



RENWICK PUBLIC SCHOOLS

USD 267

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.

WAMPO Team

Kim Negrete, Project Manager

Chad Parasa, Project Director

Nick Flanders

Peter Mohr

Markey Jonas

Katie Newman

Laura VanBurkleo

Local Planning Team

Britt Hedlund, Principal, Andale Elementary

Evan Burke, Principal, Colwich Elementary

Tim Hayden, Superintendent

City of Andale Staff

City of Colwich Staff

Renwick Public Schools USD 267 District Staff

Consultant Team

SRF Consulting Group

Chris Brown, Project Manager

Bill Troe, Project Director

Ayden Schaffler

Julian Padilla

Josie Myers

Alta Planning + Design

Lisa Bender

Emma Kogge

TABLE OF CONTENTS

Introduction **1**

What is Safe Routes to School? 1

Plan Purpose 3

School Plans **4**

Existing Conditions 4

Issues Identification 5

Recommendations 5

Next Steps 9

Renwick Public Schools (USD 267) **10**

Completed & Ongoing Plans 11

Parent/Caregiver Survey 12

Renwick School SRTS Plans **17**

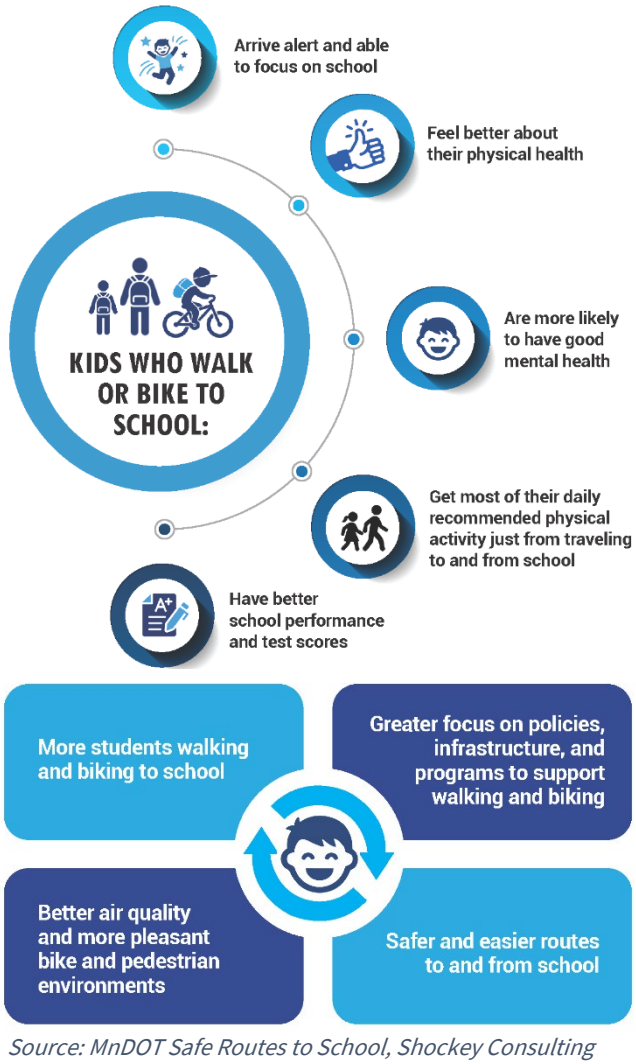
INTRODUCTION

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.

RENWICK PUBLIC SCHOOLS (USD 267)

The Renwick Public Schools (Unified School District (USD) 267) serves the northwestern section of Sedgwick County, including the Cities of Andale, Colwich, and Garden Plain. The district serves approximately 2,000 students at 6 schools (four (4) elementary schools and two (2) high schools):

- **Andale Elementary School**
- Andale High School
- **Colwich Elementary School**
- Garden Plain Elementary School
- Garden Plain High School
- St. Mark's 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.

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

Table 1. Renwick Public Schools SRTS "Priority" Schools

School Name	Grades	Enrollment (2024-2025)	Free & Reduced Lunch*
Andale Elementary School	PK – 8	437	15%
Colwich Elementary School	PK – 8	217	30%

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



Andale Elementary School



Colwich 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 Renwick Public Schools.

CITY OF WICHITA-SEDGWICK COUNTY COMMUNITY INVESTMENTS PLAN (2015)

School	Planned in Vicinity of School
Andale Elementary School	• Urban growth is planned in the surrounding area of the school campus.
Colwich Elementary School	• Urban growth is planned in the surrounding area of the school campus.

PARENT/CAREGIVER SURVEY

From July 21, 2025, through November 7, 2025, a survey was provided to 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 267 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 267, this report only summarizes the 193 survey responses received from parents/caregivers of students attending the two (2) "priority" schools of USD 267.

Table 2. Renwick "Priority" Schools Survey Responses

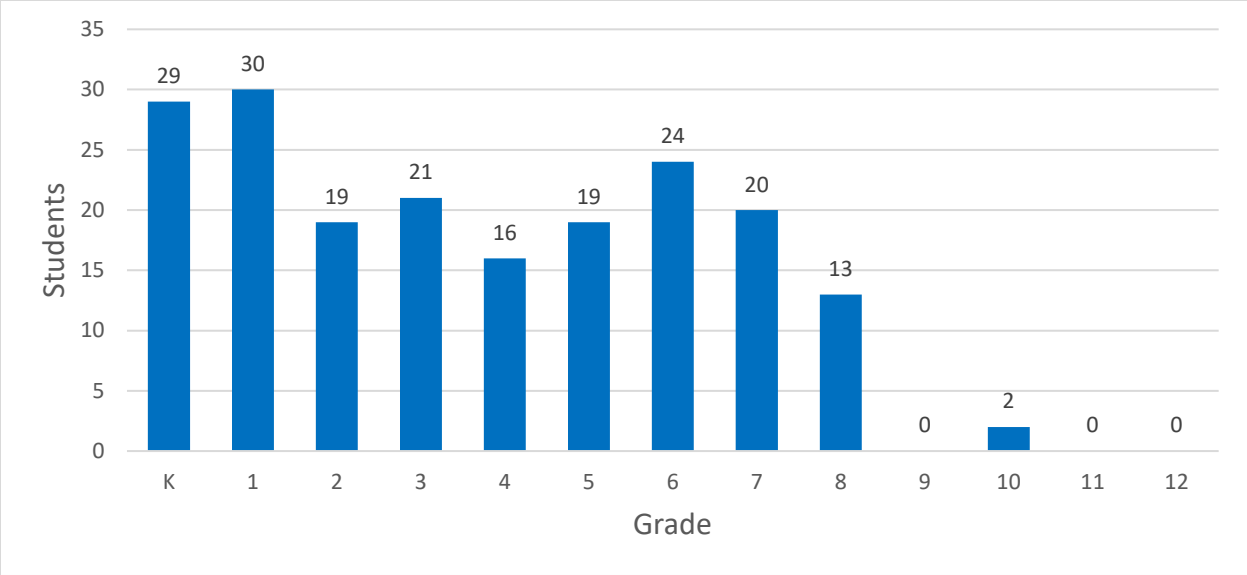
School Name	Grades	Enrollment (2024-2025)	Free & Reduced Lunch*
Andale Elementary School	PK – 8	437	15%
Colwich Elementary School	PK – 8	217	30%

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

[2] saferoutesinfo.org/

Survey responses were received from parents/caregivers of students at every grade level from kindergarten to eighth grade, with only two responses recorded from high school students in the tenth grade. Kindergarten and first-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 walking (see Figure 2 and Figure 3).

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

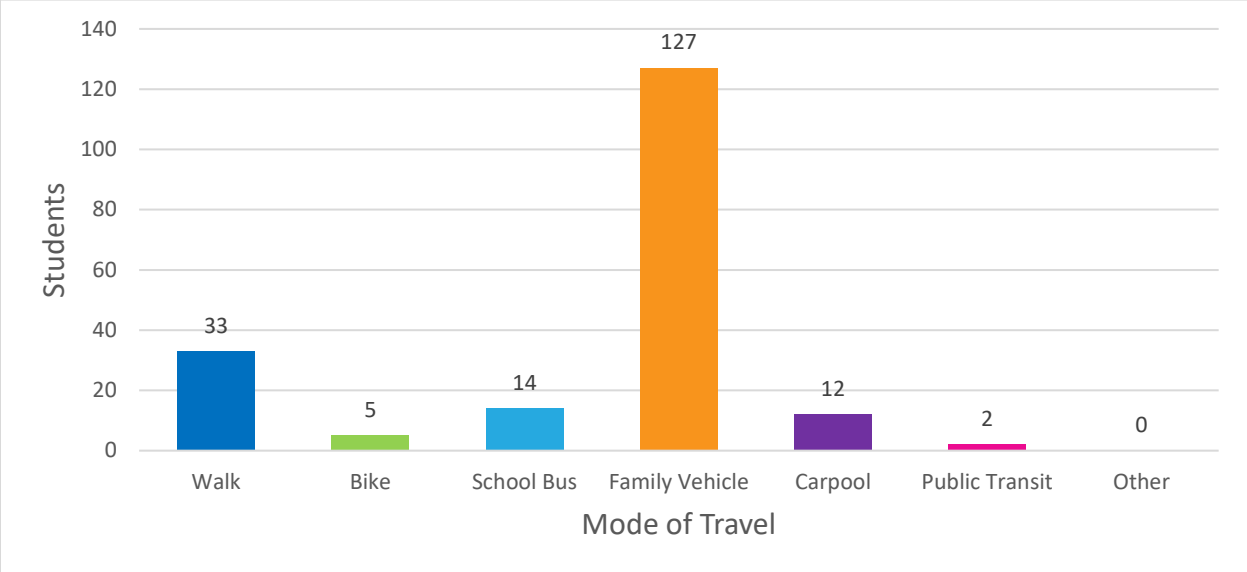
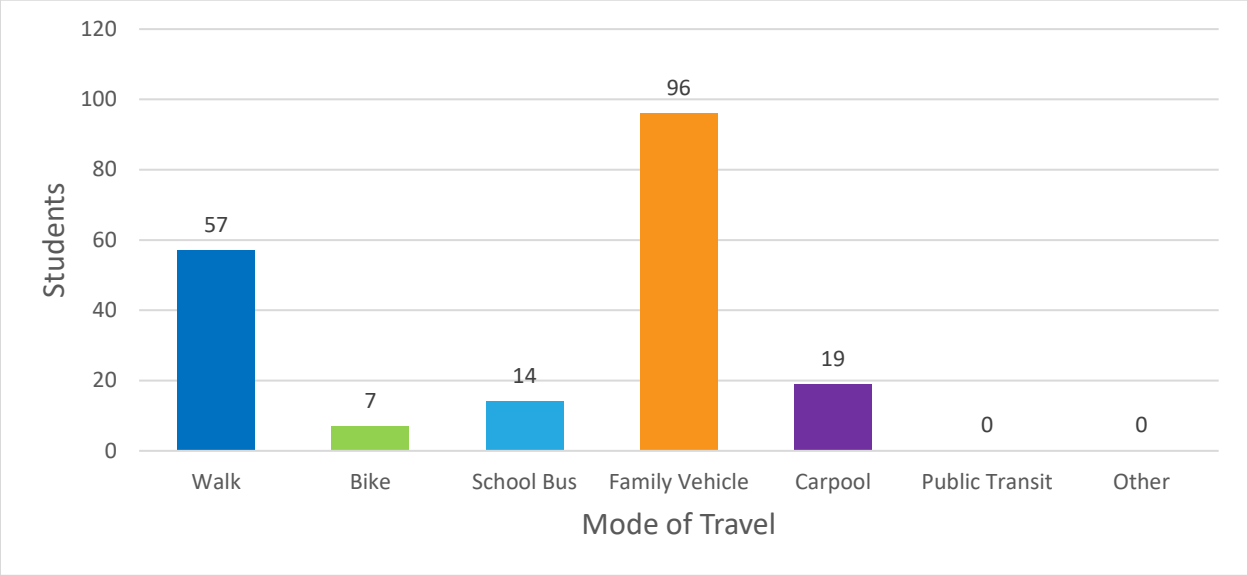
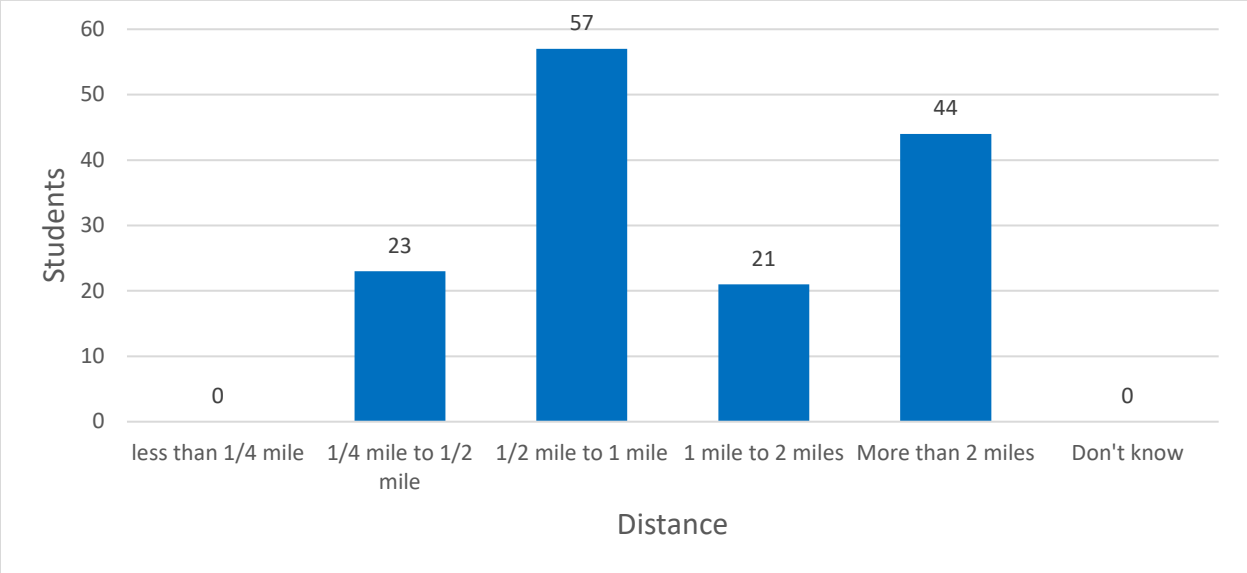


Figure 3. On most days, how does your student travel from school?



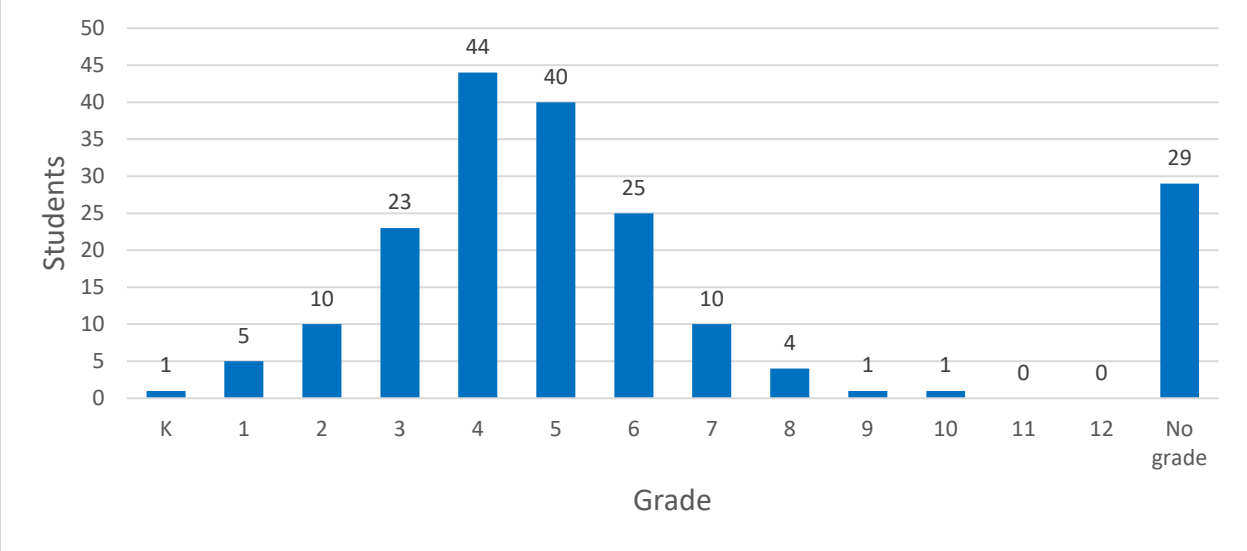
While enrollment records can provide a complete picture of how far students live from school, the survey question offers additional value by showing how well the survey sample reflects households both within and beyond a typical walking distance. Most surveyed families reported living more than a mile from school, indicating that the results primarily represent the perspectives of households for whom walking or bicycling may be less feasible. Approximately 16% 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?



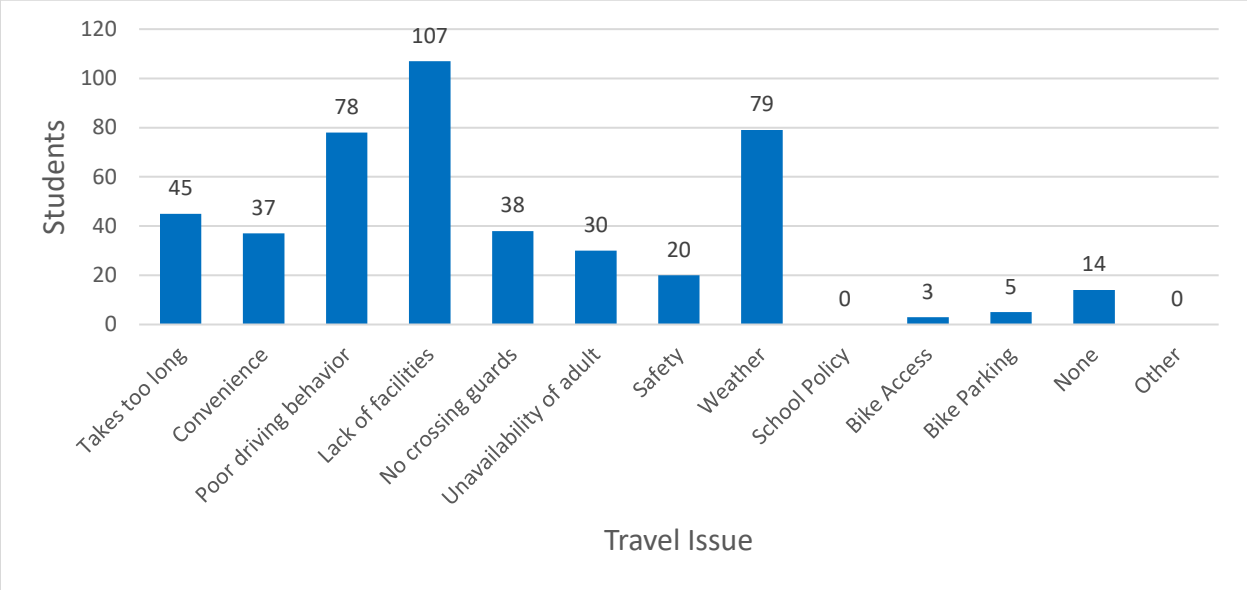
Parents/caregivers choose to allow or not allow their student to walk, roll, or bicycle to school for various reasons. It may involve factors such as safety, infrastructure design, and distance. Most would allow their student to walk or bicycle to school starting in fourth or fifth grade (see Figure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

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



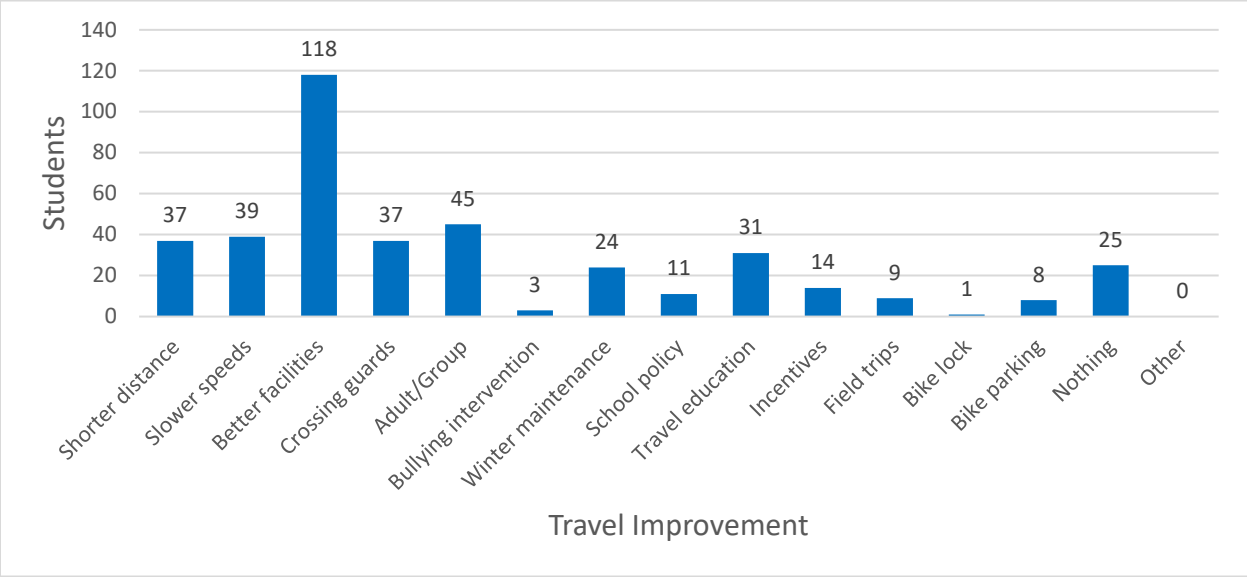
The top five concerns keeping respondents' students from traveling to/from school by walking, rolling, or biking were lack of facilities, weather, poor driving behavior, taking too long, and a lack of crossing guards (see Figure 6).

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



The top five things that would help respondents allow their students to walk, roll, or bike to/from school include better facilities, walking with a group or an adult, the addition of crossing guards, reduced 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?



RENWICK SCHOOL SRTS PLANS

Safe Routes to School Plans have been developed for the two (2) priority schools in the Renwick 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 R - A: Andale Elementary School

Appendix R - B: Colwich Elementary School




ANDALE ELEMENTARY SCHOOL

Renwick Public Schools (USD 267)

Appendix R-A




TABLE OF CONTENTS

Andale Elementary School 1

Existing Conditions 1

Student Travel Patterns 7

Issues Identification 10

Recommendations 12

FIGURES

Figure 1. Andale Elementary School Existing Conditions 2

Figure 2. Andale Elementary School Site Circulation Map 6

Figure 3. Andale Elementary School Student Travel Tally Results 7

Figure 4. Andale Elementary School Public Comments 9

Figure 5. Andale Elementary School: Identified Issues 11

Figure 6. Andale Elementary School: Recommendations 14

Figure 7. Andale Elementary School: Prioritization 15

TABLES

Table 1. Key Roadways Within a Half-Mile of Andale Elementary School 4

Table 2. Andale Elementary School: Identified Issues 10

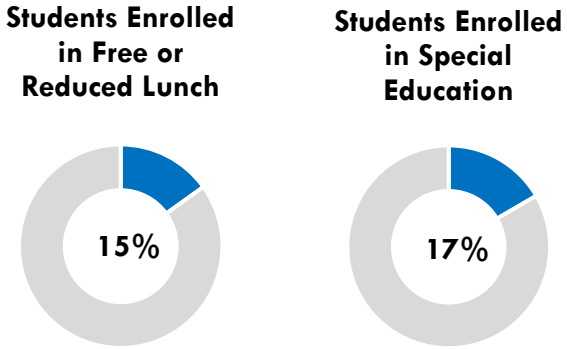
Table 3. Andale Elementary School: Recommendations 13

Table 4. Andale Elementary School: Programmatic Recommendations 16

ANDALE ELEMENTARY SCHOOL

Andale Elementary School is located on the north edge of Andale. The school campus is bounded by Rush Avenue to the south, Andale High School to the west, fields to the north, and Saint Joseph Catholic Church and Saint Joseph Cemetery to the east (see Figure 1). Land use surrounding the school campus is a mix of institutional, agricultural, and low-density residential.

Enrollment	437
Grades Served	PK - 8
School Day	8:10 AM – 3:30 PM



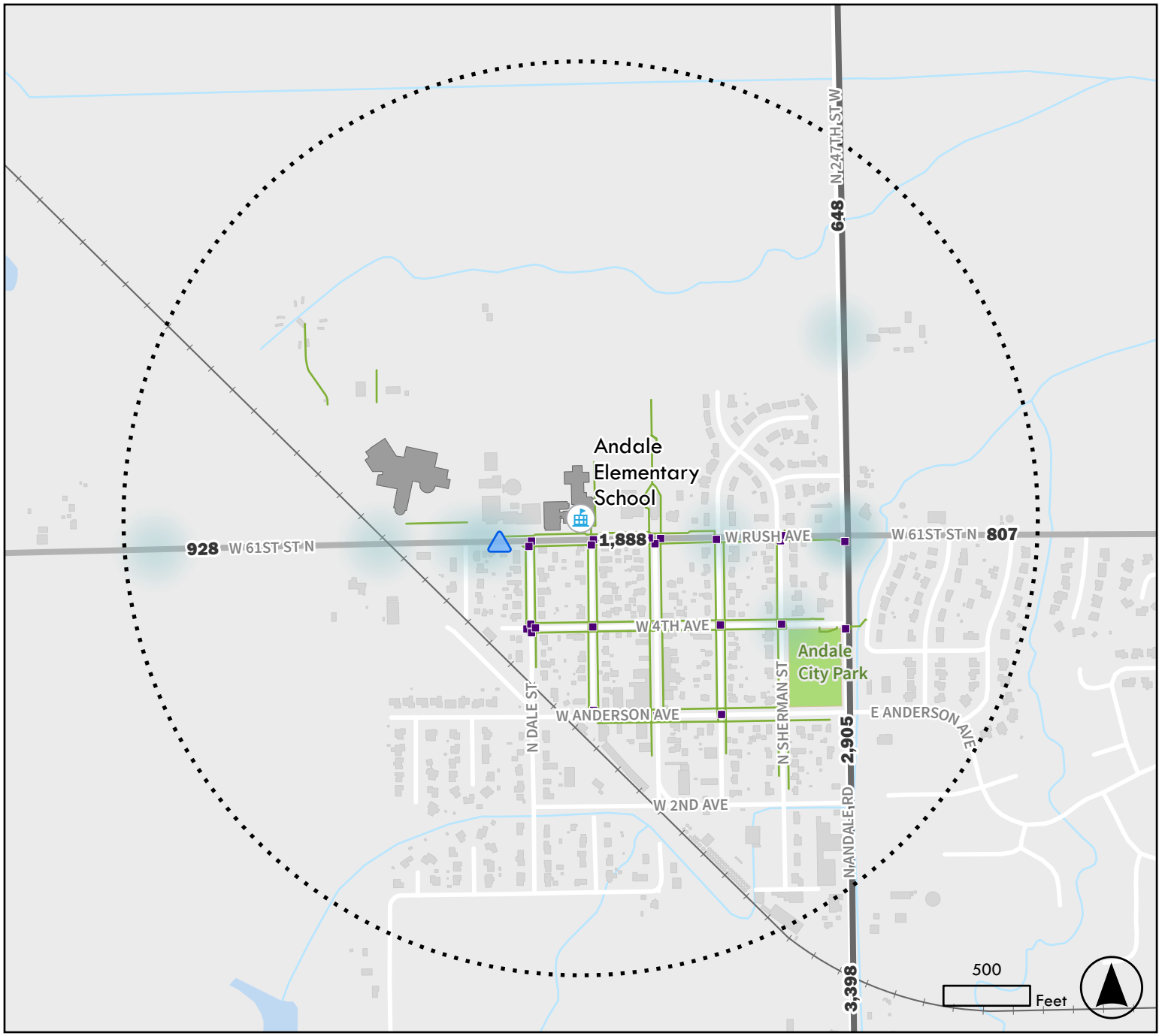
Source: Kansas Department of Education; datacentral.ksde.gov/

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

Andale Elementary School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Crosswalk

Park

Roadway Functional Class

Major Collector

Minor Collector

Railroad

##,### AADT

Bike and Ped Crashes, 2015-2024

Suspected Minor 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. The school campus is connected to most of the City of Andale northeast of the Missouri Pacific Railroad which bisects Andale. Exceptions are Crestview Street, Countryside Street, and Cedar Lane in the neighborhood to the east, 247th Street, Ven John Street, and the southernmost portions of Main Street, Sevy Street, and Sherman Street. There are no pedestrian facilities connecting areas across the tracks or from 2nd Avenue and further south. To access the school entrance, there are sidewalk connections along Rush Avenue 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 Andale Elementary School

Roadway	Functional Classification	Lanes	Posted Speed Limit (School Zone Speed Limit)	Crossing Distance*
247th Street	Major Collector	2	35 mph	25 – 30 feet
Rush Avenue	Minor Collector	4	30 mph (20 mph)	50 – 60 feet
61st Street	Minor Collector	2	No posted speed	25 – 30 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 Rush Avenue and Dale Street, which has one skewed crosswalk from the school campus across Rush Avenue. Another key intersection is 247th Street and Rush Avenue, a two-way stop-controlled intersection with no marked crosswalks. At this intersection, there are no available crossings and relatively high volumes, providing challenges for nonmotorized travelers. Several marked crosswalks along Rush Avenue provide access to the school campus from adjoining neighborhoods at different locations.

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 nine (9) reported crashes within a half-mile radius. Both crashes resulted in minor injuries. The majority of crashes were located along 61st Street. There were no fatal or serious injury crashes, though there were two (2) minor injury crashes: one near the school campus on Rush Avenue and one on 247th Street.

Pedestrian and Bicycle Crashes

During 2015-2024, there was one (1) reported minor injury pedestrian-involved crash which was located near the school campus, along Rush Avenue between Dale Street and Ven John Street next to the alley – the same crash described in the 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:

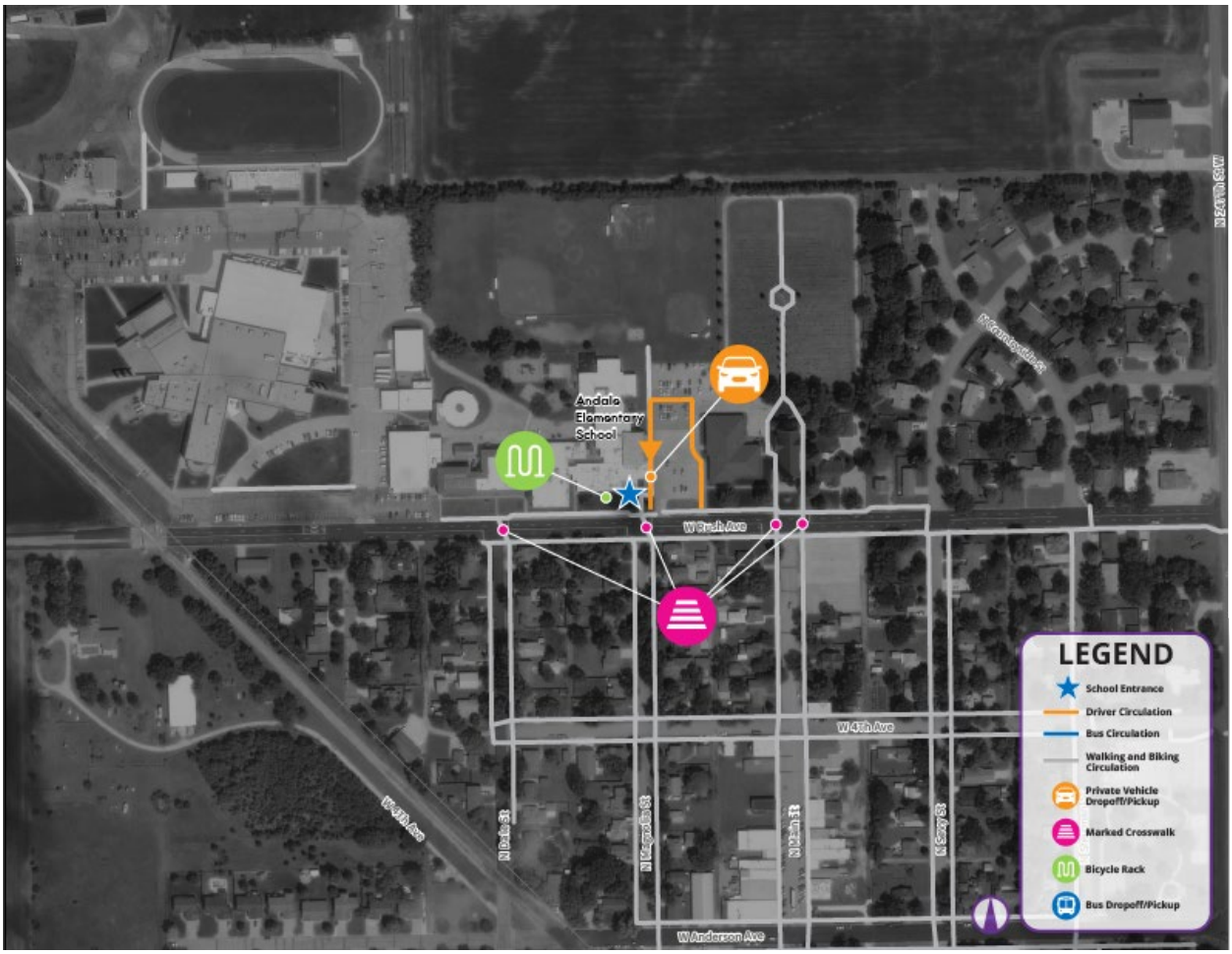
- **All public roads in City of Andale:** Priority Level 3

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

SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along Rush Avenue. Marked crosswalks are available along Rush Avenue, providing direct connections for students traveling from south of the school campus (see Figure 2).

Figure 2. Andale 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. Andale Elementary School Student Travel Tally Results

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 Andale Elementary School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 16, 2025	2:45 PM	Sunny	Yes	Yes

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

- There is documented speeding on Rush Ave, particularly traffic coming from the high school which is located directly west. Law enforcement tries to be out there regularly to discourage bad driving behaviors, but they would like to see a more visible, flashing school zone sign.
- There is 20 MPH School Zone with a flashing sign and a marked crosswalk on Rush Avenue at Magnolia Street. It is missing a curb ramp on the school-side. Quite a few kids ride bikes and walk across to meet waiting vehicles or continue into the neighborhood
- The school parking lot drop off & pick up flows well. Cars come in a circle through the lot to pick up students.
- Some parents pick up students from a parking lot on Main Street as well as along the street, so lots of kids cross at the signal with a guard at dismissal.



Andale Elementary School bike racks



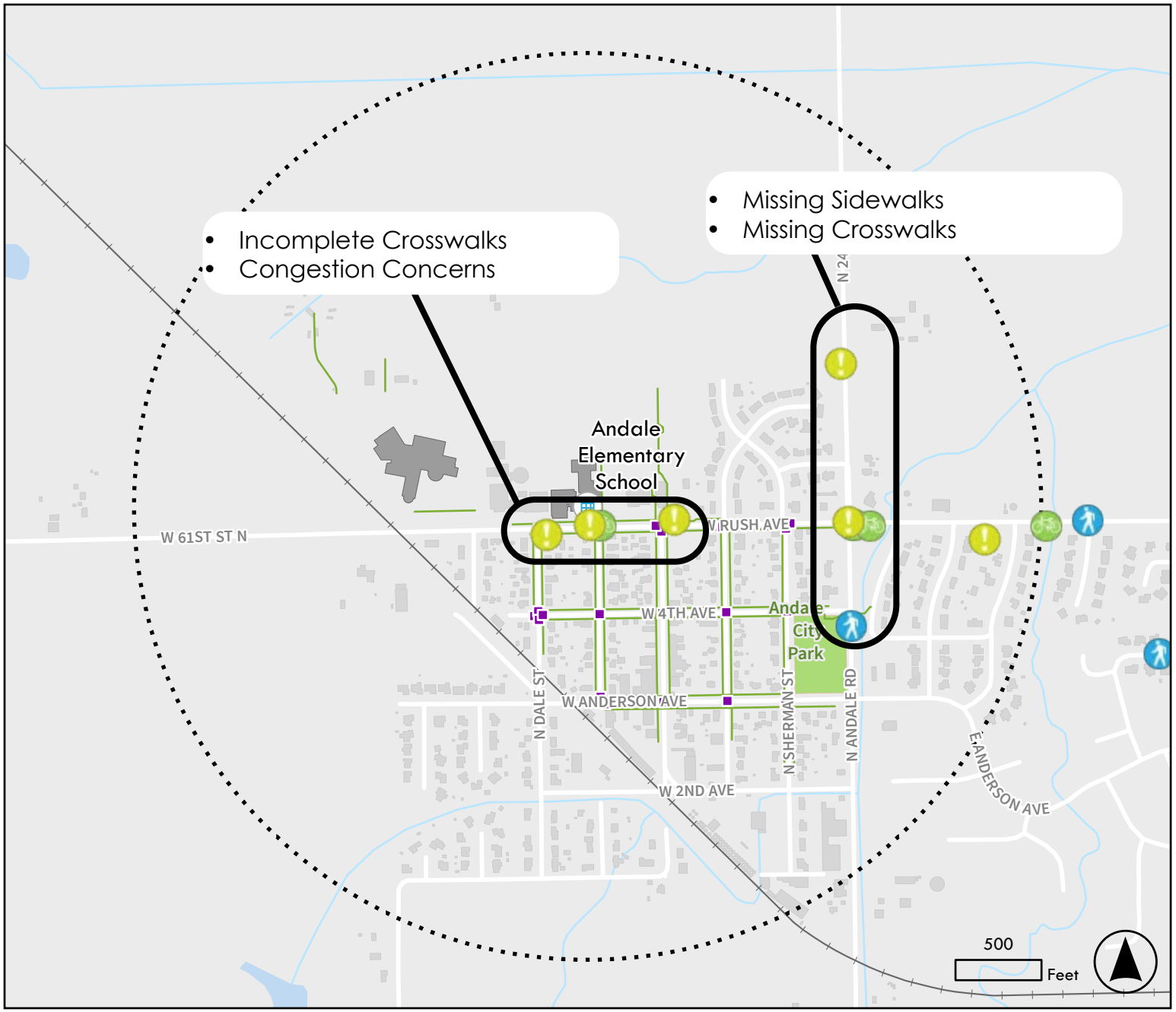
Andale Elementary School crossing guard

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. 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

Andale Elementary 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 Andale 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.

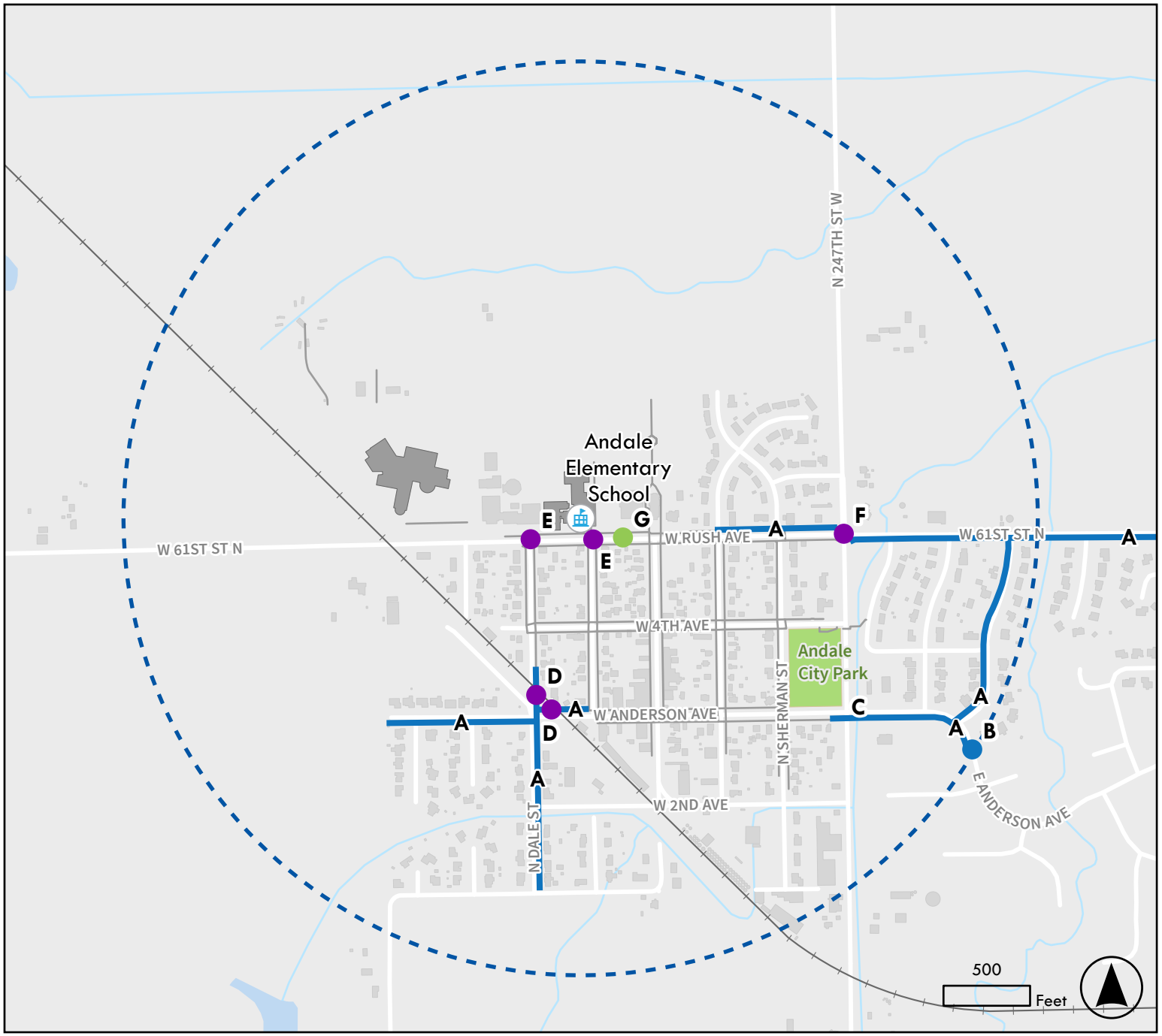
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel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

Table 2. Andale Elementary School: Identified Issues

Location	Issue
A	Missing walking/rolling/biking connections at identified locations, including the following corridors closest to the school campus: • South side of 5th Avenue from 247th Street to Chelsee Avenue. • One or both sides of Dale Street from 4th Avenue to 1st Avenue. • One or both sides of Anderson Avenue from western terminus to Dale Street.
B	No walking/rolling/biking connection for the new residential development on the southeast edge of Andale.
C	Missing crosswalk across 247th Street.
D	Skewed railroad crossing with no pedestrian infrastructure, creating a potential barrier to the south.
E	Skewed crosswalks at identified intersections, which have high traffic volumes and create long crossing distances.
F	High-risk intersection between 61st Street and 247th Street.
G	Speeding along 61st Street.

Figure 5. Identified Issues

Andale Elementary 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.

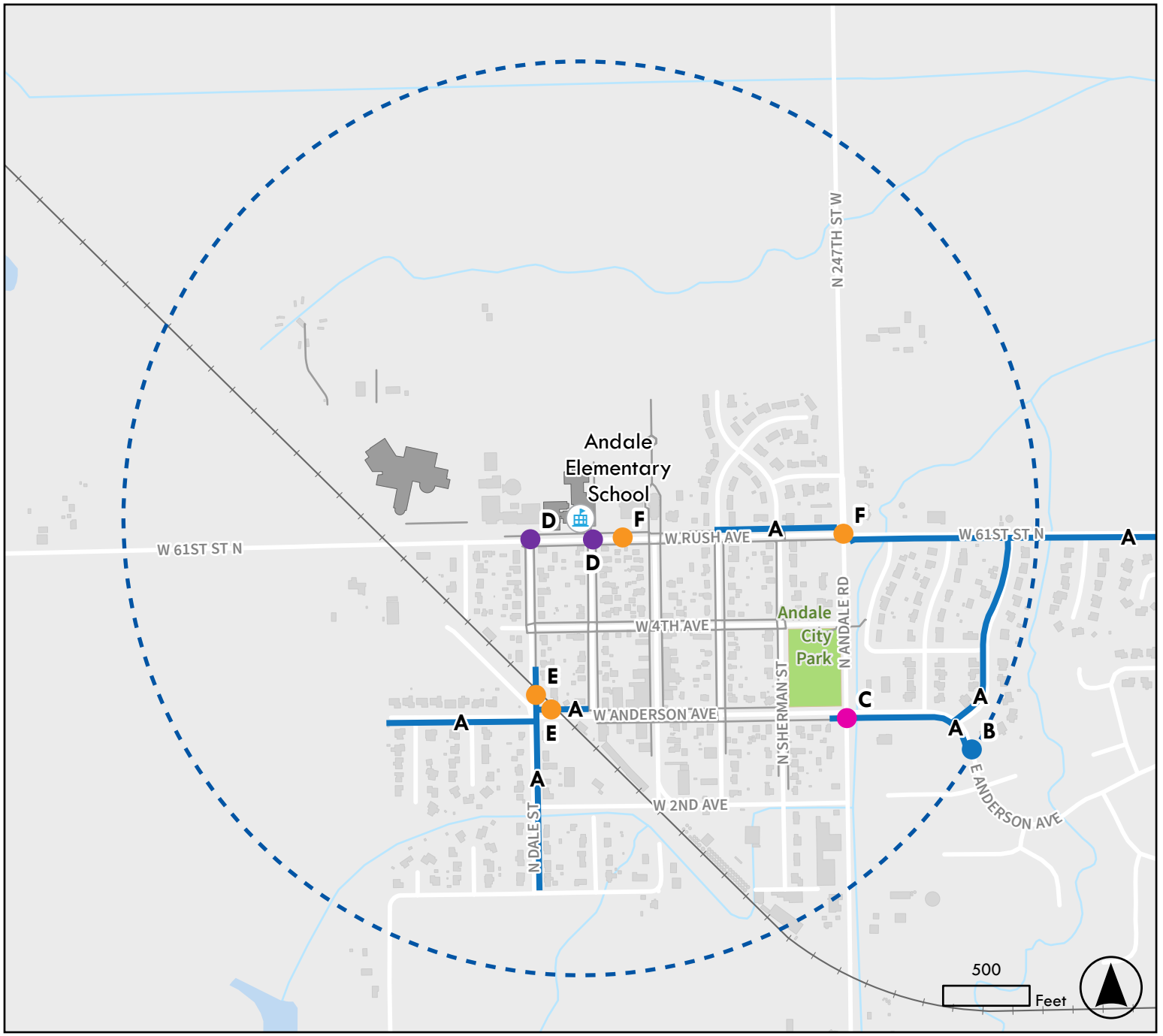
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Andale Elementary School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along identified “low priority” corridors.	Low	$$	
B		Install walking/rolling/biking connections in new residential development on the southeast side of the city.	Low	$$	
C		Add new marked crosswalk across 247th Street.	Low	$	
D		Add ADA-compliant crossing with additional enhancements (e.g., curb extensions, pedestrian refuge island, and/or pedestrian activated signal) at the intersection of Dale Street and 5th Avenue.	Medium/High	$$	
E		Add ADA compliant crossings and associated railroad gate and signage improvements.	Low	$$$	
F		Conduct a corridor study on Rush Avenue within Andale for a 4-to-3 lane conversion and associated crossing and intersection improvements.	Medium	N/A	

Figure 6. Recommendations

Andale Elementary School



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

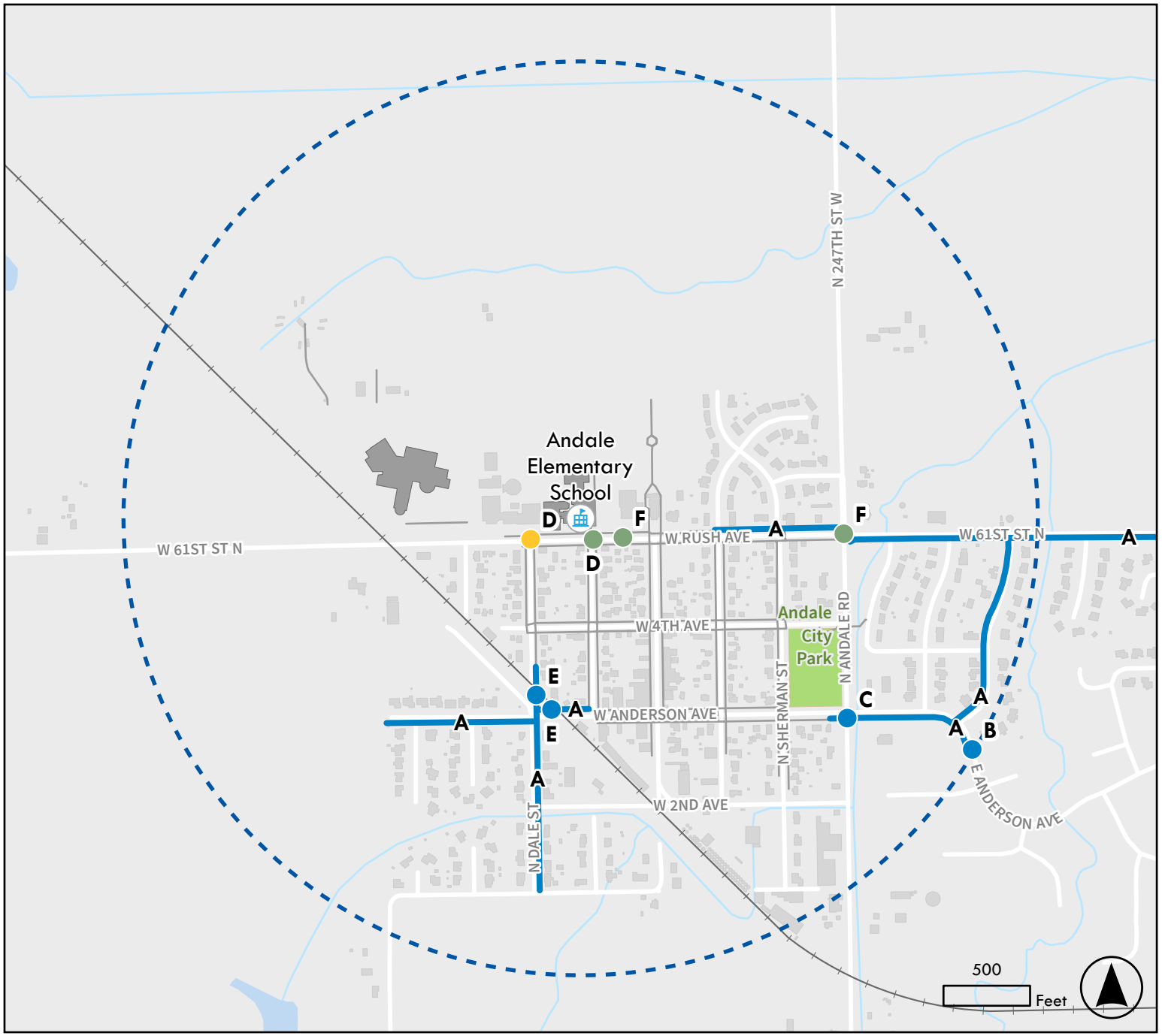
Recommendation Theme

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

WAMPO Wichita Area Metropolitan Planning Organization

Figure 7. Project Prioritization

Andale Elementary 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 Andale Elementary 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, and encouraging active transportation through fun, creative contests. 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. Andale 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.
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	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.

	transportation while addressing safety concerns.	Register the Walking School Bus with KDOT to receive supporting materials and information: https://kdotapp.ksdot.gov/WalkingSchoolBus/
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. Draft guidance and goals, including the focus of the campaign like safe travel behavior or health and safety benefits. Encourage students to submit their work. Display submissions in school or along school routes, if using yard signs. Showcase winning entries at school events or on social media to extend community reach.





COLWICH ELEMENTARY SCHOOL

Renwick Public Schools (USD 267)

Appendix R-B





TABLE OF CONTENTS

Colwich Elementary School **1**

Existing Conditions 1

Student Travel Patterns 7

Issues Identification 10

Recommendations 12

FIGURES

Figure 1. Colwich Elementary School Existing Conditions 2

Figure 2. Colwich Elementary School Site Circulation Map 6

Figure 3. Colwich Elementary School Student Travel Tally Results: Mode Shares for Travel to/from School 7

Figure 4. Colwich Elementary School Public Comments 9

Figure 5. Colwich Elementary School: Identified Issues 11

Figure 6. Colwich Elementary School: Recommendations 14

Figure 7. Colwich Elementary School: Prioritization 15

TABLES

Table 1. Key Roadways within a Half-Mile of Colwich Elementary School 4

Table 2. Colwich Elementary School: Identified Issues 10

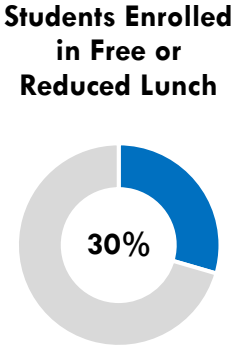
Table 3. Colwich Elementary School: Recommendations 13

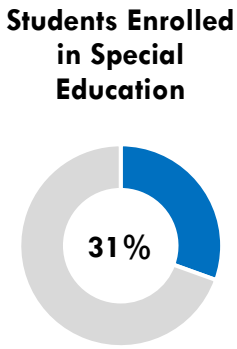
Table 4. Colwich Elementary School: Programmatic Recommendations 16

COLWICH ELEMENTARY SCHOOL

Colwich Elementary School is located on the west end of Colwich. The school campus is bounded by 53rd Street/Chicago Avenue to the north, Marian Street to the east, Breese Avenue to the south, and a private property to the west (see Figure 1). Land use surrounding the school campus is a mix of low-density residential, agricultural, golf course, and institutional.

Enrollment	217
Grades Served	PK - 8
School Day	8:05 AM – 3:30 PM





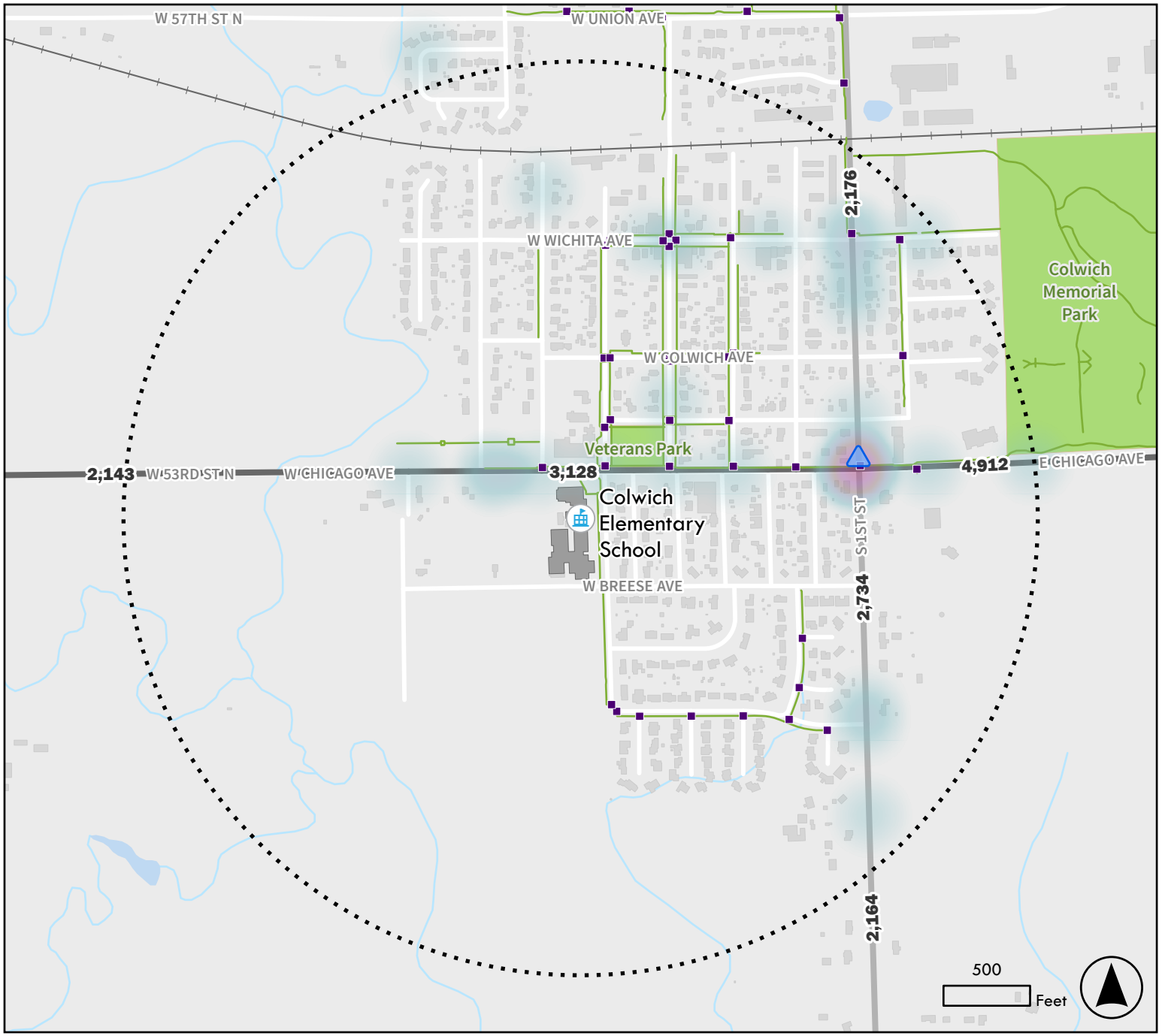
Source: Kansas Department of Education; datacentral.ksde.gov/

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

Colwich Elementary School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Crosswalk

Park

Roadway Functional Class

Major Collector

Minor Collector

Railroad

##,### AADT

Bike and Ped Crashes, 2015-2024

Suspected Minor 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. The sidewalk is limited, only providing access to the center of town in the area bounded by 53rd Street/Chicago Avenue to the south, 5th Street to the west, Wichita Avenue to the north, and 3rd Street to the east. A connection runs further south along 5th Street to Homestead Drive and Hemmen Terrace. Many sections of the network are fragmented or abruptly end, creating reliability issues for non-motorized travelers. To access the school entrance, there are sidewalk connections along Marion Street 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 Colwich Elementary School

Roadway	Functional Classification	Lanes	Posted Speed Limit (School Zone Speed Limit)	Crossing Distance*
53rd Street / Chicago Avenue	Major Collector	2 – 4	45 mph (20 mph)	25 – 50 feet
1st Street	Minor Collector	2	30 mph	25 – 50 feet

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

Major Intersections & Marked Crosswalks

The most significant intersection near the school campus is between 53rd Street/Chicago Avenue and 1st Street, a two-way stop controlled intersection at the minor. At this intersection, there are wider crossings that are unmarked and relatively high volumes, providing challenges for nonmotorized travelers. There is one marked crossing on 53rd Street connecting the school campus to the Sacred Heart Religious Education Office.

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 30 crashes within a half-mile radius. The majority of crashes occurred along Chicago Avenue and 1st Street, with a concentration at the intersection of these roadways. There were no fatal or serious injury crashes, though there were seven (7) minor injury crashes. One (1) was located directly adjacent to the school campus on Chicago Avenue.

Pedestrian and Bicycle Crashes

During 2015-2024, there was one (1) pedestrian-involved crash which resulted in a minor injury. The crash occurred just north of the intersection between 53rd Street/Chicago Avenue and 1st Street.

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:

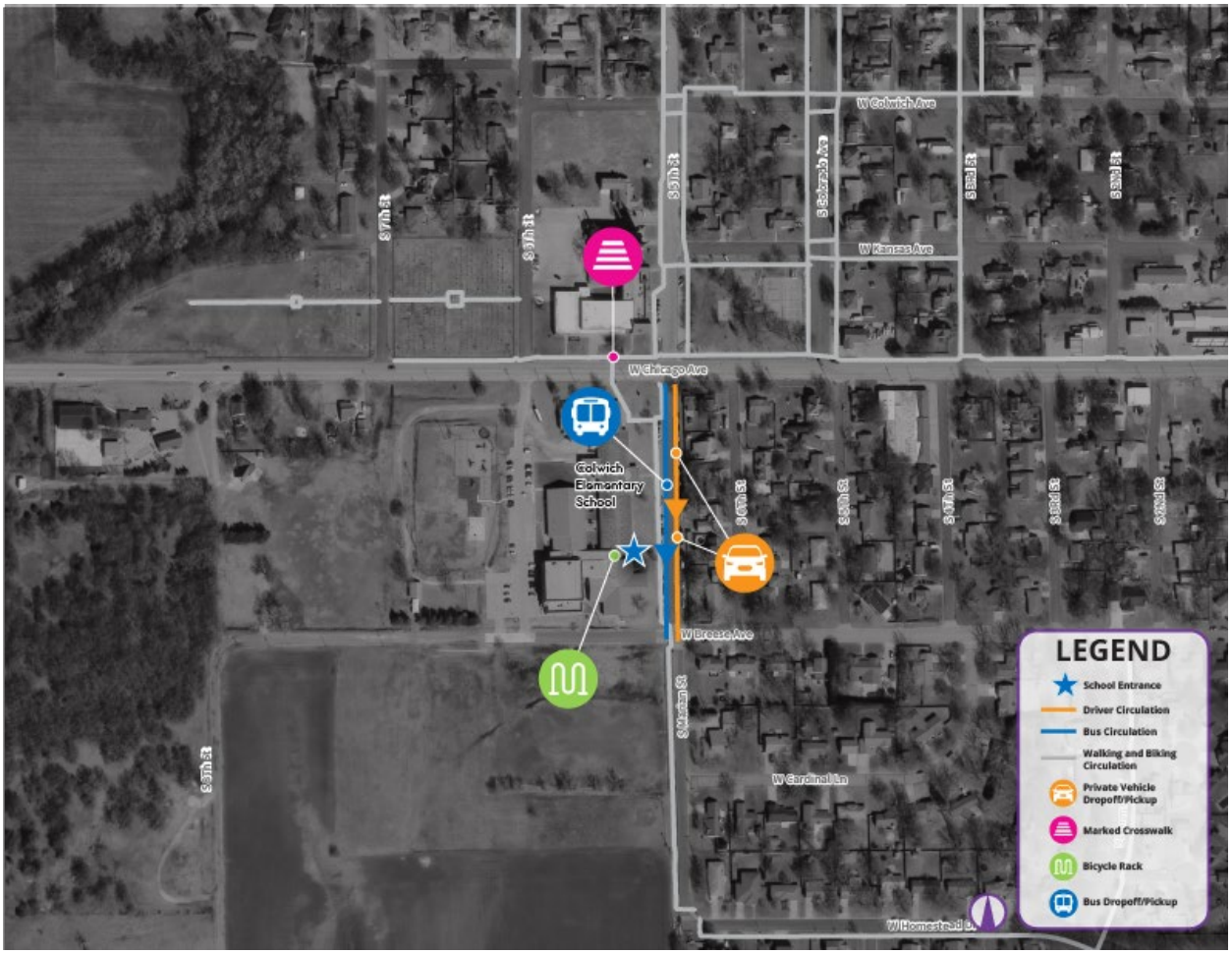
- **All public roads in City of Colwich:** Priority Level 3

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

SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along Marian Street. A single marked crosswalk is available across 53rd Street, providing a direct connection for students traveling from the north of the school campus (see Figure 2).

Figure 2. Colwich 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. Colwich 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 Colwich Elementary School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 16, 2025	3:30 PM	Sunny	Yes	Yes

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

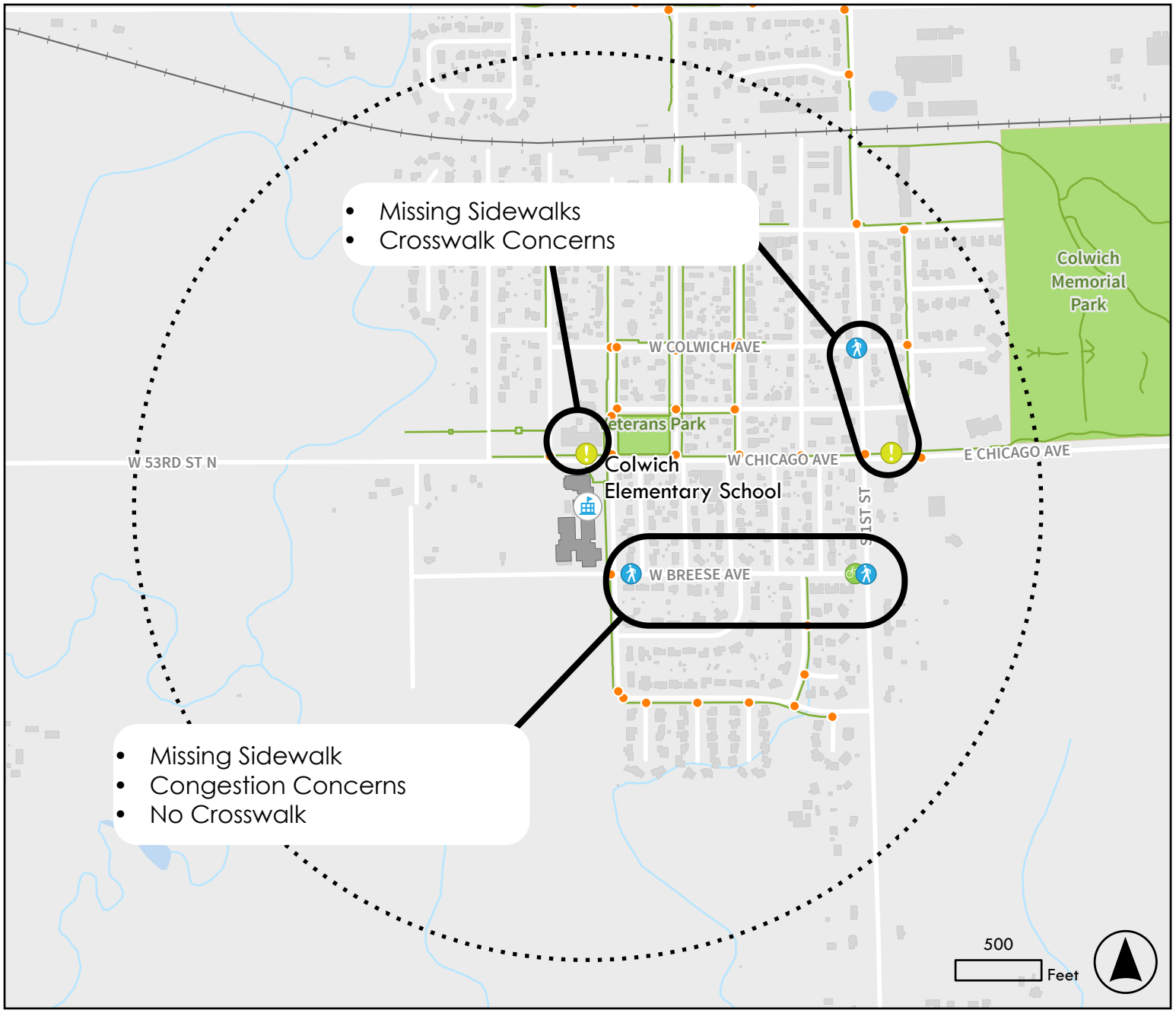
- Many kids walk to school!
- Some parents pick up students on golf carts, offering additional challenges.
- Most kids that walk are monitored by a teacher and cross at the crosswalk on 53rd Street.
- There is no crosswalk on Breese Street, but some kids walk/bike on the road.
- There is a hew housing developments to the north, which requires kids to cross railroad tracks to get there.
- Vehicular traffic is fast on 53rd Street in both directions. This roadway may be a barrier.

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. 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

Colwich Elementary School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Crosswalk

Park

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 Colwich 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.

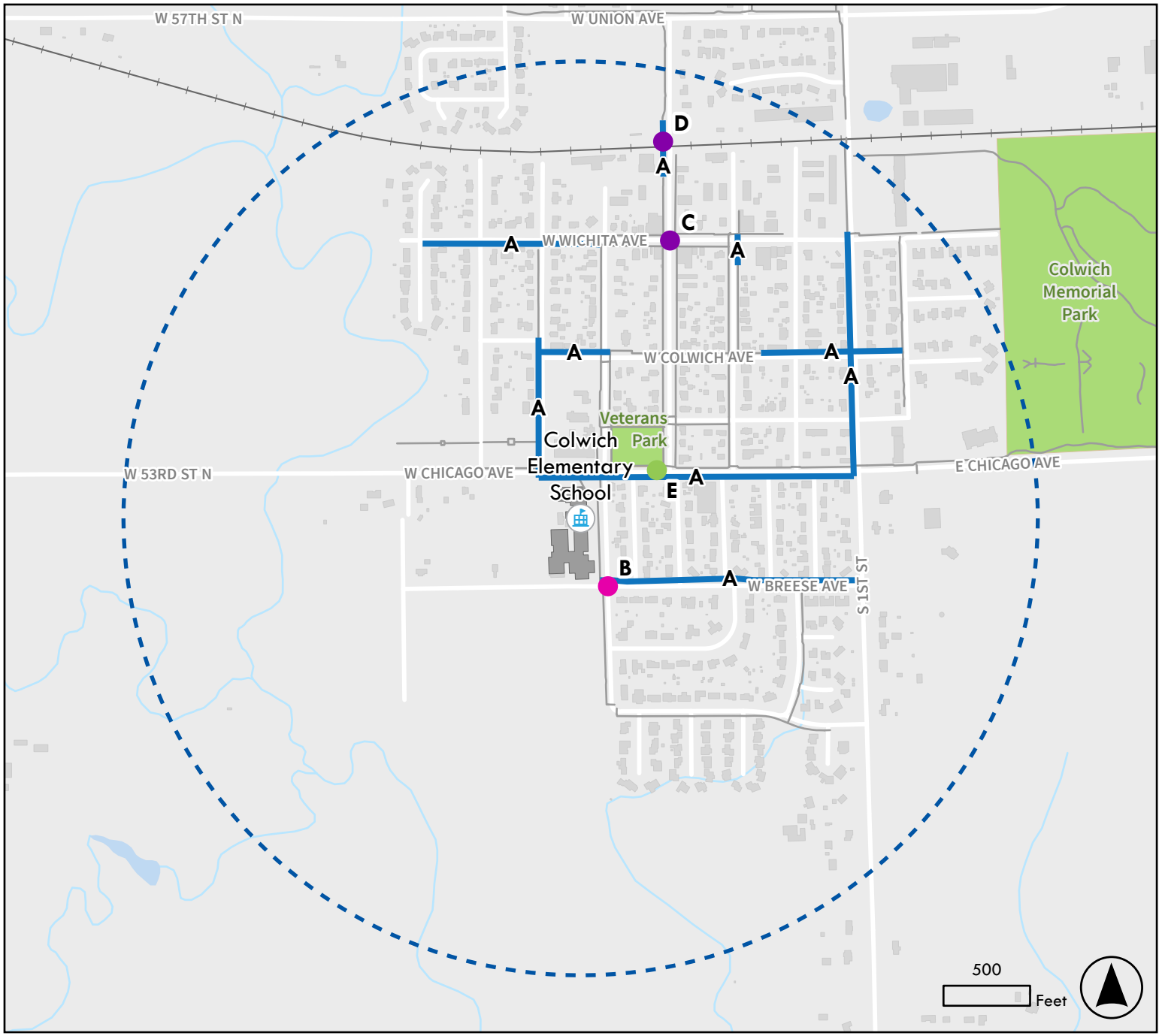
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel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

Table 2. Colwich Elementary School: Identified Issues

Location	Issue
A	Missing walking/rolling/biking connections at identified locations, including the following corridors closest to the school campus: • One or both sides of Wichita Avenue from western terminus to 6th Street. • One of both sides of 6th Street from Colwich Avenue to 53rd Street. • North side of Colwich Avenue from 3rd Street to Crocker Street. • One or both sides of Breese Avenue from Marion Street to 1st Street.
B	Crosswalks are not marked at identified locations.
C	Long crossing distances at the intersection of Wichita Avenue and Colorado Avenue due parking lanes.
D	Railroad crossing with no pedestrian infrastructure, creating a potential barrier to the north.
E	Speeding along Chicago Avenue.

Figure 5. Identified Issues

Colwich Elementary 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.

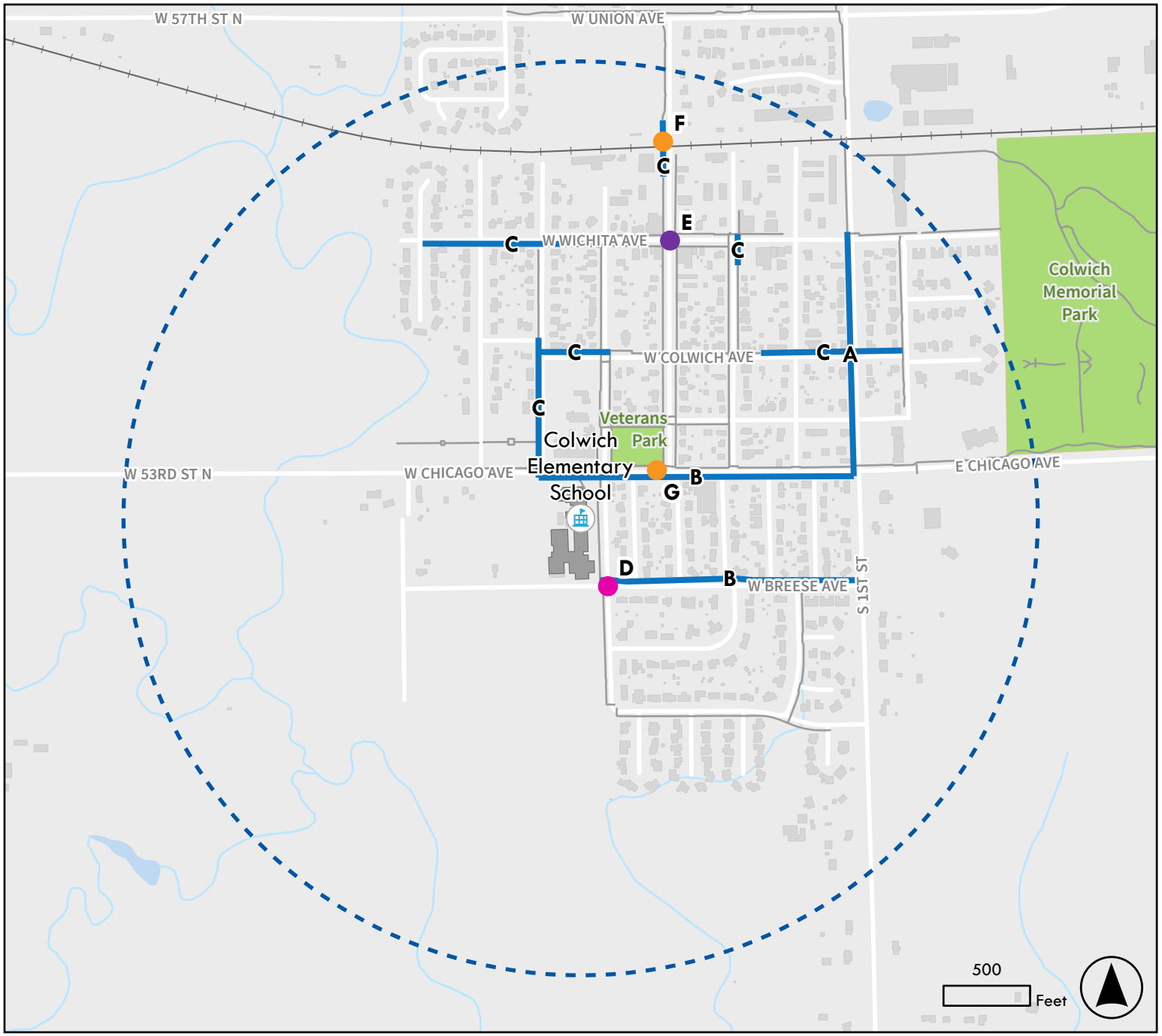
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Colwich Elementary School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along 1st Street from Wichita Avenue to Chicago Avenue.	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	$$	
D		Add ADA-compliant curb ramps and crosswalk markings at Breese Avenue and Marion Street.	Low/Medium	$	
E		Remove on-street parking adjacent to intersection and add curb extensions with marked crosswalks on all legs.	Low	$$	
F		Add ADA compliant crossings and associated railroad gate and signage improvements.	Low	$$	
G		Conduct a corridor study on 53rd Street within Colwich for a 4-to-3 lane conversion and associated crossing and intersection improvements.	Low	N/A	

Figure 6. Recommendations

Colwich Elementary School



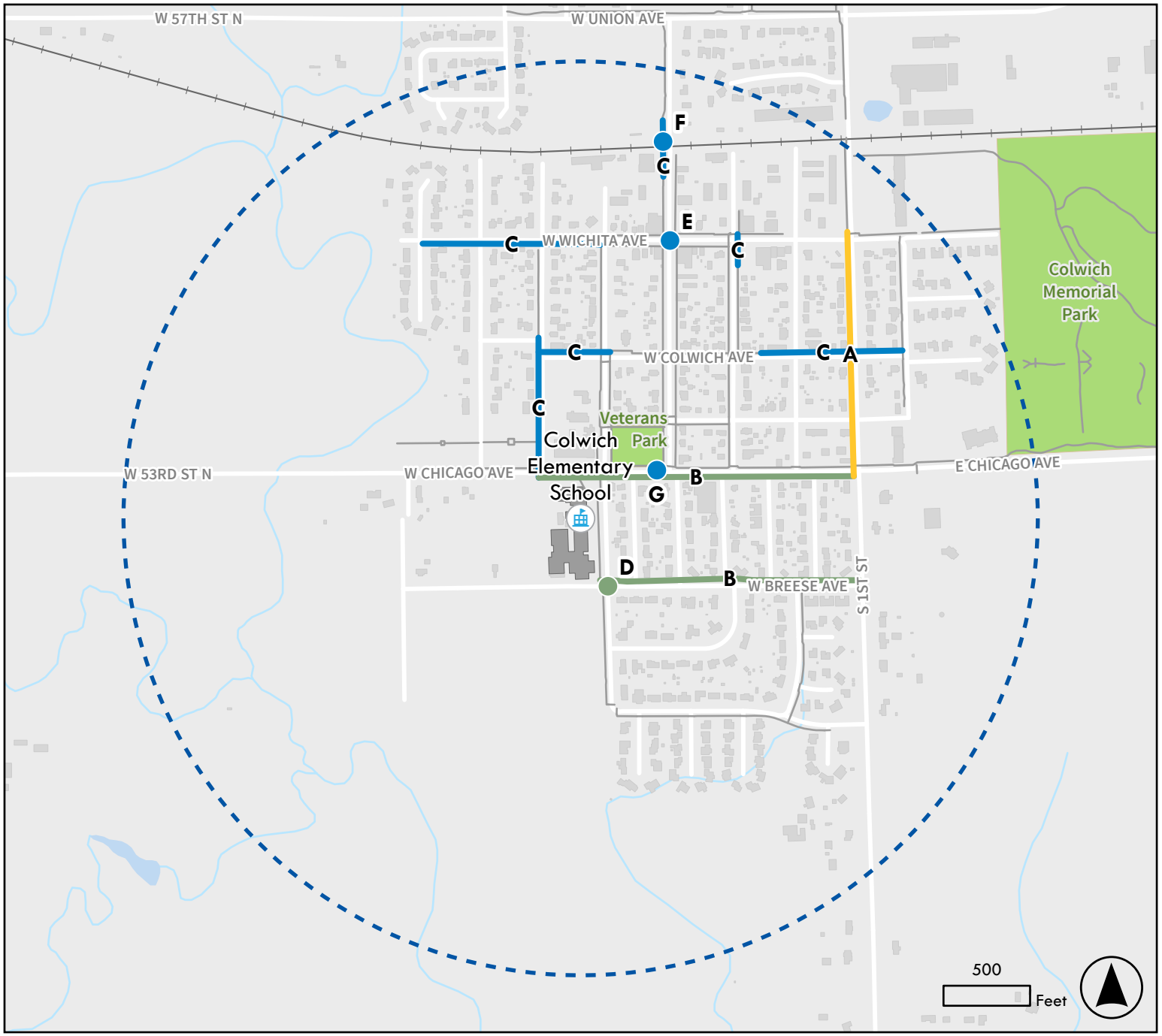
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Recommendation Theme

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

Figure 7. Project Prioritization

Colwich Elementary 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)

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 Colwich Elementary 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, and encouraging active transportation through fun, creative contests. 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. Colwich 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.
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	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.

	transportation while addressing safety concerns.	Register the Walking School Bus with KDOT to receive supporting materials and information: https://kdotapp.ksdot.gov/WalkingSchoolBus/
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. Draft guidance and goals, including the focus of the campaign like safe travel behavior or health and safety benefits. Encourage students to submit their work. Display submissions in school or along school routes, if using yard signs. Showcase winning entries at school events or on social media to extend community reach.