



VALLEY CENTER PUBLIC SCHOOLS

USD 262

Safe Routes to School Report





WICHITA AREA METROPOLITAN PLANNING ORGANIZATION

Acknowledgments

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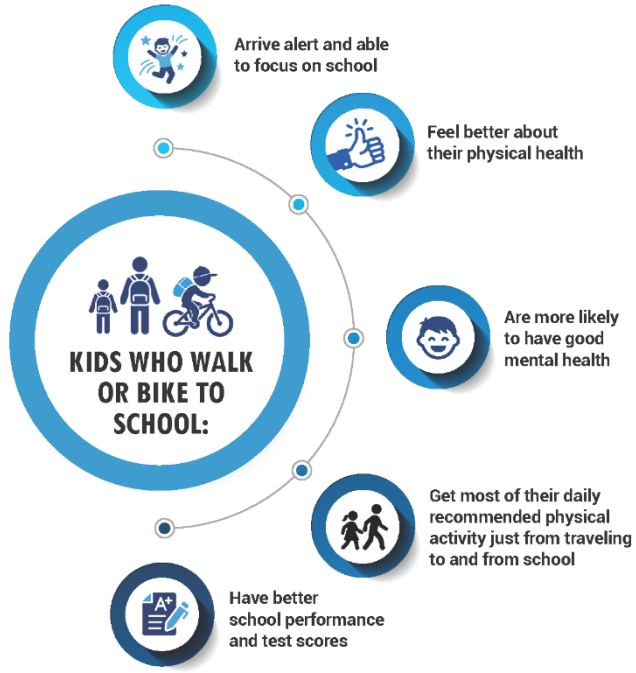
INTRODUCTION

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

WHAT IS SAFE ROUTES TO SCHOOL?

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

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



Source: MnDOT Safe Routes to School, Shockey Consulting

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

SRTS E'S

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

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

PLAN PURPOSE

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

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

SCHOOL PLANS

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

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

EXISTING CONDITIONS

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

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

ISSUES IDENTIFICATION

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

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

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

RECOMMENDATIONS

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

RECOMMENDATION PROCESS

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

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

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

PROJECT PRIORITIZATION PROCESS

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

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

Walking/Rolling/Biking Safety

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

General Safety

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

Public Engagement

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

Number of Schools Impacted

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

Proximity to School

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

NEXT STEPS

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

CONSULT THE PLANNING TOOLKIT

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

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

IDENTIFY FUNDING SOURCES

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

EXPAND SAFE ROUTES TO SCHOOL EFFORTS

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

VALLEY CENTER PUBLIC SCHOOLS (USD 262)

The Valley Center Public Schools (Unified School District (USD) 262) serves the City of Valley Center, City of Park City, City of Kechi, and northern Wichita. The district serves approximately 3,200 students at seven (7) schools (four (4) elementary schools, one (1) intermediate school, one (1) middle school, and one (1) high school):

- Abilene Elementary
- Valley Center High School
- **Valley Center Immediate School**
- Valley Center Middle School
- Valley Park Elementary School
- West Elementary School
- Wheatland 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. Valley Center Public Schools "priority" schools are for the initial phase of WAMPO SRTS planning and detailed in Table 1.

Table 1. Valley Center Public Schools SRTS "Priority" Schools

School Name	Grades	Enrollment (2024-2025)	Free & Reduced Lunch**
Valley Center Intermediate School	4 – 5	443	47%

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



Valley Center Intermediate 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." No relevant plans were identified that may affect Valley Center Intermediate School.

PARENT/CAREGIVER SURVEY

No parent/caregiver survey data was received.

VALLEY CENTER SCHOOLS SRTS PLAN

Safe Routes to School Plans have been developed for the one (1) priority school in the Valley Center 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 V - A: Valley Center Intermediate School





VALLEY CENTER INTERMEDIATE SCHOOL

Valley Center Public Schools (USD 262)

Appendix V-A





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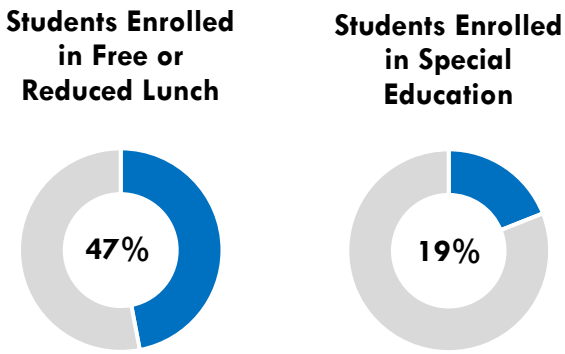
VALLEY CENTER INTERMEDIATE SCHOOL

Valley Center Intermediate School is located north of downtown Valley Center. The school campus is bounded by Meridian Avenue to the east, Wheatland Elementary School to the west, and neighborhoods to the north and south (see Figure 1). Land use surrounding the school campus is predominantly low-density residential and institutional, with some commercial mixed in.

Enrollment	443
Grades Served	4 – 5
School Day	8:35 AM – 3:55 PM



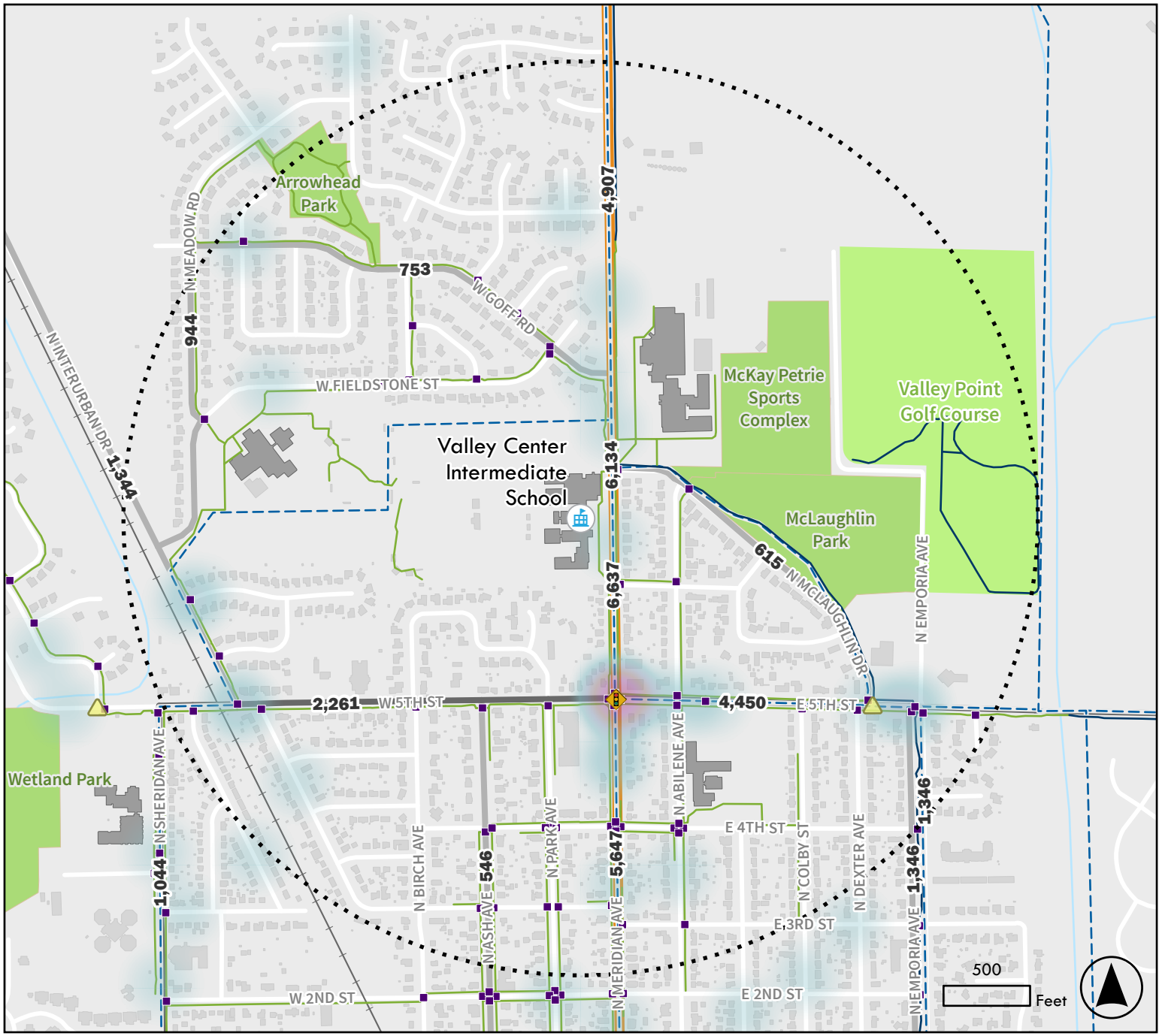
Source: Kansas Department of Education; datacentral.ksde.gov/

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

Valley Center Intermediate School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Roadway Functional Class

Minor Arterial

Major Collector

Minor Collector

Railroad

Traffic Signal

##,### AADT

Bike and Ped Crashes, 2015-2024

Possible Injury

All Mode Crash Density, 2020-2024

Less Dense

More Dense

WAMPO Wichita Area Metropolitan Planning Organization

WALKING, ROLLING, AND BICYCLING NETWORK

The school campus is connected to the surrounding area by sidewalks and shared-use paths. All key roadways, with a functional class of collector or above, within a half mile of the school campus have sidewalks, even if only on one side. Some of these roadways, such as Ash Avenue and Meadow Road, have gaps in their sidewalks though. Some local streets and the area surrounding Wheatland Elementary School have sidewalks, but many parts of the surrounding neighborhoods have no facilities. To access the school entrance, there are sidewalk connections along Meridian Avenue to the east.

ROADWAY NETWORK

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

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

Source: FHWA

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

Table 1. Key Roadways within a Half-Mile of Valley Center Intermediate School

Roadway	Functional Classification	Lanes	Posted Speed Limit (School Zone Speed Limit)	Crossing Distance*
Meridian Avenue	Minor Arterial	2 – 3	30 – 55 mph	30 = 50 feet
5th Street	Major Collector	2 – 3	30 mph	30 – 40 feet
Interurban Drive	Minor Collector	2	No posted speed	25 feet
Goff Road	Minor Collector	2	No posted speed	35 – 40 feet
McLaughlin Drive / 7th Street	Minor Collector	2	No posted speed	30 feet
Emporia Avenue	Minor Collector	2	30 mph	40 feet
Meadow Road	Minor Collector	2	No posted speed (20 mph)	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 Meridian Avenue and 7th Street, which features marked crosswalks and a pair of RRFBs. Another key intersection includes Meridian Avenue and 5th Street, which is a signalized intersection with marked crosswalks. At the intersection there are three or more lanes of traffic and relatively high volumes, creating a challenging environment for nonmotorized travelers. Several marked crosswalks provide access to the school campus from adjoining neighborhoods at additional 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 29 crashes within a half-mile radius. The majority of crashes occurred on Meridian Avenue and 5th Street, with a concentration of crashes located at the intersection of these roadways. There were no fatal or serious injury crashes, though there were three (3) minor injury crashes. One (1) possible injury crash was located directly in front of the school on Meridian Avenue.

Pedestrian and Bicycle Crashes

During 2015-2024, there was one (1) bicyclist-involved crash that was listed as a "possible injury" along 5th Street, just east of McLaughlin Drive.

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:

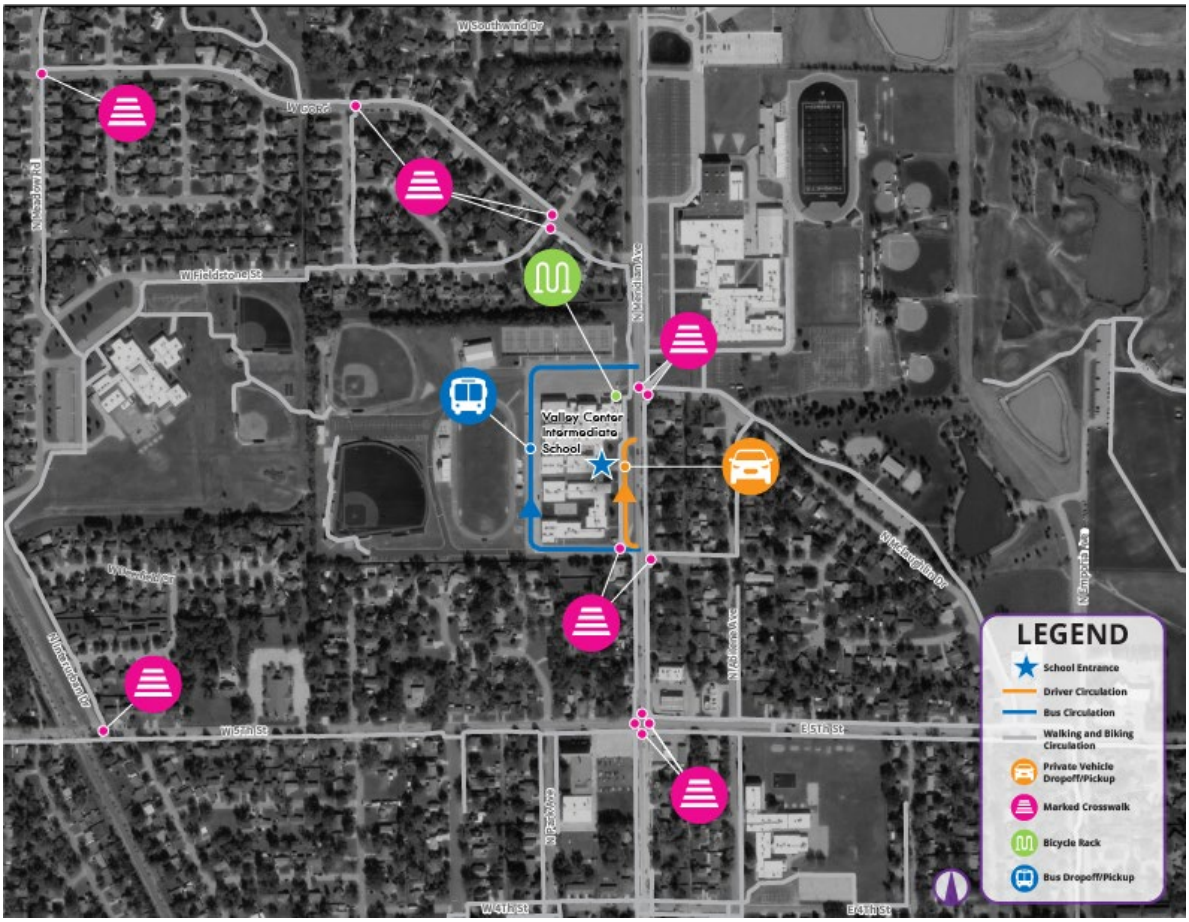
- **Meridian Avenue:** Priority Level 2
- **Emporia Drive:** Priority Level 3

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

SCHOOL CAMPUS SITE CIRCULATION

Private-vehicle drop-offs and pick-ups and school-bus operations occur along Meridian Avenue. Many marked crosswalks are available around the campus, providing direct connections for students traveling from all sides of the school campus. However, the sidewalk network is limited to the southwest of the school campus (see Figure 2).

Figure 2. Valley Center 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

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. Valley Center Intermediate 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 Valley Center Intermediate School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 22, 2025	3:50 PM	Sunny	Yes	Yes

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

- Motorists were yielding to pedestrians and bicyclists, but there was heavy traffic on Meridian Avenue.
- There is no school zone or reduced speed on Meridian Avenue.
- Kids were walking and biking on the narrow sidewalks.
- Sidewalk on Meridian Avenue did not have a buffer.
- Crossing guards were present with stop signs, but did not have safety vests.
- Parents also park at the Middle School across the street or at the church to pick kids up.
- Buses enter and exit from north driveway on 24th Street. If buses are turning in, they often wait until the intersection is clear before turning. This causes congestion behind them.
- Shared use path across from the school connects into the trail system.
- Pedestrian crossings were well maintained and within a reasonable distance of each other.



Bike backs at Valley Center Intermediate School



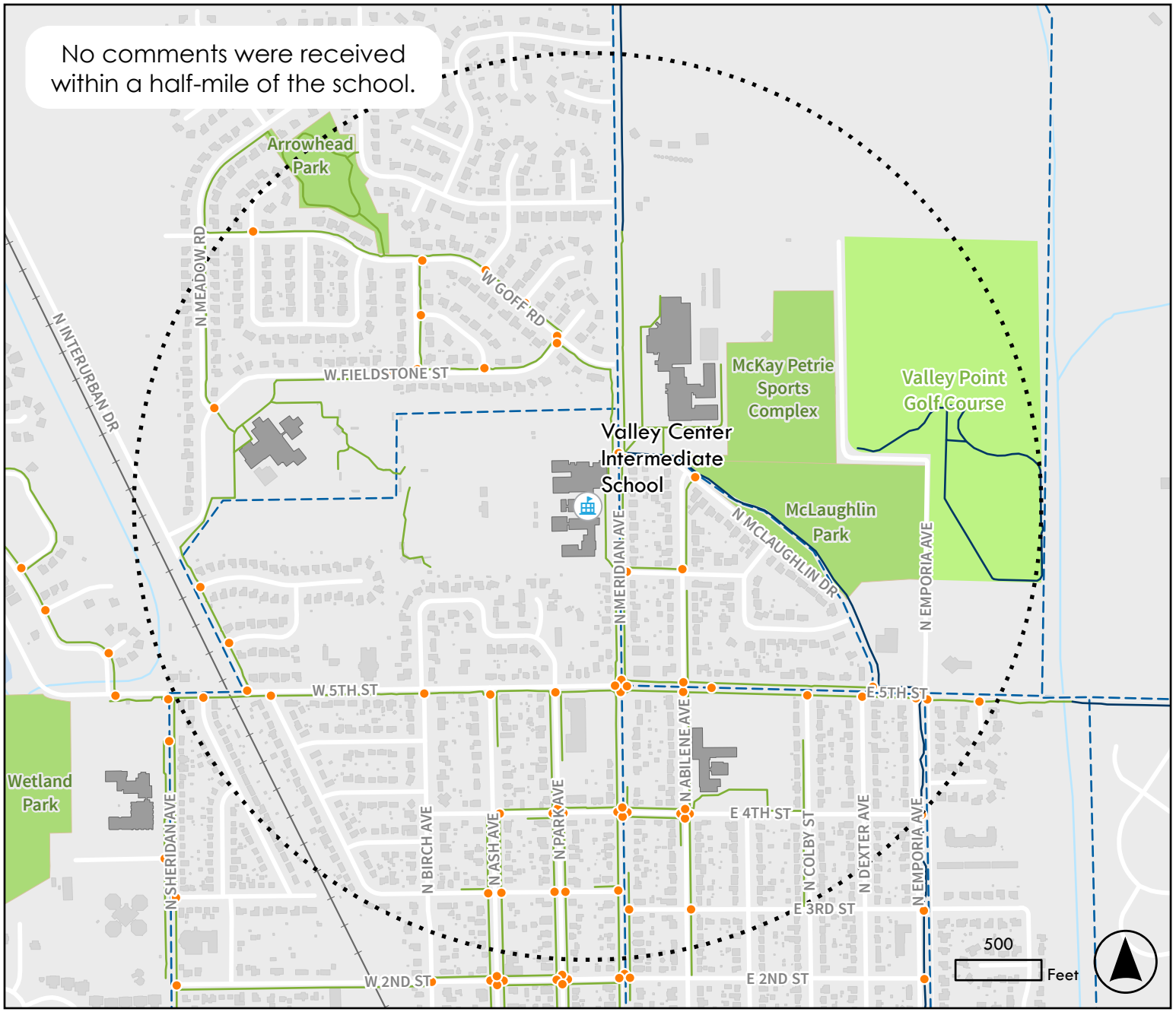
Marked crosswalk and school bus zone at Valley Center Intermediate School

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. 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

Valley Center Intermediate School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

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 Rose Hill Primary, Middle 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.

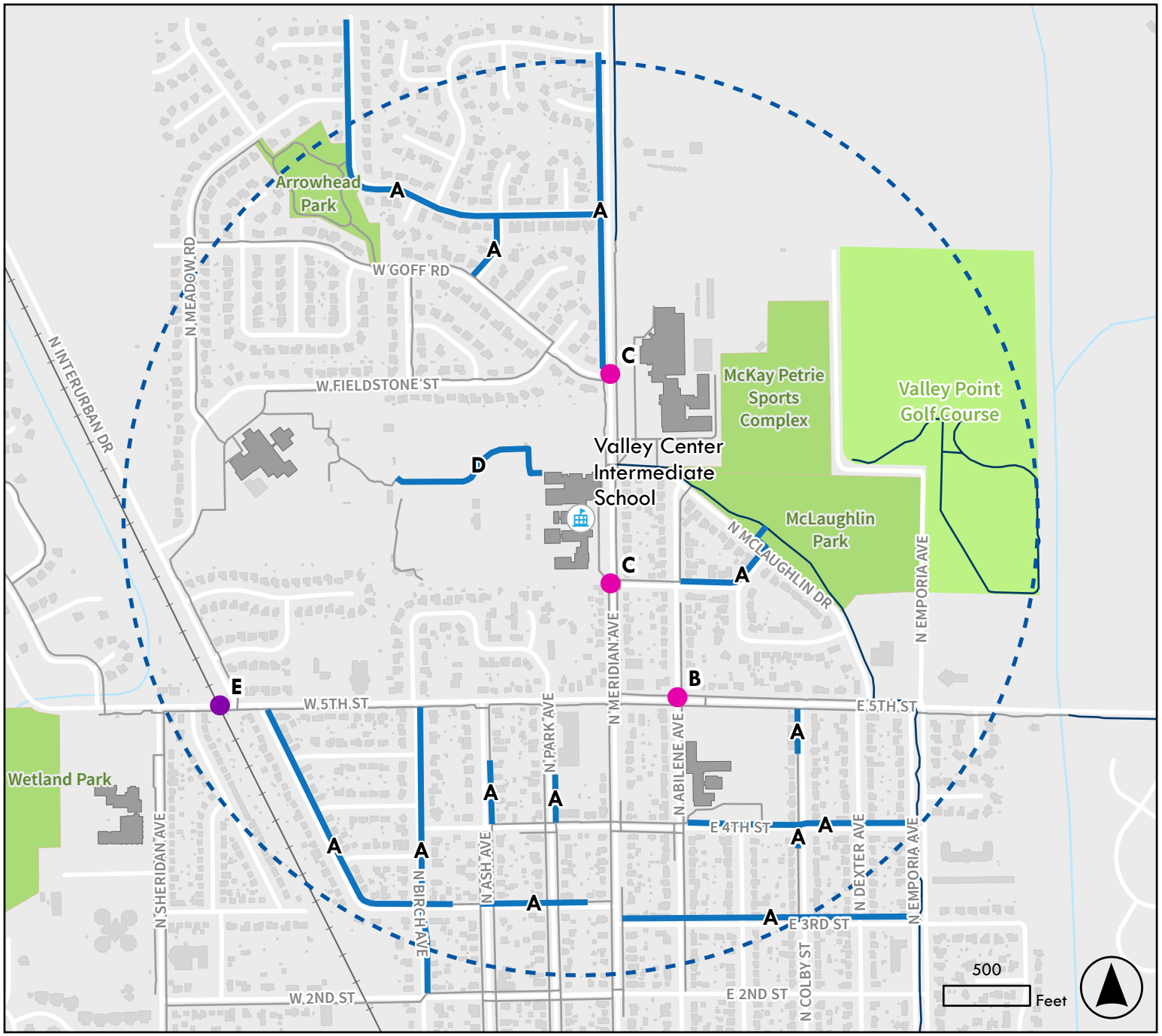
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel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

Table 2. Valley Center Intermediate School: Identified Issues

Location	Issue
A	Missing sidewalk connections at identified locations, including the following corridors closest to the school campus: • West side of Meridian Avenue from Northwind Drive to Goff Road. • One of both sides of Parkway Drive/Southwind Drive from Parkway Court to Meridian Avenue. • East/north side of Meeds Drive/3rd Street.
B	Crosswalks are not marked at identified locations.
C	Missing crosswalks at identified locations.
D	Missing sidewalk connection to school from neighborhoods to the west.
E	Unsafe rail crossing that is in poor condition and not ADA accessible.

Figure 5. Identified Issues

Valley Center Intermediate 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

WAMPO Wichita Area Metropolitan Planning Organization

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.

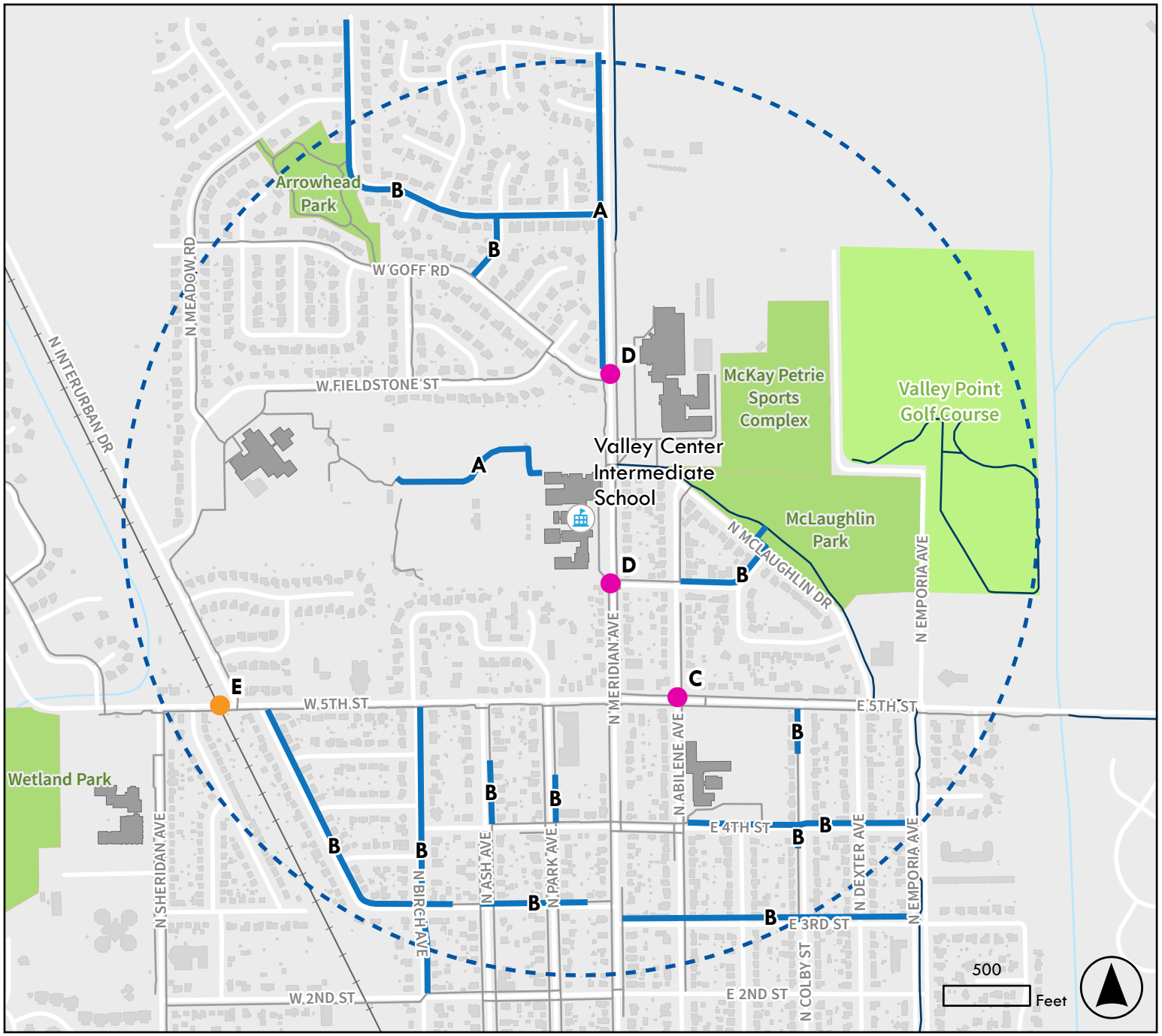
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Valley Center 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.	Medium	$	✓
D		Add new marked crosswalks at identified locations.	Medium	$	✓
E		Add ADA compliant crossings and associated railroad gate and signage improvements.	Low	$$$	

Figure 6. Recommendations

Valley Center Intermediate School



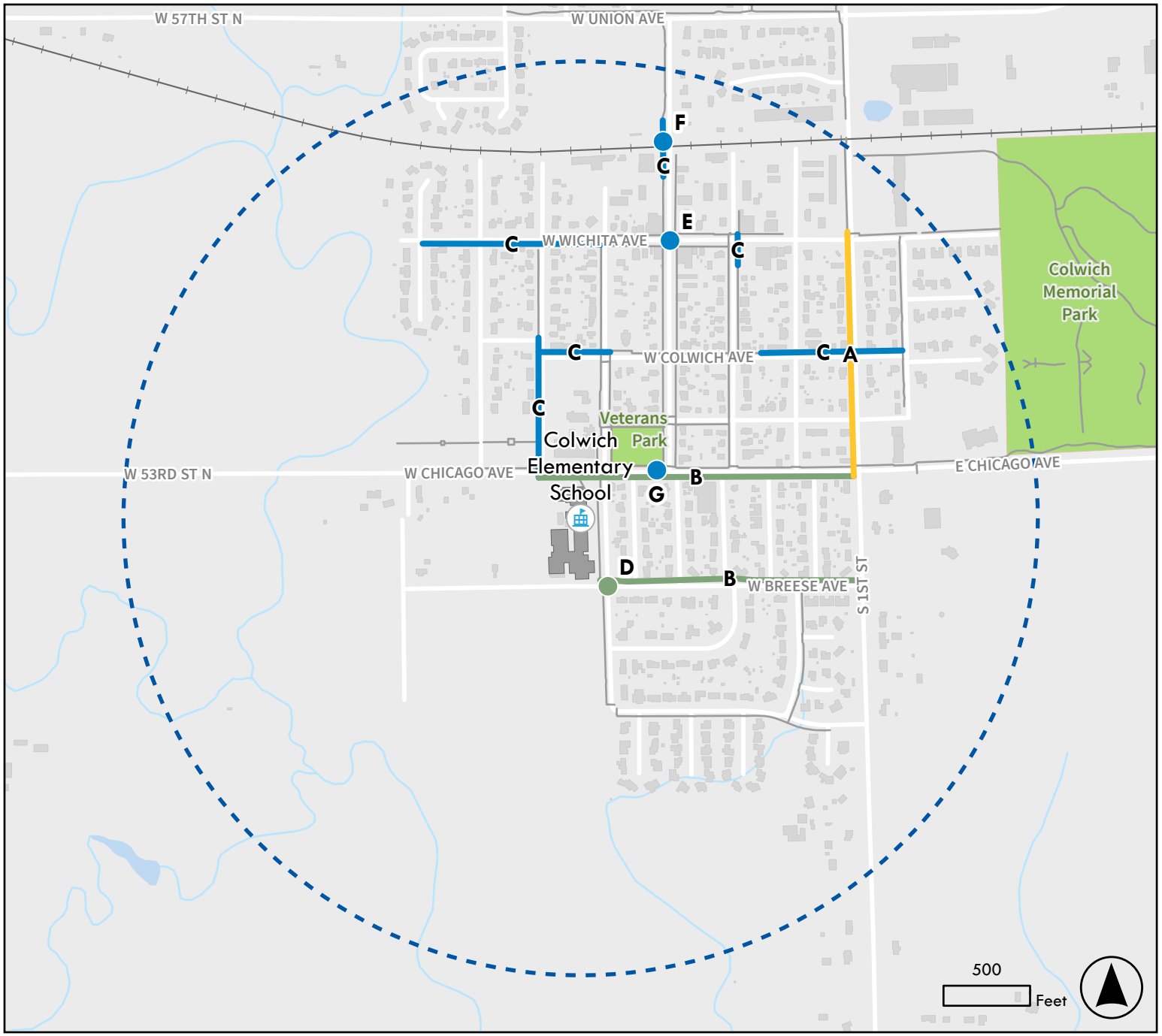
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

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 Valley Center 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 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. Valley Center 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. 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.
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 volunteers or partner organizations.	Host a bike rodeo with trained volunteers or partner organizations, such as Bike Walk Wichita. Set up a temporary course on school grounds, using cones or chalk to simulate intersections, turns, and common roadway scenarios. 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. Recruit and train background checked volunteers or parent/caregiver leaders. Maintain clear communication with families regarding expectations, participation, and safety practices. Register the Walking School Bus with KDOT to receive supporting materials and information: https://kdotapp.ksdot.gov/WalkingSchoolBus/