.gov/*
**Maize Elementary School, Maize Intermediate School, and Maize High School share a campus*
***Less than 10 responses were received from the school*

[2] saferoutesinfo.org/

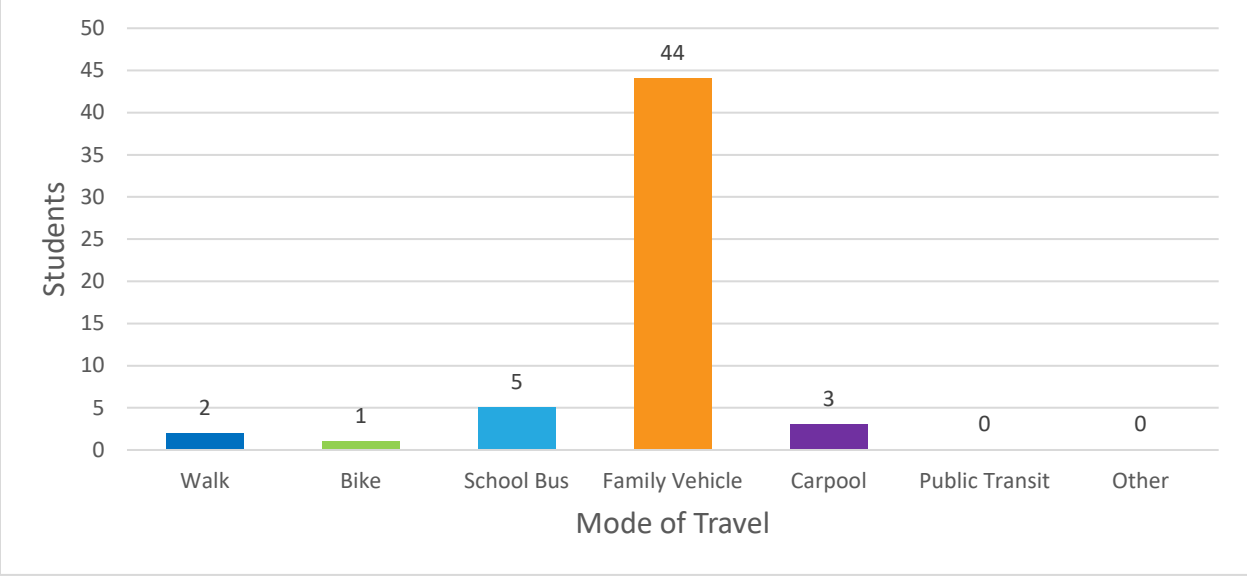
Survey responses were received from parents/caregivers of students at every grade level, with slightly fewer responses recorded for middle school students than for elementary or high school students. Fifth- and sixth-grade students were the most represented (see Figure 1).

### Figure 1. What grade is your student enrolled in?

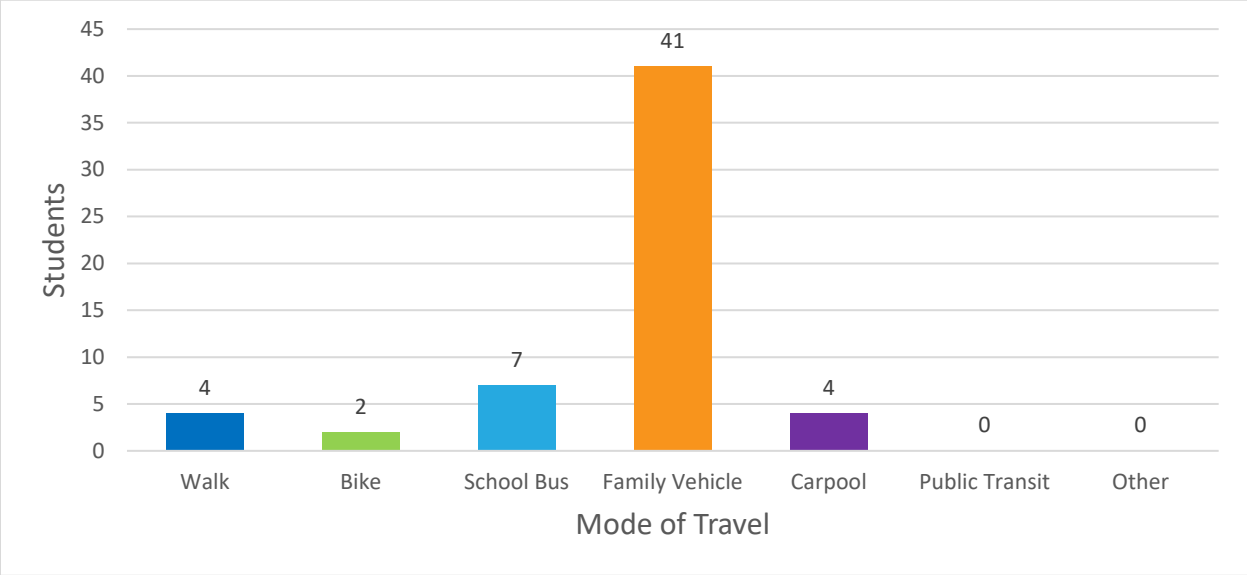



Most students reported on in the survey were recorded as traveling to and from school by family vehicle, with the next most common mode being the school bus (see Figure 2 and Figure 3).

### Figure 2. On most days, how does your student travel to school?

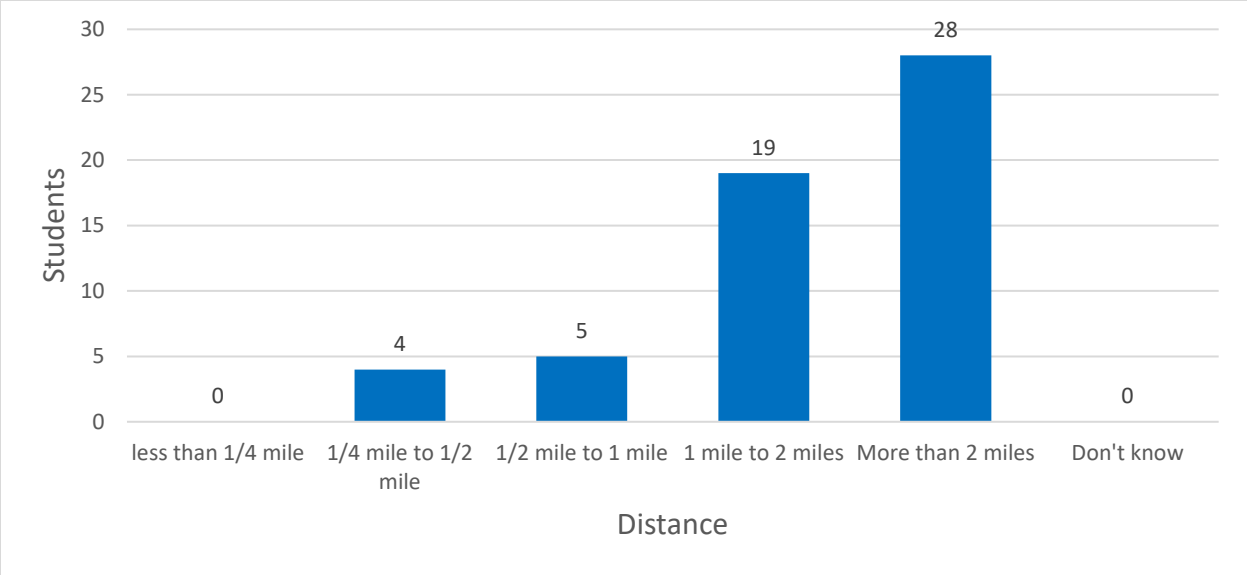


### Figure 3. On most days, how does your student travel from school?



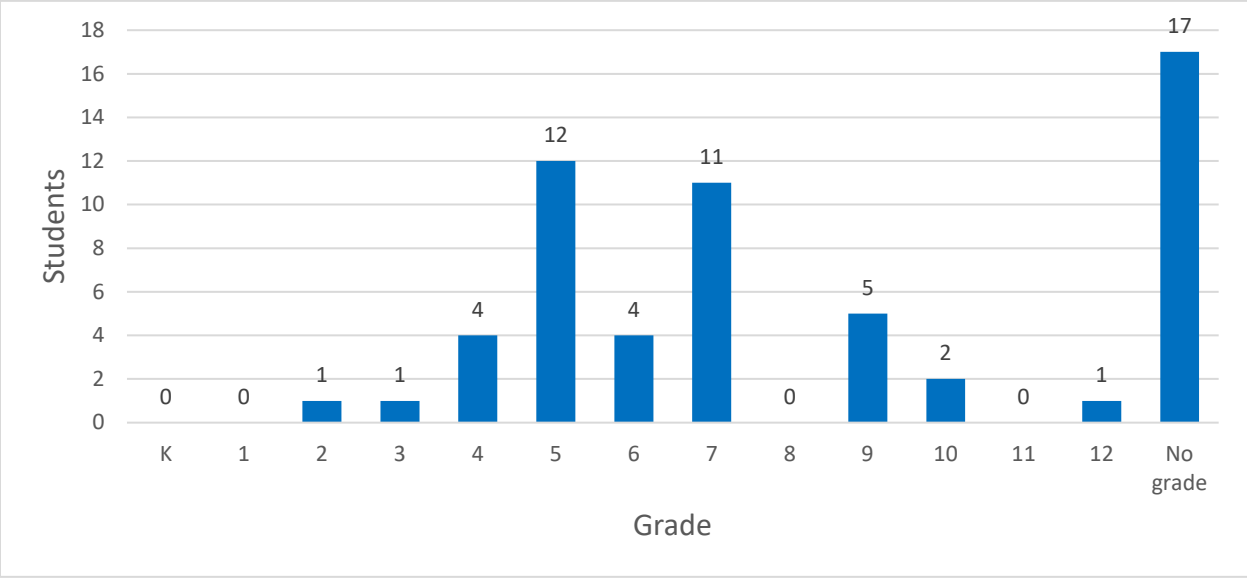

While enrollment records can provide a complete picture of how far students live from school, the survey question offers additional value by showing how well the survey sample reflects households both within and beyond a typical walking distance. Most surveyed families reported living more than a mile from school, indicating that the results primarily represent the perspectives of households for whom walking or bicycling may be less feasible. Approximately 7% of students reported living within a half-mile of their school, meaning they live within the study-area (half-mile) boundaries from the school-specific profiles as a part of this plan (see Figure 4).

### Figure 4. How far does your student live from their school?



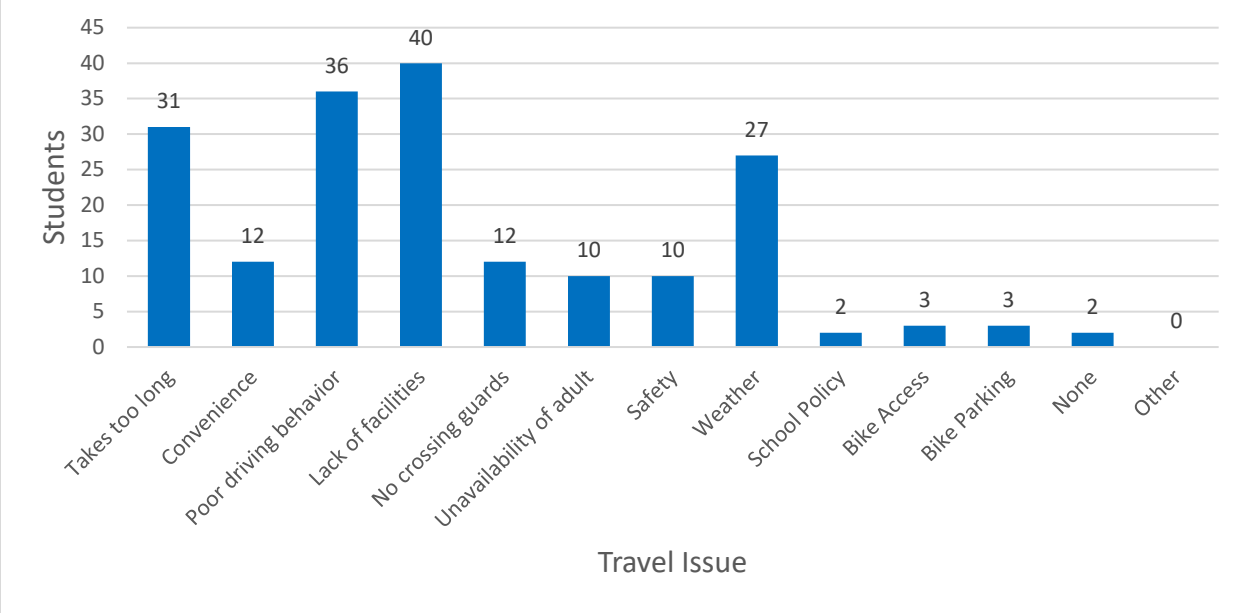
Parents/caregivers choose to allow or not allow their student to walk, roll, or bicycle to school for various reasons. It may involve factors such as safety, infrastructure design, and distance. Most would allow their student to walk or bicycle to school starting in fifth grade or not at all (see Figure 5).

**Figure 5. At what grade would you allow your student to walk or bike to/from school without an adult?**



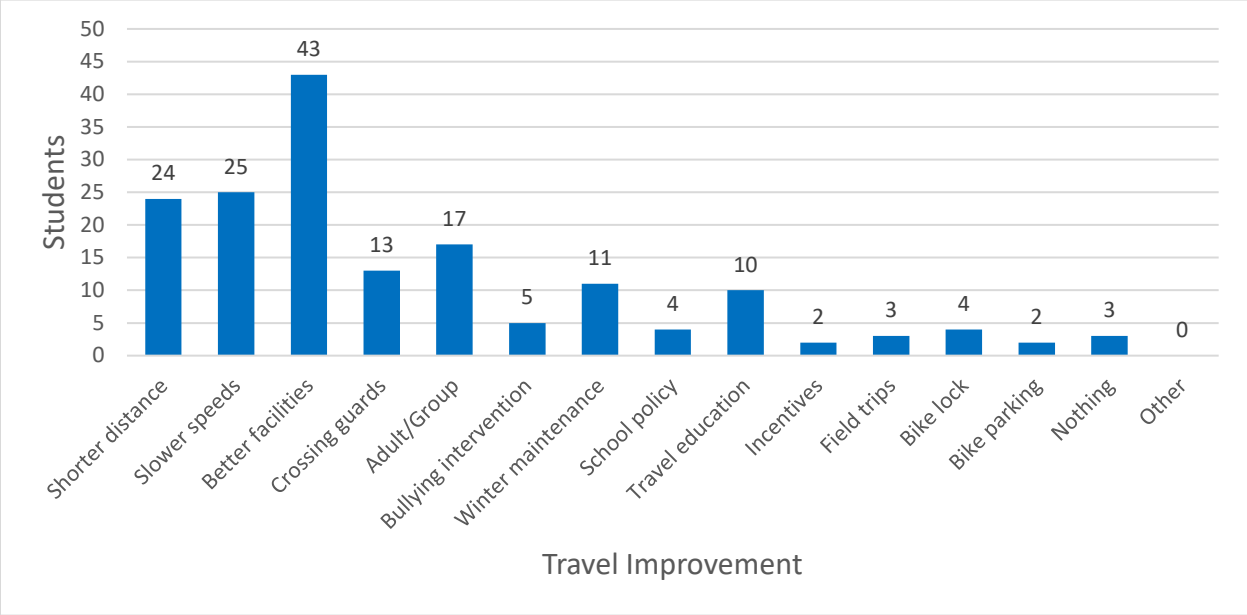

The top four concerns keeping respondents' students from traveling to/from school by walking, rolling, or biking were lack of facilities, poor driving behavior, taking too long, and weather (see Figure 6).

**Figure 6. Which of the following issues prevent your student from walking or biking to/from school?**



The top three things that would help respondents allow their students to walk, roll, or bike to/from school include better facilities, reducing speeds, and a shorter commute distance (see Figure 7).

**Figure 7. What would help your student walk or bike to/from school or do so more often?**




# MAIZE SCHOOL SRTS PLANS

Safe Routes to School Plans have been developed for the four (4) priority schools in the Maize 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 M - A:** Maize Elementary School, Maize Intermediate School, & Maize High School

**Appendix M - B:** Maize South Intermediate School





Safe Routes to School

# MAIZE ELEMENTARY SCHOOL, MAIZE INTERMEDIATE SCHOOL, AND MAIZE HIGH SCHOOL

Maize Public Schools (USD 266)

Appendix M-A





WAMPO Wichita Area Metropolitan Planning Organization

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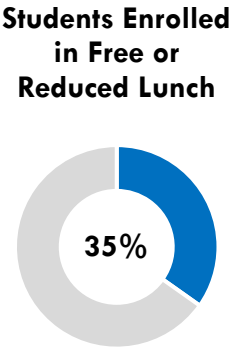
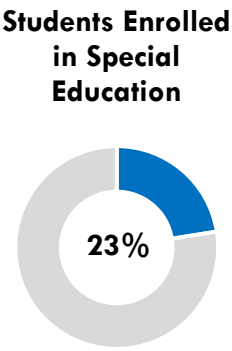
# MAIZE ELEMENTARY SCHOOL, MAIZE INTERMEDIATE SCHOOL, & MAIZE HIGH SCHOOL

Maize Elementary School, Maize Intermediate School, and Maize High School are located within a half-mile of one another and share a campus on the east edge of the City of Maize. The school campus is bordered by 45th Street to the south, Academy Avenue to the north, and 119th Street splits the campus. To the east of 119th street are Maize Elementary School and Maize High School, with Maize Intermediate to the west of 119th Street (see Figure 1). Land use surrounding the school campus is predominantly low-density residential, institutional, and agricultural.

### *Maize Elementary School*

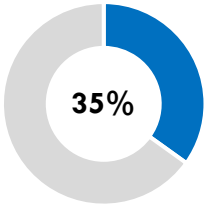
| | |
|---|---|
| Enrollment | 414 |
| Grades Served | K – 4 |
| School Day | 8:40 AM – 3:50 PM |

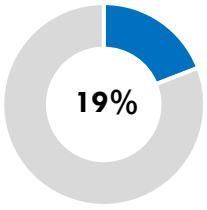



### *Maize Intermediate School*

| | |
|---|---|
| Enrollment | 643 |
| Grades Served | 5 – 6 |
| School Day | 7:45 AM – 2:50 PM |

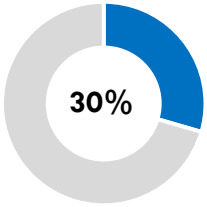


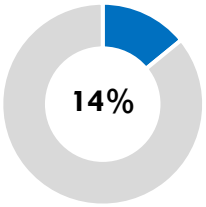
### *Maize High School*

| | |
|---|---|
| Enrollment | 1,446 |
| Grades Served | 9 – 12 |
| School Day | 7:35 AM – 2:40 PM |

**Students Enrolled in Free or Reduced Lunch**




**Students Enrolled in Special Education**



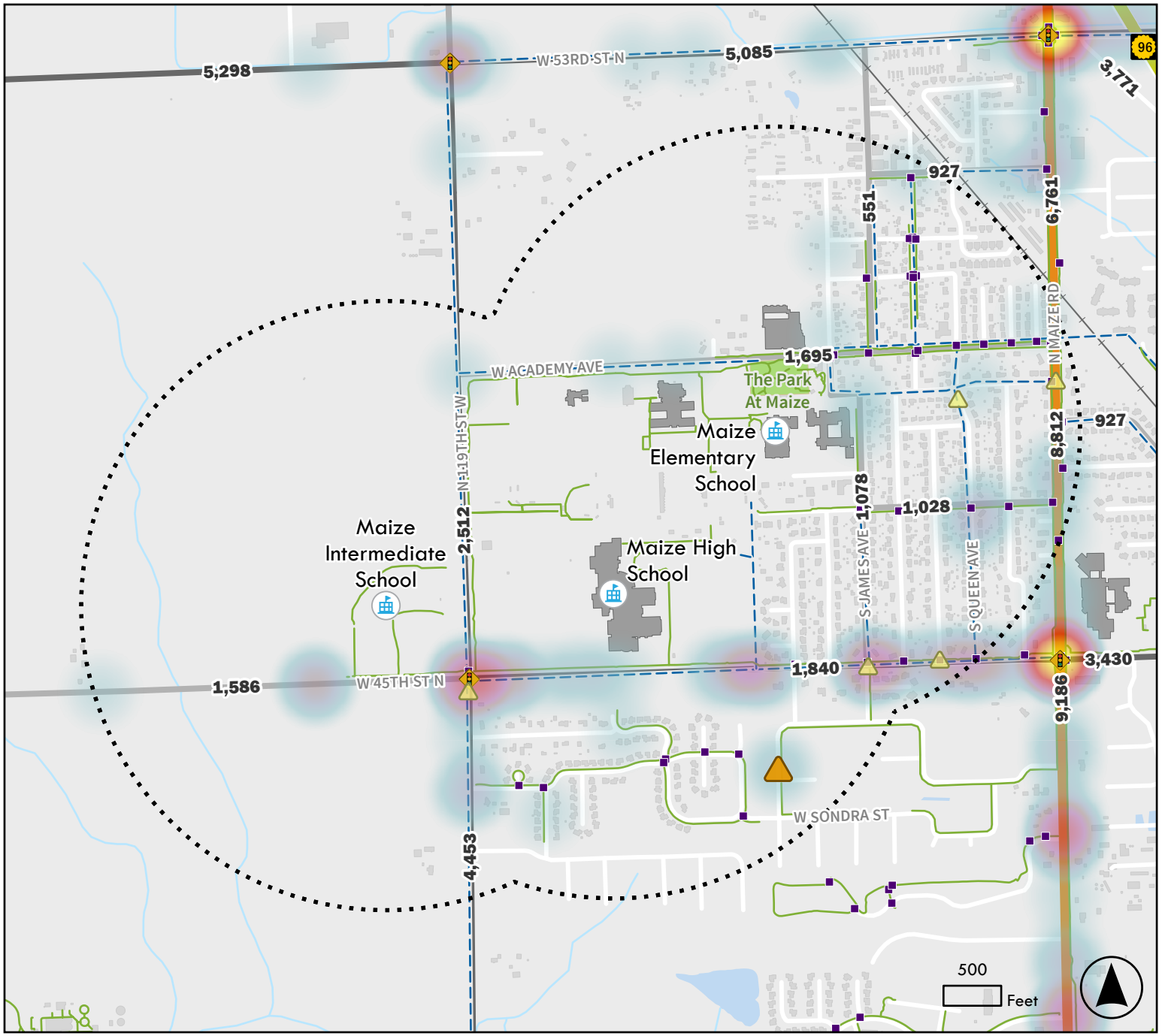

*Source: Kansas Department of Education; datacentral.ksde.gov/*

## 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

Maize Elementary, Intermediate, and High School




Priority School

1/2 Mile School Radius

**Sidewalks and Paths**

Sidewalk

Planned Shared-Use Path

Crosswalk

Park

**Roadway Functional Class**

Urban Freeway/ Expressway

Minor Arterial

Major Collector

Minor Collector

Railroad

Traffic Signal

**##,### AADT**

**Bike and Ped Crashes, 2015-2024**

Suspected Serious 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 campuses are connected to the surrounding area by limited network of sidewalks, most of which are located only along one side of the roadway or lack any existing sidewalk facilities. Major roadways including Maize Road, Academy Avenue, 119th Street, and 45th Street have a limited sidewalk facility located on one side of the roadway, but most adjacent residential roadways do not have sidewalk facilities. To access the Maize Elementary School entrance, there are sidewalk connections along Academy Avenue to the north. To access the Maize Intermediate School entrance, there are sidewalk connections along 119th Street to the east and 45th Street to the south. To access the Maize High School entrance, there are sidewalk connections along 45th Street to the south.

## 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 Maize Elementary School, Maize Intermediate School, & Maize High School

| Roadway | Functional Classification | Lanes | Posted Speed Limit (School Zone Speed Limit) | Crossing Distance* |
|---|---|---|---|---|
| **Maize Road** | Minor Arterial | 4 – 5 | 40 mph | 60 feet |
| **119th Street** | Major Collector | 2 – 4 | 40 mph | 40 – 55 feet |
| **45th Street** | Major Collector / Minor Collector | 2 – 4 | 40 mph | 25 – 80 feet |
| **Academy Avenue** | Minor Collector | 2 – 3 | 40 mph | 25 – 55 feet |
| **Irma Street** | Minor Collector | 2 | 30 mph | 25 – 45 feet |
| **James Avenue** | Minor Collector | 2 | No Posted Speed | 40 feet |
| **Park Avenue** | Minor Collector | 2 | No Posted Speed | 30 feet |
| **Albert Street** | Minor Collector | 2 | No Posted Speed | 30 feet |

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

## *Major Intersections & Marked Crosswalks*

Key intersections within a half-mile of the school campus include 119th Street and 45th Street, a signalized intersection with recently-painted marked crosswalks on two legs. At this intersection, there are roads with four lanes of traffic, resulting in correspondingly long crossing distances for nonmotorized travelers. Another important intersection is Maize Road and Academy Avenue, a stop-controlled T-intersection with a single marked crossing. Marked crosswalks provide access to the school campus from adjoining neighborhoods to the north and east.

# 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 of all three schools. The majority of crashes occurred along 45th Street, with ten (10) crashes occurring at or directly adjacent to the three entrances to Maize High School. There were no fatal crashes, but there were four (4) serious injury crashes. One (1) was along 45th Street just west of a Maize High School entrance, one (1) along 119th Street just south of the intersection with Wilkinson Street, and two (2) occurred along Rutgers Street north of Rutgers Court.

## *Pedestrian and Bicycle Crashes*

During 2015-2024, there were seven (7) reported pedestrian-involved crashes. Two (2) resulted in a serious injury which were both located along Rutgers Street north of Rutgers Court (same crashes as listed in the All Crashes section above).

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:

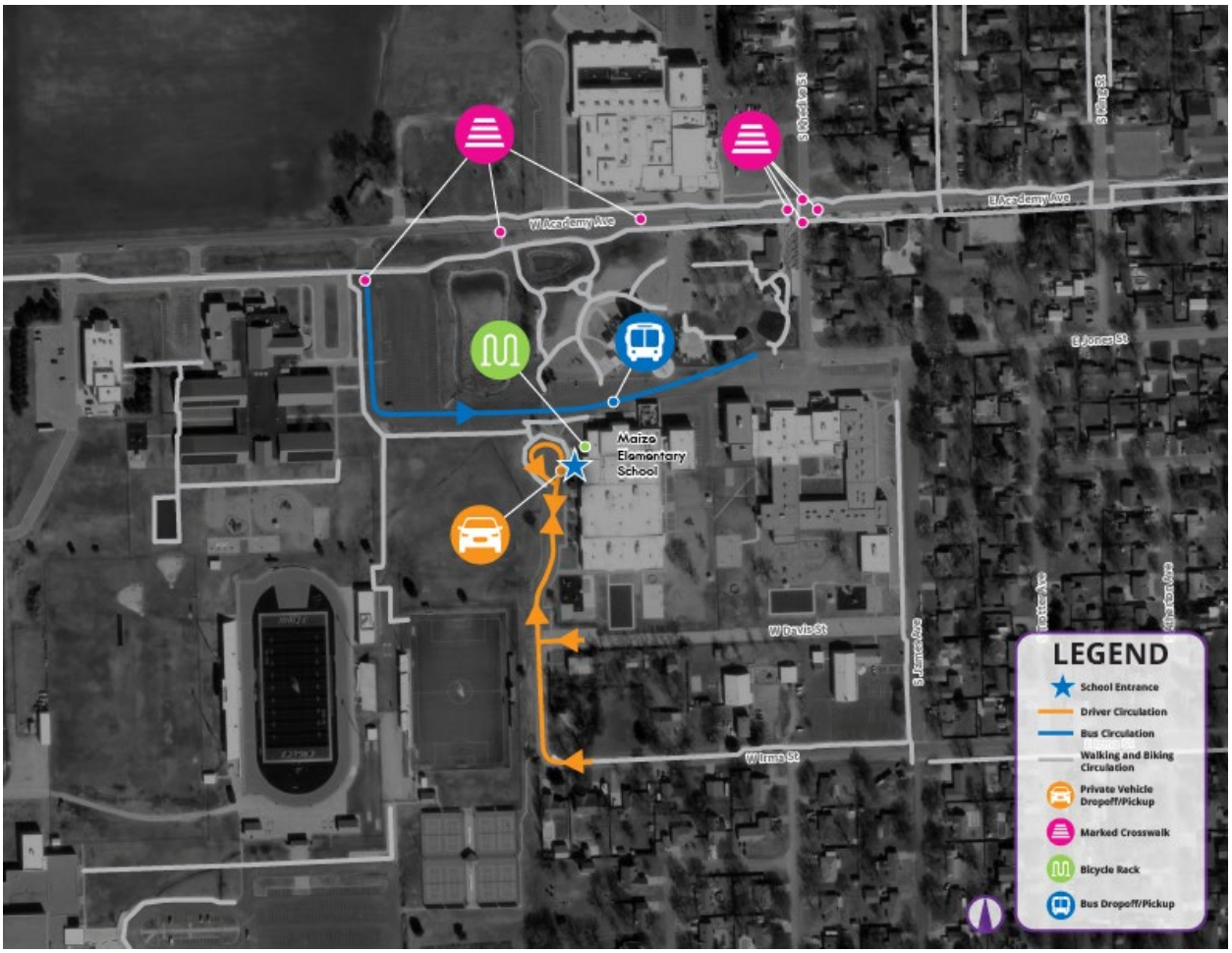
- **Priority Level 2:** Academy Avenue
- **Priority Level 3:** Maize Road
- **Priority Level 3:** 119th Street
- **Priority Level 3:** 45th Street
- **Priority Level 3:** Cedar Lane

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

# MAIZE ELEMENTARY SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups occur along Davis Street and Irma Street. School-bus operations occur along Jones Street. Many marked crosswalks are available along Academy Avenue, providing direct connections for students traveling from north of the school campus (see Figure 2).

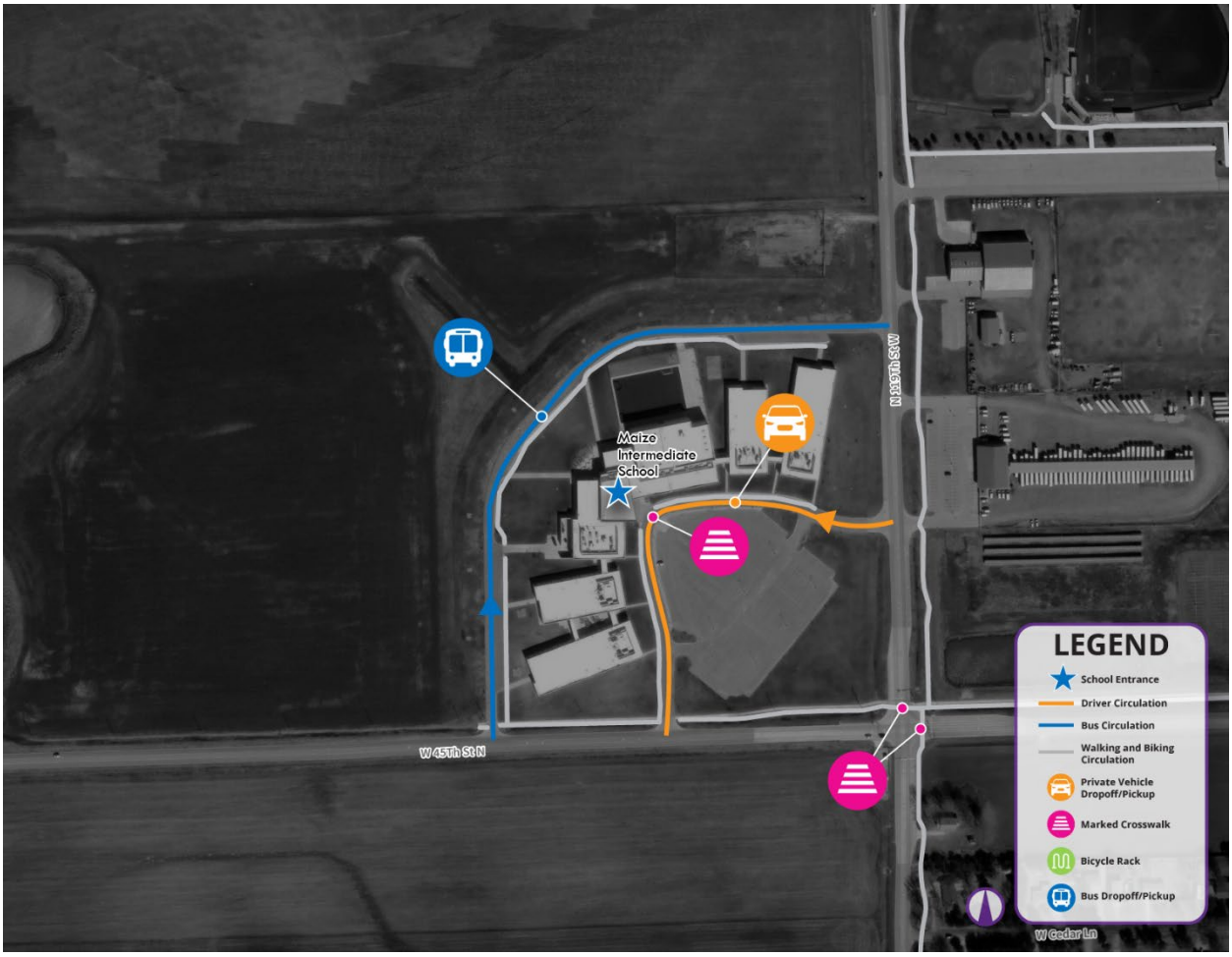
## Figure 2. Maize Elementary School Site Circulation Map



## MAIZE INTERMEDIATE SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along 119th Street and 45th Street. There are two marked crosswalks that connect the school campus to surrounding areas, and one marked crossing connecting the parking lot to the school entrance (see Figure 3).

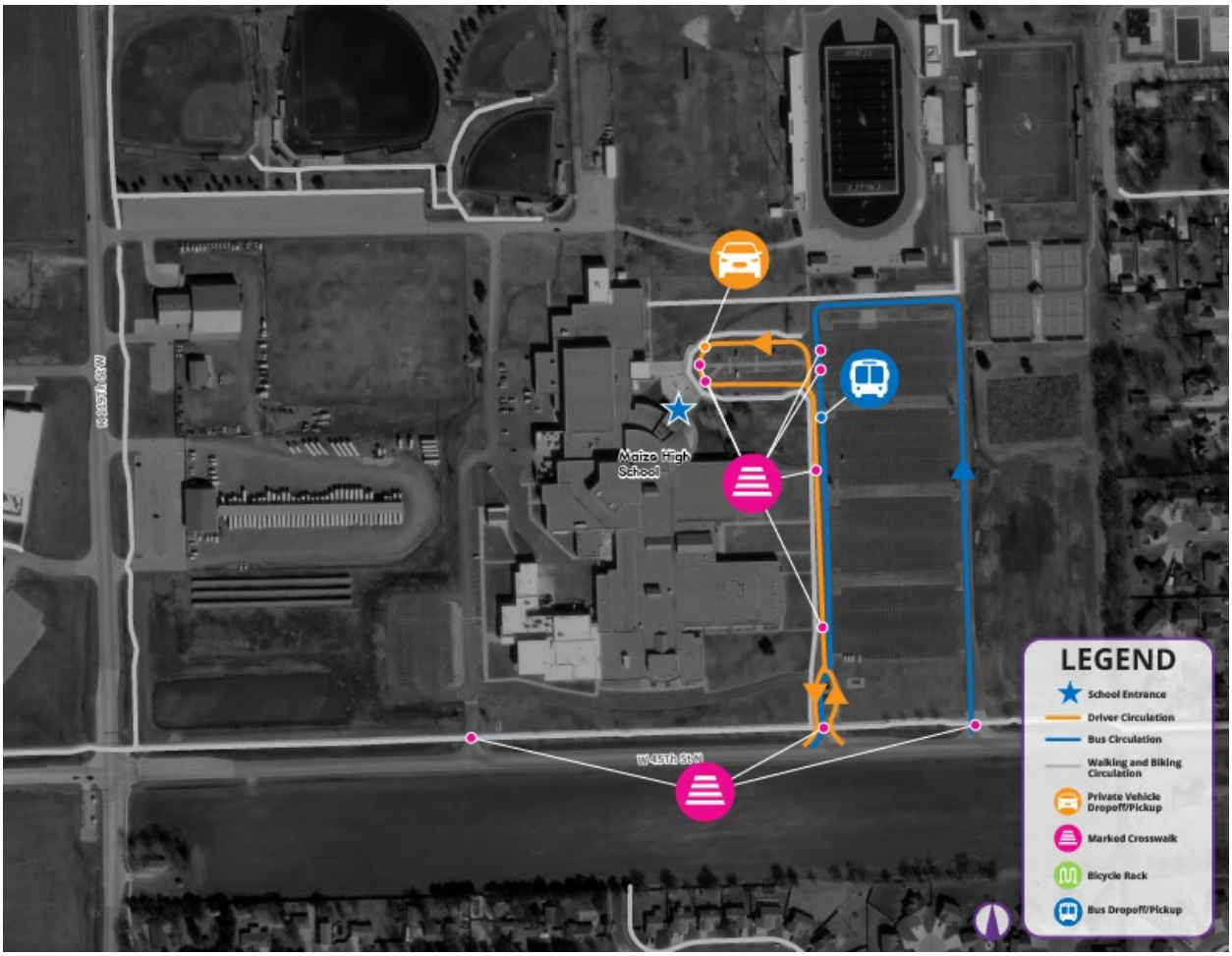
### Figure 3. Maize Intermediate School Site Circulation Map



## MAIZE HIGH SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along 45th Street. A few marked crosswalks are available across campus driveways and connecting the parking lot to the school entrance, and one marked crosswalk is available at 45th Street and James Avenue to access neighborhoods to the south (see Figure 4).

### Figure 4. Maize 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.

## MAIZE ELEMENTARY SCHOOL 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.

### Figure 5. Maize Elementary School Student Travel Tally Results: Mode Shares for Travel to/from School

Student travel tally data was not received for this school.

## MAIZE INTERMEDIATE SCHOOL 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.

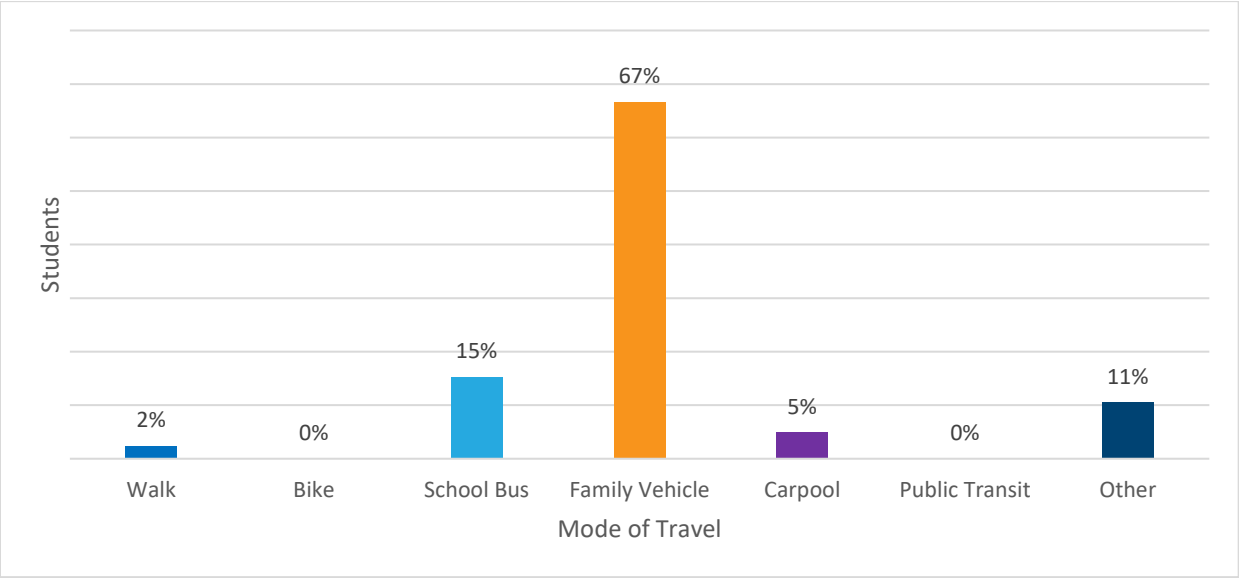
### Figure 6. Maize Intermediate School Student Travel Tally Results: Mode Shares for Travel to/from School

Student travel tally data was not received for this school.

# MAIZE HIGH SCHOOL STUDENT TRAVEL TALLY

The following data summarizes how Maize High School students traveled to and from school during November 10-12, 2025 (Monday-Wednesday) (see Figure 7).

**Figure 7. Maize High School Student Travel Tally Results: Mode Shares for Travel to/from School**



# MAIZE ELEMENTARY SCHOOL WALK AUDIT

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 Maize Elementary School.

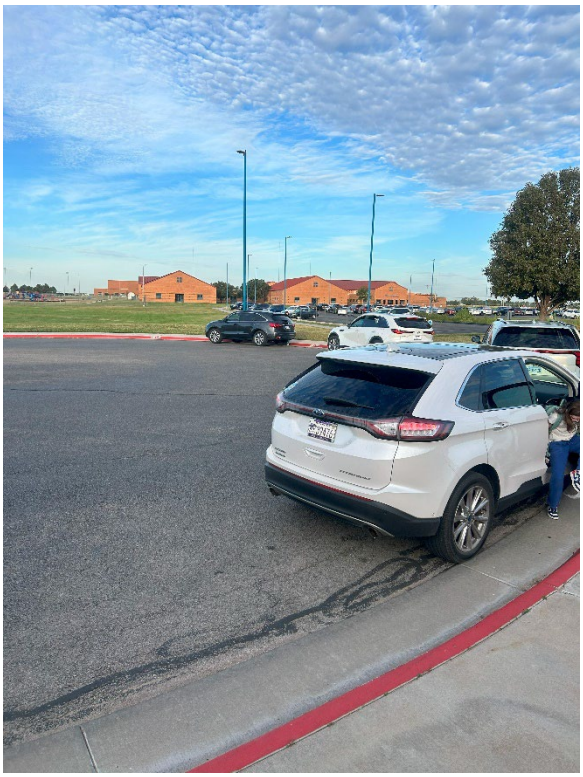
| Date | Time | Weather | Crossing Guard(s) | Bicycle Rack(s) |
|---|---|---|---|---|
| October 23, 2025 | 8:30 AM | Sunny | Yes | Yes |

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- There was a lot of flooding from morning rain, signaling that there is poor drainage in streets and at corners.
- Irma St, James Ave, and Academy Ave all get congested because all three schools use these roads during pickup/dismissal.
- Buses drop off students from 49th street into Pray-Woodman, then Maize students get dropped off at Vermillion on W Jones St and have to walk through the Jones Street parking lot to get to Maize Elementary School.
- Parent pick up must go through Irma St, they cannot come through Jones St because the buses take up entire entry and exit.
- When parents enter through Irma St, they scan a QR code they received at open house, which reaches inside of school to let teachers know which kids need to come to the front of the building from inside.
- Overall, the school dismissal takes roughly 20 minutes, which is twice as long as most schools.
- There is no sidewalk on Jones Street leading to the school.
- The sidewalk between the parking lot and school entrance is narrow, and parked cars were partially blocking it.
- Adequate lighting was present.
- There were no school zone flashers, only a sign visible on Academy.
- Sidewalks were present, well maintained and buffered from the road with a tree lawn, but were not continuous and had a pole in the middle of one portion.
- Pedestrian crossings were well maintained, with ADA curb ramps, and within a reasonable distance of each other.



*Bus drop-off and pick-up at Maize Elementary School*



*Student drop-off and pick-up at Maize Elementary School*

# MAIZE INTERMEDIATE SCHOOL WALK AUDIT

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 Maize Intermediate School.

| Date | Time | Weather | Crossing Guard(s) | Bicycle Rack(s) |
|---|---|---|---|---|
| October 23, 2025 | 7:15 AM | Sunny | Yes | Not specified |

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- There was a lot of flooding from morning rain, signaling that there is poor drainage in streets and at corners.
- Lighting was limited on all paths to the school.
- There were no school zone signs visible or speed limit reduction for school zone.
- Children were observed riding bikes on the sidewalk.
- Sidewalks are continuous, free of obstacles, well maintained, and separated by a tree lawn buffer.
- Motorists generally drove at posted speed limit, obeyed traffic controls, and yielded to pedestrians.
- Pedestrian crossings were well maintained, had ADA curb ramps, and were within a reasonable distance of each other.
- Only crosswalk is at 45th and 119th which is an extremely busy intersection.



*Traffic queue and crossing at Maize Intermediate School*



*Sidewalk conditions at Maize Intermediate School*

# MAIZE HIGH SCHOOL WALK AUDIT

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 Maize High School.

| Date | Time | Weather | Crossing Guard(s) | Bicycle Rack(s) |
|---|---|---|---|---|
| October 23, 2025 | 7:30 AM | Sunny | Yes | Yes |

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- There were adequate pedestrian signals to cross 45th in front of the school entrance.
- Complete sidewalks are buffered by a wide lawn on 45th.
- There is a sidewalk on 119th on one side.
- The sidewalks were wide enough to accommodate bicyclists.
- The buffer made the sidewalk feel safe, but extra lighting would be helpful.
- There were not many driveways along 45th so this lessened conflicts between pedestrians/bicyclists and motor vehicles.
- There is no shoulder or bike lane on 45th Street.
- Wide sidewalks present without obstacles. Sidewalks are continuous and in good condition.
- Motorists appear to be traveling above the posted speed limit but are adhering to traffic signals.
- Pedestrian crossings were available at major intersections and had long pedestrian phases to enable safe comfortable crossings.
- ADA curb ramps were present at intersections.
- Older adults as well as students were using the route to get to school.
- Students typically travel from the East to the West.
- Buses come through where the Marlow Pantry currently sits on 45th Street. This requires a left turn to access the front of the school, potentially causing conflicts with cars.



*Signalized pedestrian crossing at Maize High School*



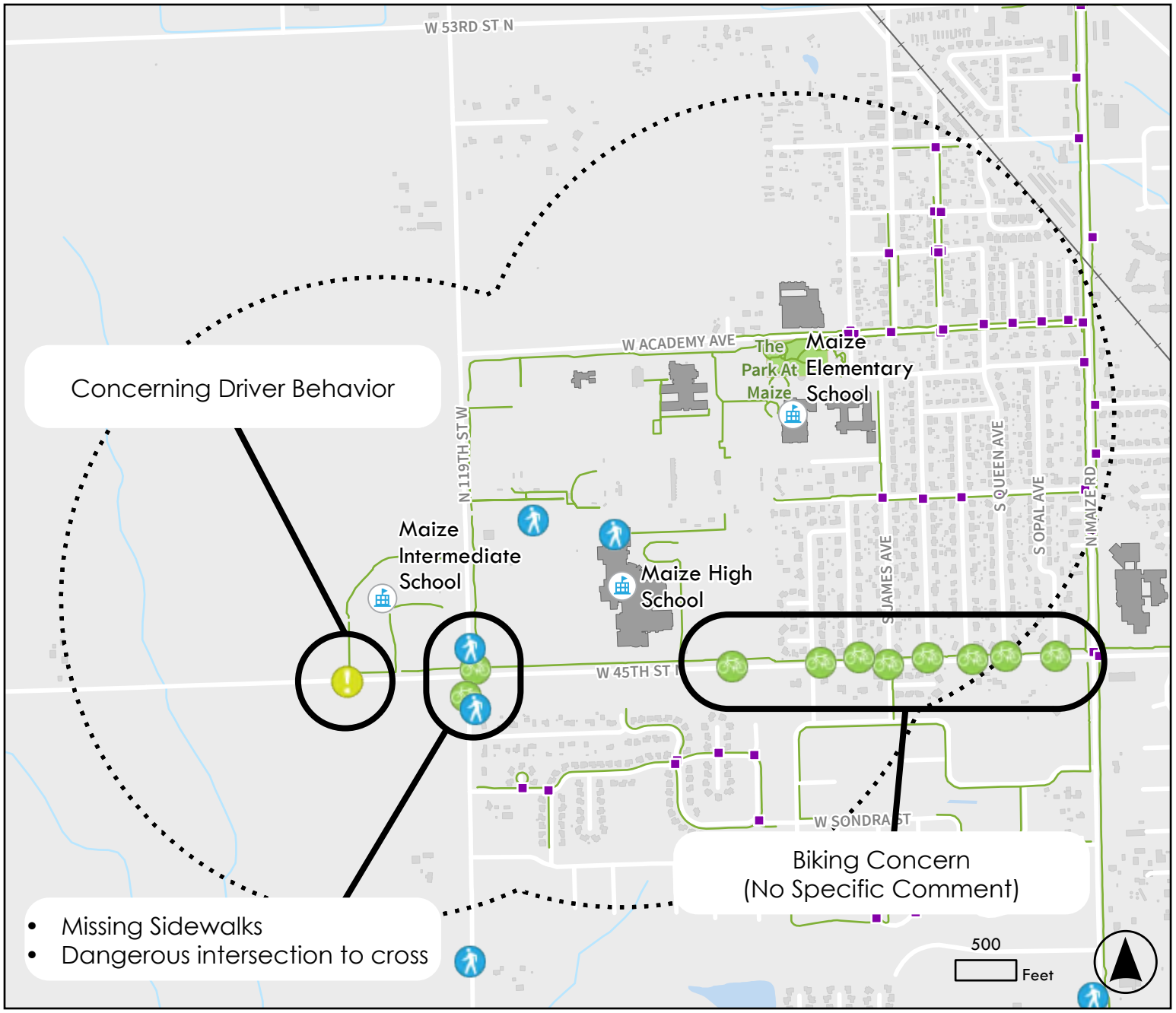
*Sidewalk connection at Maize Career Academy at Maize High School*

## 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. There were no comments received within a half-mile of the school campus (see Figure 8). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

# Figure 8. Public Comments

Maize Elementary, Intermediate, and High School




Priority School

1/2 Mile School Radius

**Sidewalks and Paths**

Sidewalk

Crosswalk

Park

Railroad

Public Comments

Walking Concern

Other Concern

Biking 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 Maize Elementary School, Maize Intermediate School, and Maize High School campuses 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.

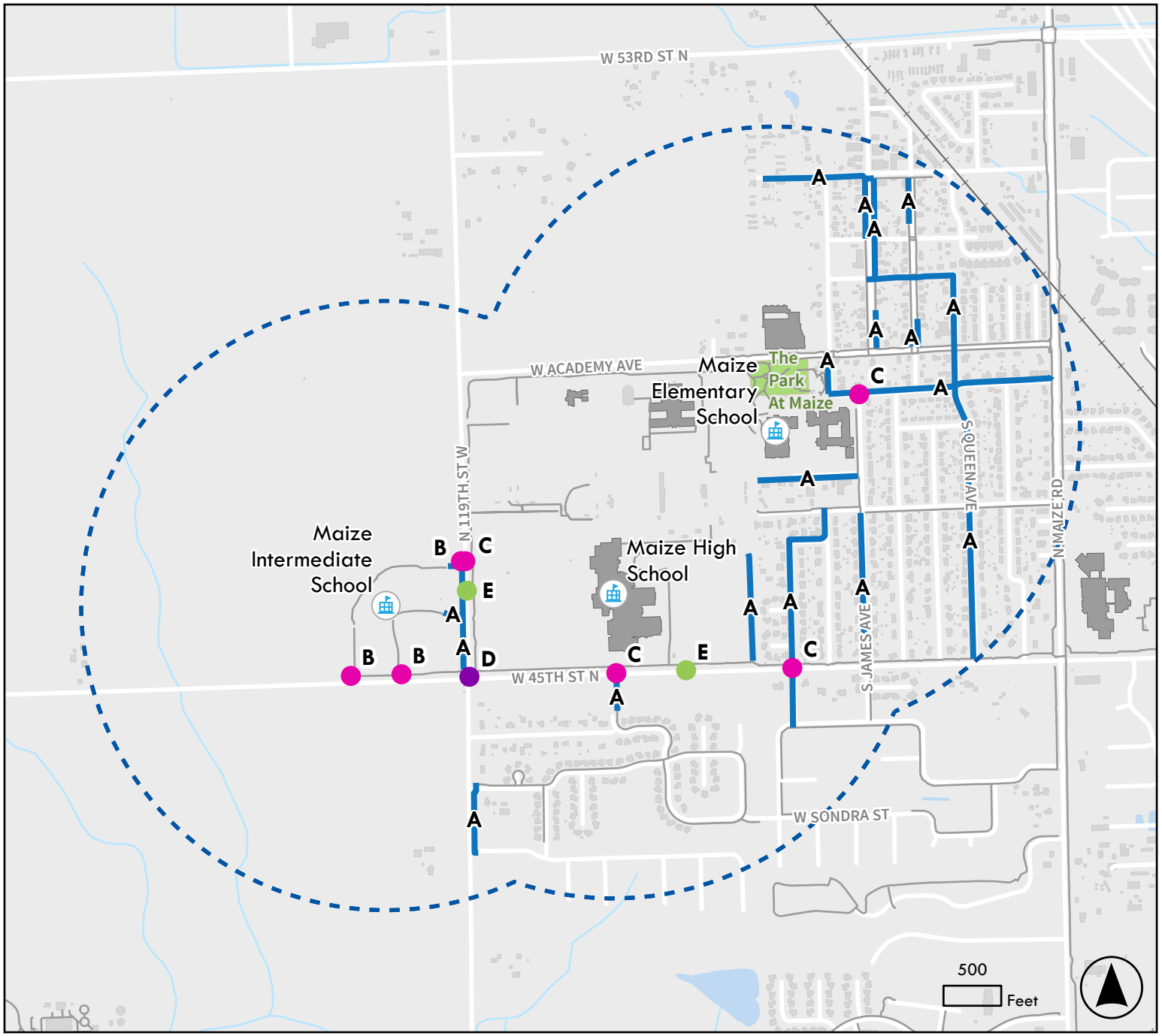
Table 2 and Figure 9 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

### Table 2. Maize Elementary School, Maize Intermediate School, and Maize High School: Identified Issues

| Location | Issue |
|---|---|
| A | Missing walking/rolling/biking connections at identified locations, including the following corridors closest to the school campus:<br>• West side of Maize Elementary School south driveway.<br>• One of both sides of Davis Street from Maize Elementary School driveway to James Avenue.<br>• One or both sides of Carriage Road from Cedar Lane to Chilton Street.<br>• One or both sides of Chilton Street from Carriage Road to Surrey Lane.<br>• One or both eastern access driveways to Maize Intermediate School. |
| B | Crosswalks are not marked at identified locations. |
| C | Missing crosswalk at identified location. |
| D | Unsafe intersection of 45th street and 119th Street due to high volumes, driver behavior, and long crossing distances. |
| E | Speeding along 45th Street and 119th Street. |

# Figure 9. Identified Issues

Maize Elementary, Intermediate, and High School




- 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 being 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.

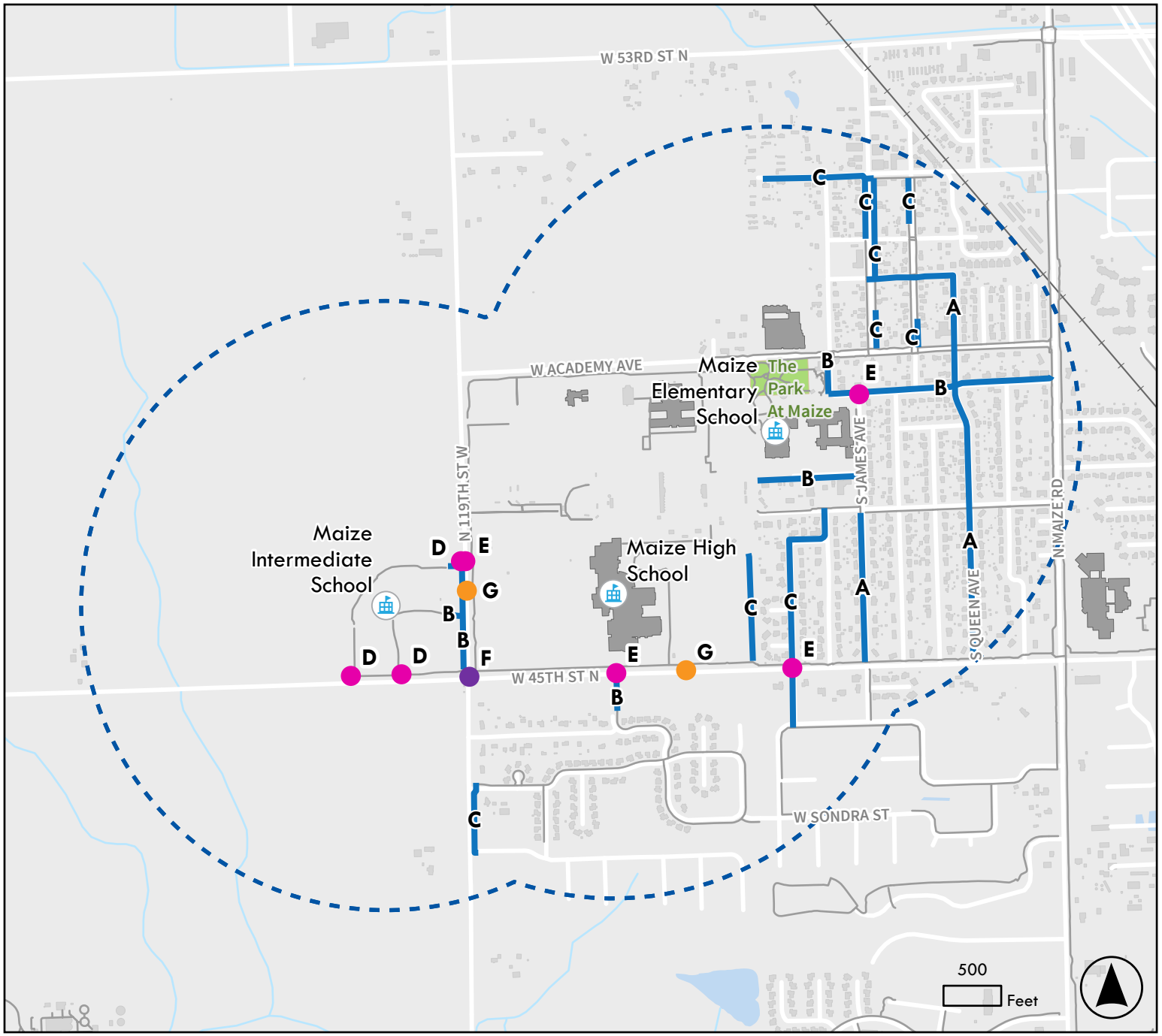
# INFRASTRUCTURE RECOMMENDATIONS

## Table 3. Maize Elementary School, Maize Intermediate School & Maize High School: Recommendations

| ID | Type | Recommended Intervention | Priority | Cost | Quick-Build |
|---|---|---|---|---|---|
| A | | Install a walking/rolling/biking connection along the following "high priority" corridors:<br>- Queen Street and Victory Street from 45th Street to Park Street.<br>- James Avenue from 45th Street to Irma 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 new marked crosswalk at identified locations | Low/Medium | $ | |
| F | | Conduct a detailed traffic study of the 45th Street and 119th Street intersection to identify possible improvements focused on walking, rolling, and biking. | High | N/A | |
| G | | Add school speed zones along 45th Street and 119th Street. | Medium | $ | |

# Figure 10. Recommendations

Maize Elementary, Intermediate, and High School



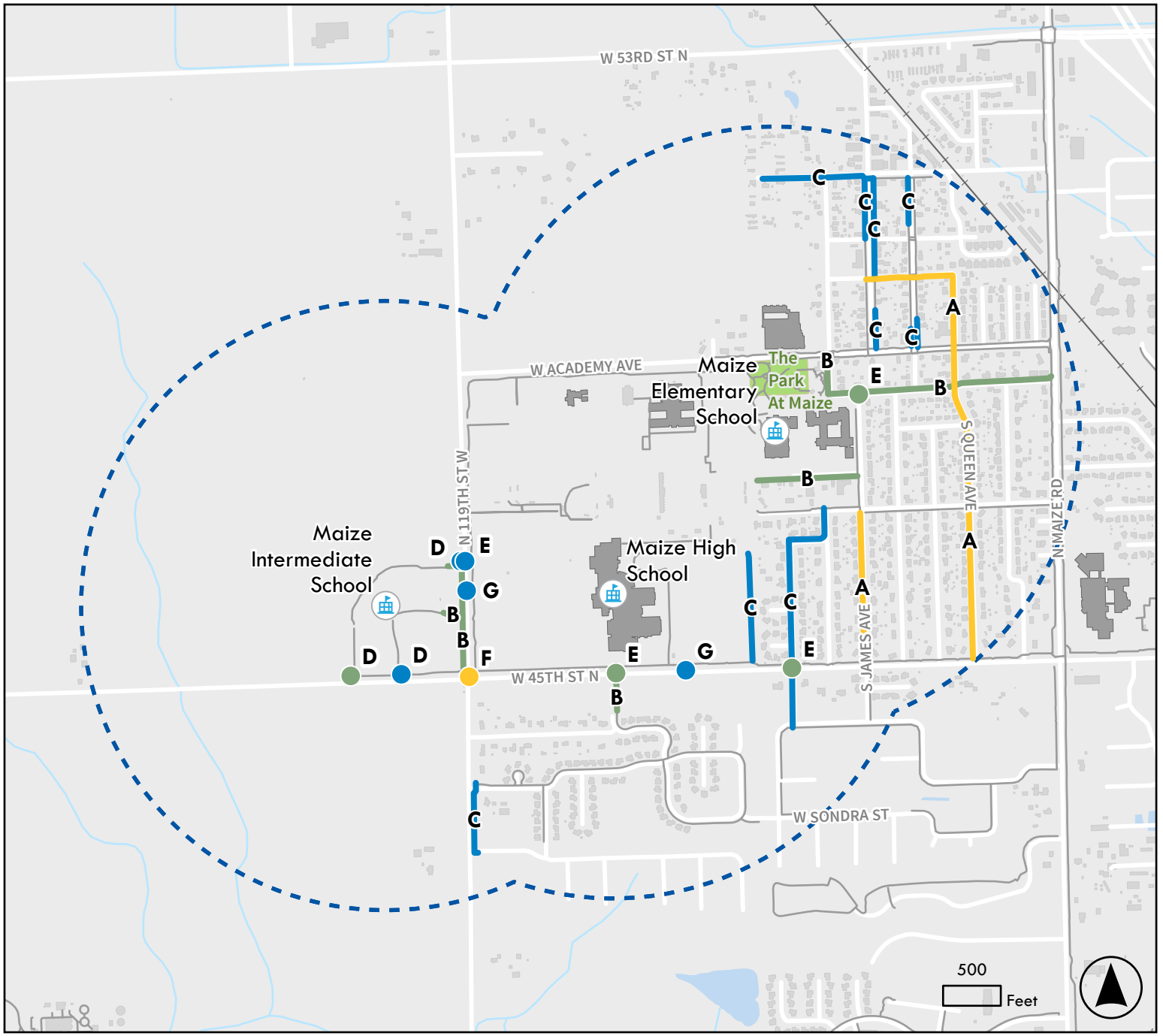

- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

**Recommendation Theme**

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

# Figure 11. Project Prioritization

Maize Elementary, Intermediate, and High School




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)

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 Maize Elementary School, Maize Intermediate School, and Maize High School, program recommendations aim to support more students walking and biking to school by providing bicycle education opportunities through bike rodeos and encouraging active transportation through fun, creative contests. Walk and Bike to School Day provides an opportunity for the whole school community to participate in learning about and celebrating walking and biking to school. For students who live farther away from school, events could include a "park and walk" option that allows students to walk part of the way or participate in activities at school.

### Table 4. Maize Elementary School, Maize Intermediate School & Maize 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.<br>Identify meeting points such as "park and walk" locations to support participation for students who live farther away.<br>Coordinate with law enforcement or volunteers to provide temporary crossing guards.<br>Recognize participation through homeroom competitions or grade-level challenges. |
| **Bike Rodeos** | Bike rodeos provide hands-on, experiential learning opportunities that allow students to practice bicycle skills in a controlled and supportive environment with | Host a bike rodeo with trained volunteers or partner organizations, such as Bike Walk Wichita. |

| | | |
|---|---|---|
| | supervision provided by trained volunteers or partner organizations. | Set up a temporary course on school grounds, using cones or chalk to simulate intersections, turns, and common roadway scenarios.<br>Organize skill stations for students focused on essential techniques, such as helmet fitting, signaling, braking, and scanning for traffic hazards. |
| **Creative Contests** | Student-led creative activities reinforce safety messaging while engaging students in SRTS concepts. | Work with the SRTS team to determine a messaging contest, such as yard signs, short videos, essays, public service announcements, posters, and more.<br>Draft guidance and goals, including the focus of the campaign like safe travel behavior or health and safety benefits.<br>Encourage students to submit their work.<br>Display submissions in school or along school routes, if using yard signs.<br>Showcase winning entries at school events or on social media to extend community reach. |





# MAIZE SOUTH INTERMEDIATE SCHOOL

Maize Public Schools (USD 266)

Appendix M-B





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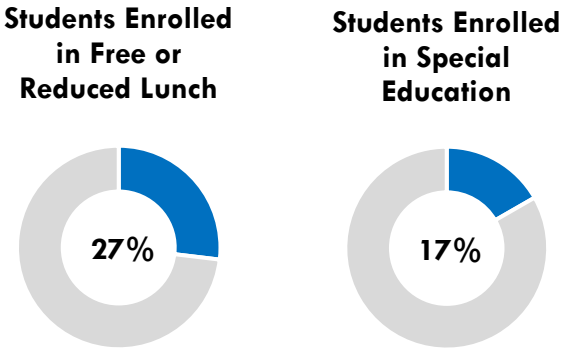
# MAIZE SOUTH INTERMEDIATE SCHOOL

Maize South Intermediate School is located on the southern edge of Maize. The school campus is bounded by 37th Street to the north, Maize Early Childhood Center to the east, Maize South Baseball Fields to the southeast, Maize South Elementary School to the south and Menards to the west (see Figure 1). Land use surrounding the school campus is a mix of institutional, residential and commercial, with some agricultural.

| | |
|---|---|
| Enrollment | 431 |
| Grades Served | 5 - 6 |
| School Day | 7:20 AM – 2:25 PM |



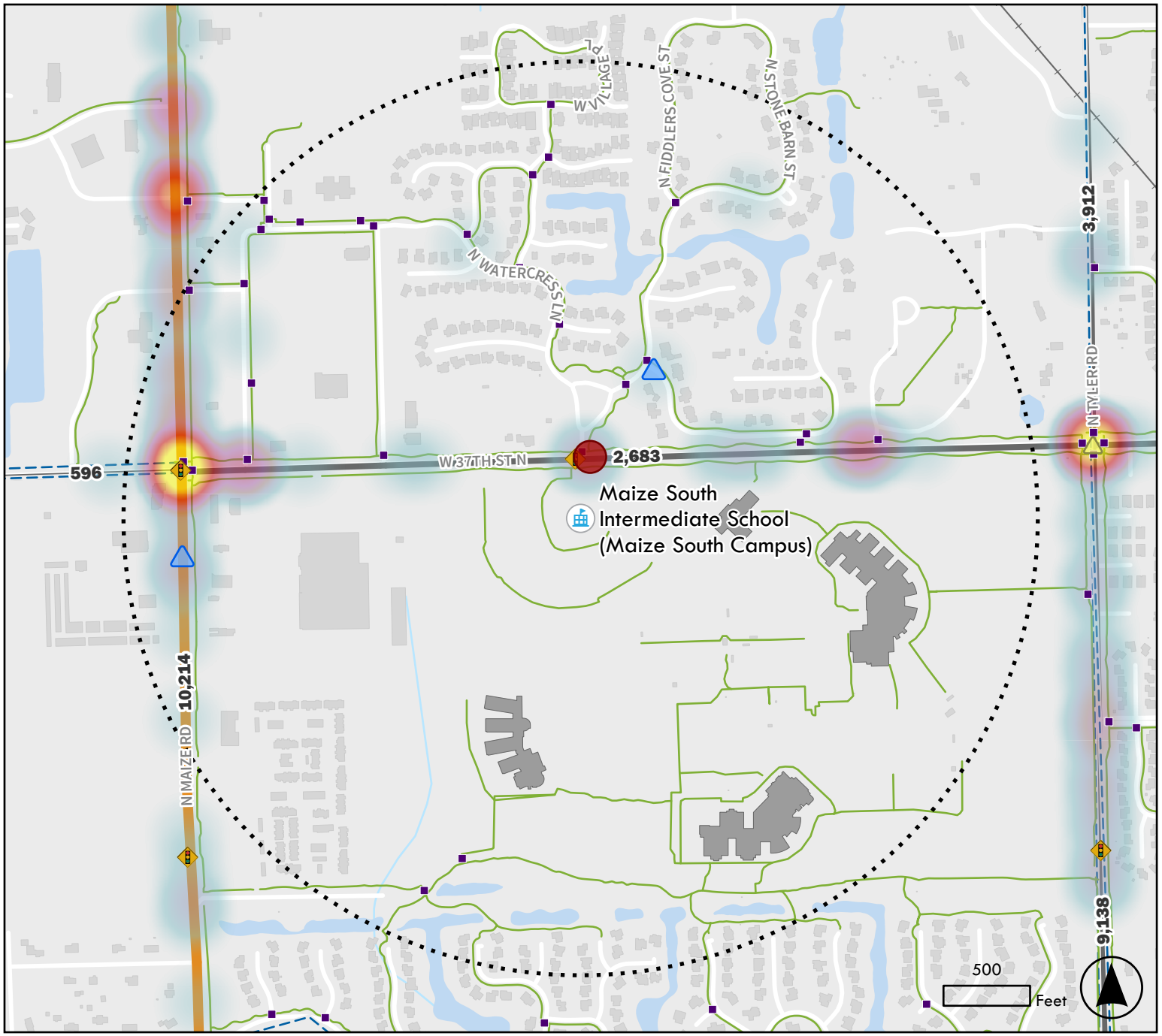

*Source: Kansas Department of Education; datacentral.ksde.gov/*

## 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

Maize South Campus




Priority School

1/2 Mile School Radius

**Sidewalks and Paths**

Sidewalk

Planned Shared-Use Path

Crosswalk

**Roadway Functional Class**

Minor Arterial

Major Collector

Railroad

Traffic Signal

**##,### AADT**

Fatal Vehicle Crash, 2020-2024

**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 buffered sidewalks. Most nearby roadways have pedestrian facilities along at least one side of them – Red Fox Circle, Brush Creek Street, and many of the cul-de-sacs in the area being the exception. Some surrounding streets, such as Pecos Street, have no sidewalks available. To access the school entrance, there are sidewalk connections along 37th Street to the north.

## 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 Maize South Intermediate School

| Roadway | Functional Classification | Lanes | Posted Speed Limit (School Zone Speed Limit) | Crossing Distance* |
|---|---|---|---|---|
| **Maize Road** | Minor Arterial | 5 | 40 | 65 – 80 feet |
| **37th Street** | Major Collector | 5 | 40 | 60 – 70 feet |

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

### *Major Intersections & Marked Crosswalks*

Key intersections within a half-mile of the school campus include Maize Road and 37th Street, 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 area surrounding the school are at the intersection of Maize Road and 37th Street, as well as directly in front of the school campus crossing 37th Street at Watercress Drive.

## 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 44 crashes within a half-mile radius. The majority of crashes occurred along Maize Road, followed by 37th Street. Along 37th Street, there were nine (9) crashes that occurred at or directly adjacent to one of the school campus driveways. There was one (1) fatal crash which occurred at the intersection of 37th Street and the school driveway.

## *Pedestrian and Bicycle Crashes*

During 2015-2024, there were two (2) reported severe pedestrian and bicyclist-involved crashes. Both crashes resulted in minor injuries. One (1) was a pedestrian-involved crash that occurred at the intersection between Fiddlers Cove Street and Moss Rose Street. The other was a bicyclist-involved crash that occurred along Maize Road south of 37th Street by the driveway to the Dollar Tree and Goodwill Industries of Kansas.

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:** Maize Road
- **Priority Level 4:** Moss Rose Street

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

## SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along 37th Street. There are no marked crosswalks that connect the school campus to surrounding areas, but there is a single marked crossing connecting the parking lot to the school entrance (see Figure 2).

### Figure 2. Maize South Intermediate School Site Circulation Map



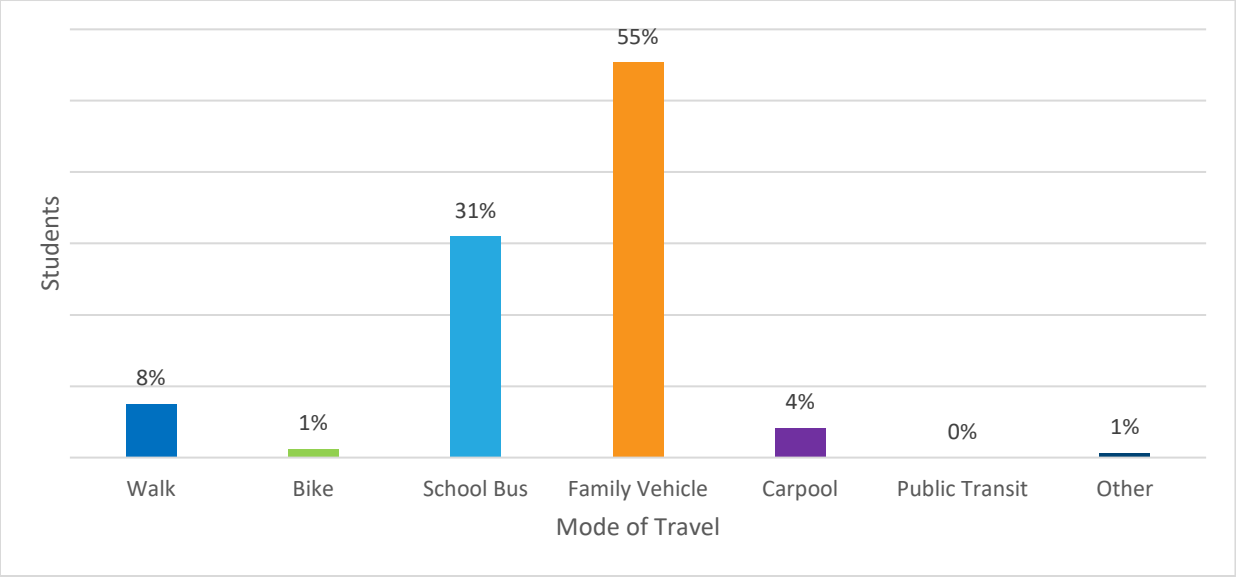
# STUDENT TRAVEL PATTERNS

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

The following data summarizes how Maize South Intermediate School students traveled to and from school during November 4-6, 2025 (Tuesday-Thursday) (see Figure 3).

**Figure 3. Maize South Intermediate School Student Travel Tally Results: Mode Shares for Travel to/from 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 Maize South Intermediate School campus.

| Date | Time | Weather | Crossing Guard(s) | Bicycle Rack(s) |
|---|---|---|---|---|
| October 7, 2025 | AM | Rainy | Yes | Yes |

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

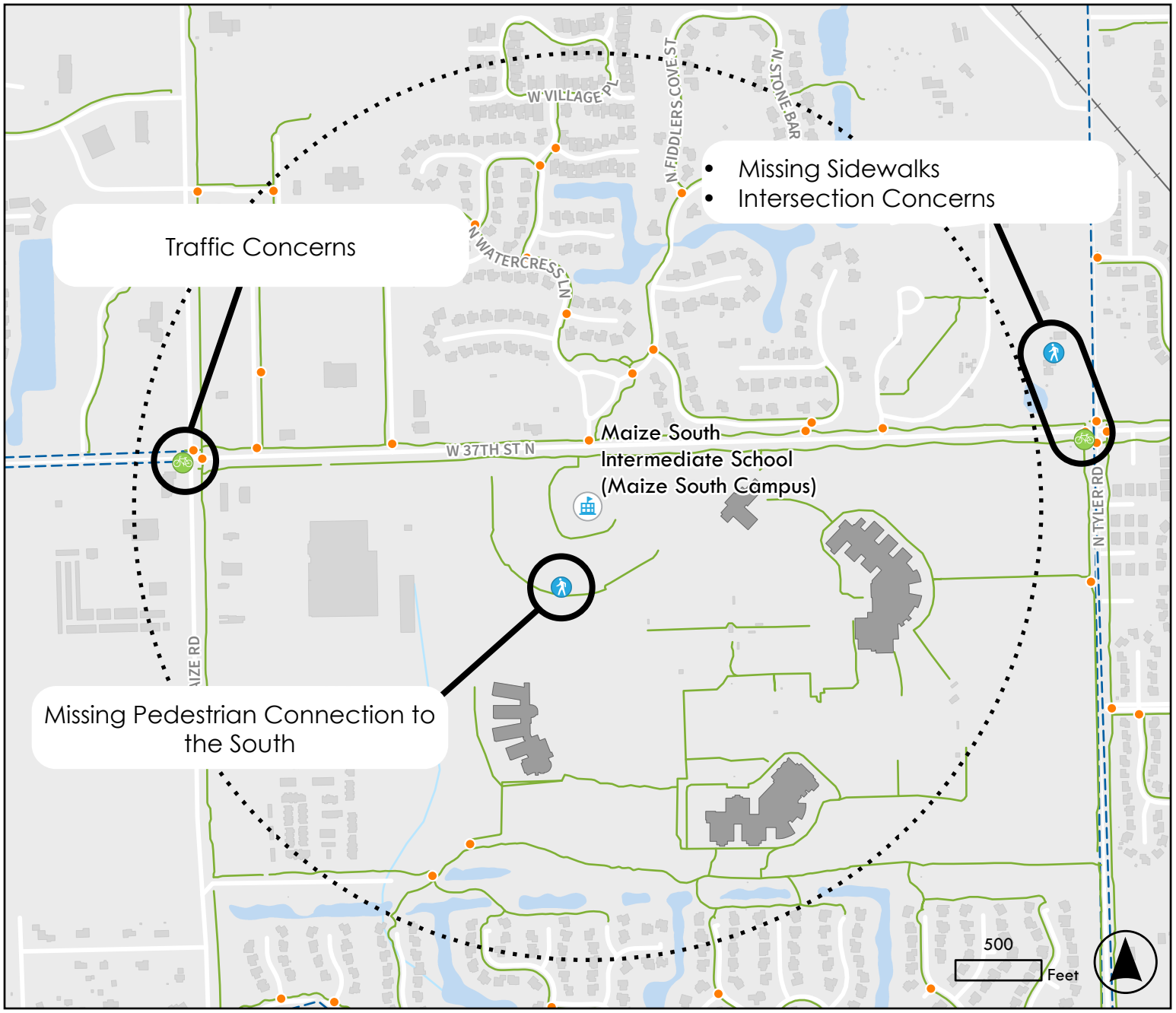
- Four children were observed riding bicycles to school.
- There is a wide sidewalk along 37th Street with a wide buffer, but the road has a fast 40 MPH speed limit.
- There are very limited crosswalks to access the school.
- There is a marked crosswalk across 37th Street, but no crosswalk to access the school entrance.
- Paths to school generally felt unsafe due to fast traffic, high speeds, and wide roadways.
- Students typically come from the south, including via Maize Road and Tyler Road.
- There are speed bumps in the private vehicle drop-off/pick-up zone.
- Sidewalks are generally well-maintained, free of obstacles, and have separation between the curb.
- Kids are directed to walk their bicycles once they enter the school campus.

## 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 a few specific locations, including missing sidewalks surrounding the school campus and concerning driver behavior near the school entrance. 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

Maize South Campus




Priority School

1/2 Mile School Radius

**Sidewalks and Paths**

Sidewalk

Planned Shared-Use Path

Crosswalk

Railroad

**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 Maize South Intermediate 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.

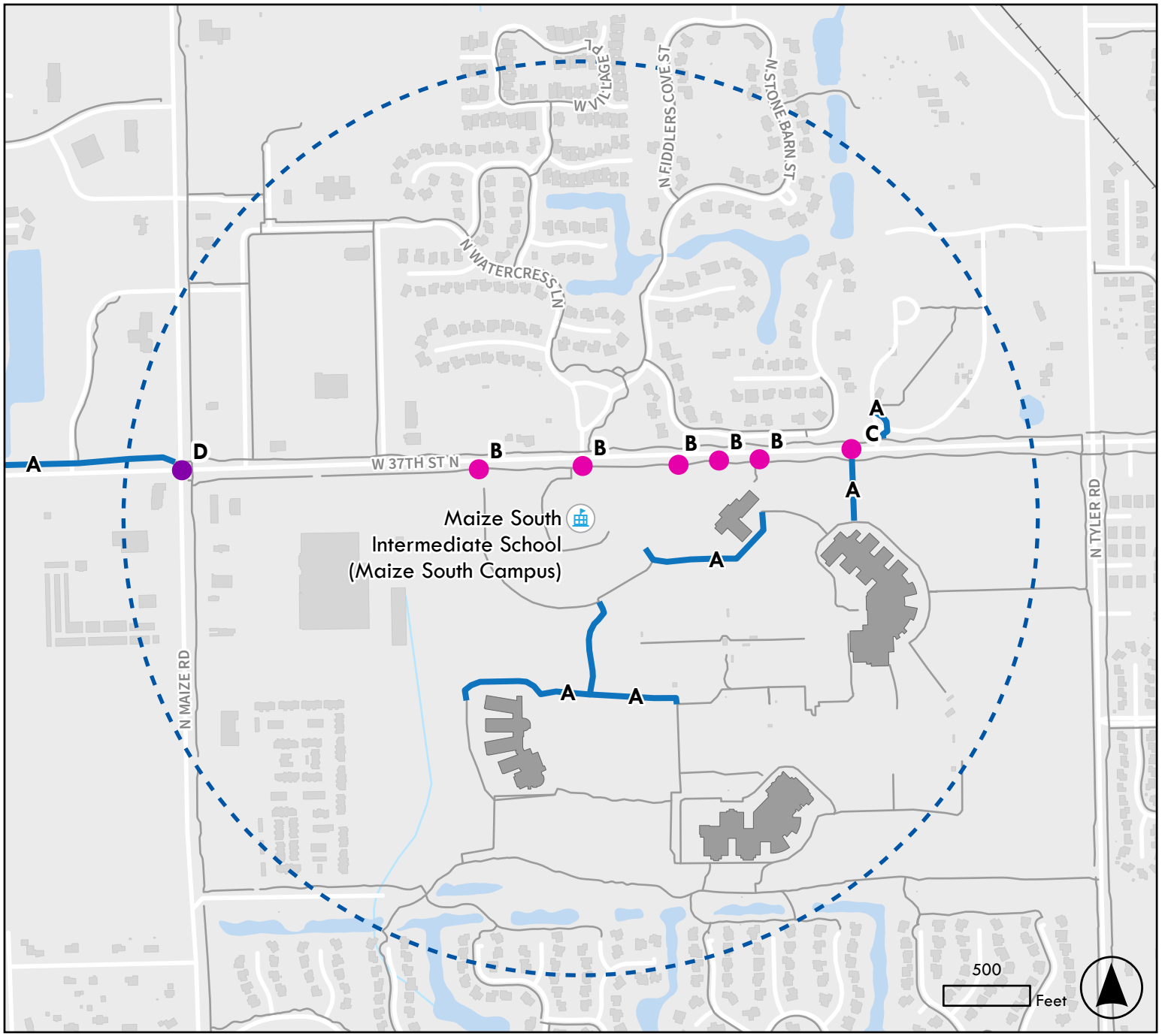
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel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

### Table 2. Maize South Intermediate School: Identified Issues

| Location | Issue |
|---|---|
| A | Missing walking/rolling/biking connections at identified locations, including the following corridors closest to the school campus:<br>• Existing dirt path to Maize South Elementary School and Maize South Middle School.<br>• One or both sides of access driveway to Maize South High School.<br>• Connection from Maize South Intermediate to Maize Early Childhood Center.<br>• North side of 37th Street from Waterside Street to Maize Road. |
| B | Crosswalks are not marked at identified locations. |
| C | Missing crosswalk near Maize South High School. |
| D | Wide intersection with high traffic volumes and speeds that lead to safety concerns and congestion. |

# Figure 5. Identified Issues

Maize South Campus




- 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 being 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.

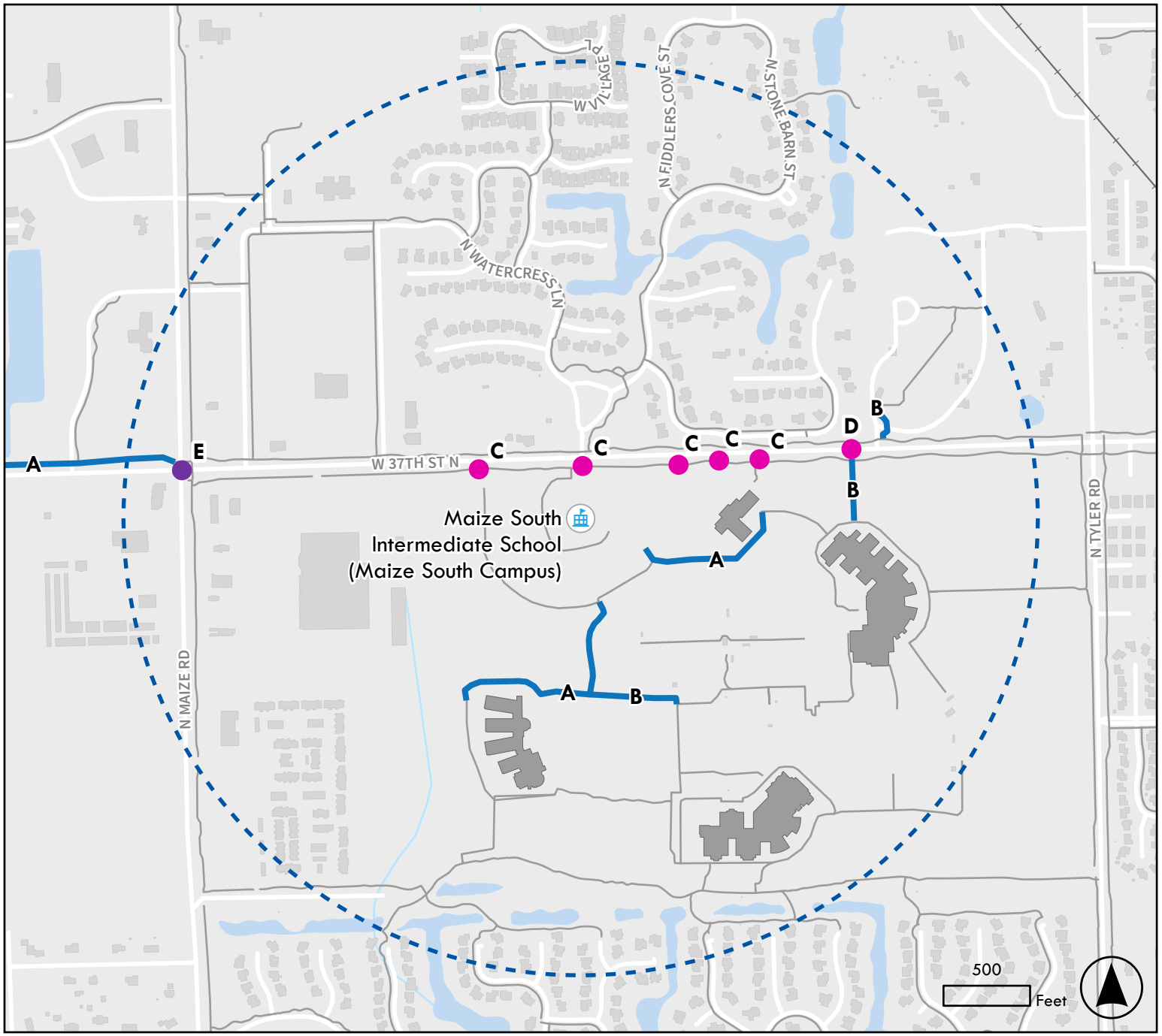
## INFRASTRUCTURE RECOMMENDATIONS

### Table 3. Maize South Intermediate 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 crosswalk markings at identified unmarked crosswalks. | Low/Medium | $ | ✓ |
| D |  | Install pedestrian activated crossing signal and pedestrian refuge island across 37th Street. | Medium | $$ | |
| E |  | Conduct a detailed traffic study of the 37th Street and Maize Road intersection to identify possible improvements focused on walking, rolling, and biking. | Medium | N/A | |

# Figure 6. Recommendations

Maize South Campus




- 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

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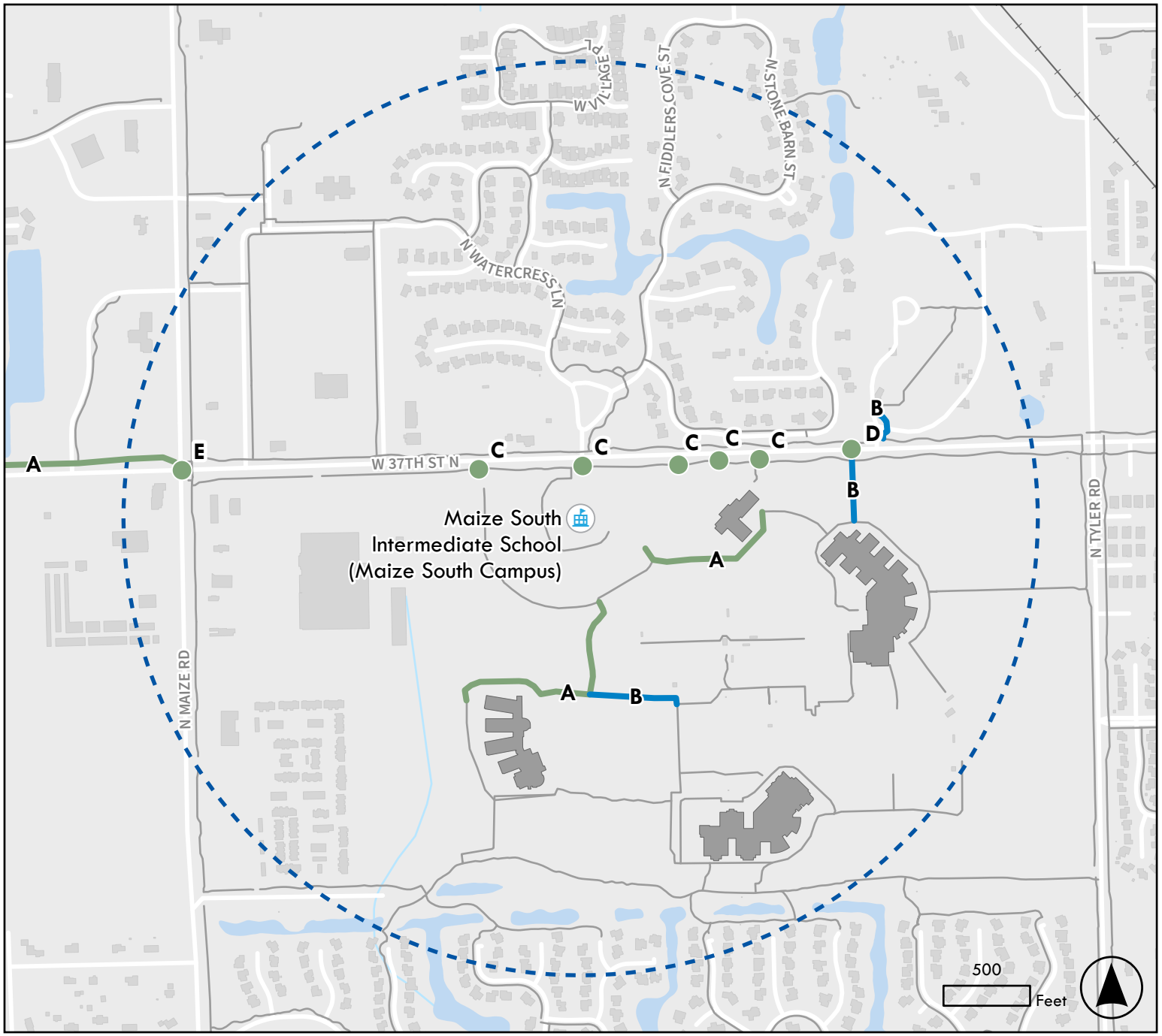
# Figure 7. Project Prioritization

Maize South Campus




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 Maize South Intermediate School, program recommendations aim to support more students walking and biking to school by providing organized opportunities for students to participate in Walking School Buses and Bike Trains with adult supervision, while also increasing bicycle education through bike rodeos. For 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. Maize South Intermediate 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.<br>Identify meeting points such as "park and walk" locations to support participation for students who live farther away.<br>Coordinate with law enforcement or volunteers to provide temporary crossing guards.<br>Recognize participation through homeroom competitions or grade-level challenges. |
| **Bike Rodeos** | Bike rodeos provide hands-on, experiential learning opportunities that allow students to practice bicycle skills in a controlled and supportive environment with supervision provided by trained | Host a bike rodeo with trained volunteers or partner organizations, such as Bike Walk Wichita.<br>Set up a temporary course on school grounds, using cones or chalk to simulate intersections, turns, and common roadway scenarios. |

| | | |
|---|---|---|
| | volunteers or partner organizations. | Organize skill stations for students focused on essential techniques, such as helmet fitting, signaling, braking, and scanning for traffic hazards. |
| **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.<br><br>Recruit and train background checked volunteers or parent/caregiver leaders.<br><br>Maintain clear communication with families regarding expectations, participation, and safety practices.<br><br>Register the Walking School Bus with KDOT to receive supporting materials and information: https://kdotapp.ksdot.gov/WalkingSchoolBus/ |