Kansas
Safe Routes to School

Kansas
Department of Transportation

WALLACE COUNTY

Safe Routes to School Plan

May 2025

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Information contained in this document is for planning purposes and should not be used for final design of any project. All results, recommendations, concept drawings, and commentary contained herein are based on limited data and information and on existing conditions that are subject to change. Further analysis and engineering design are necessary prior to implementing any of the recommendations contained herein.

Kansas
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TOOLE DESIGN

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Chapter 1: Introduction

Wallace County recognizes that schools are vital community resources and is committed to providing a safe environment for students traveling to and from school. To improve safety and transportation choices for students and residents, Wallace County partnered with Weskan Schools (USD 242) and Wallace County Schools (USD 241) to apply for and were awarded a Safe Routes to School (SRTS) Planning Grant from the Kansas Department of Transportation (KDOT).

Communities were selected based on the quality of their applications and the number of students living within a reasonable walking, biking, and rolling distance to school. The applications were also assessed based on need. Reviewers assessed the percentage of students eligible for free and reduced lunch based on household income, which often relates to car ownership and access, and indicates more reliance on walking, biking, and rolling for transportation. The grant award provided consultant support to develop this SRTS Plan for the following schools:

TABLE 1: SCHOOLS ADDRESSED IN THIS PLAN

School Name	Grades	Enrollment (2024-2025)	Eligible for Free & Reduced Lunch
Weskan Schools	K-12	126	29%
Wallace County Schools	K-12	155	42%

Plan Purpose

Developing a SRTS Plan is an important step for a community interested in increasing the number of students walking, biking, and rolling to school. SRTS initiatives use a holistic approach to make it safer for children to walk, bike or roll to school, and, where it is safe, encourage children and families of all backgrounds and abilities to enjoy the many benefits of active travel. This plan was developed to:

- Identify barriers or issues that might discourage students from walking or biking to school,
- Develop a list of infrastructure projects that can be built to improve walking, biking, and rolling conditions for students, and
- Recommend policy or programmatic changes that encourage more students to walk, bike, or roll to school.

This plan focuses on key safety issues for pedestrians and bicyclists in locations closest to the schools and along key access routes that are most likely to have a significant impact on safety and mobility. The recommendations to address these issues include a combination of short-term, relatively inexpensive projects as well as some long-term, complex, and more expensive projects. Successful implementation of this plan will require partnership among key community stakeholders, including city staff, school staff, and community advocates.

Timeline

Wallace County was awarded the SRTS Planning Grant in July 2024, and the planning effort started in the fall semester of the 2024-2025 school year. While the county was the lead applicant for the plan, the project team was supported by local SRTS Teams for both Weskan and Sharon Springs consisting of community representatives, listed on page 2. SRTS Team members participated in four meetings to provide input on existing conditions, comment on draft recommendations, and discuss the community's near-term priorities.

Community input was gathered via an online map and caregiver survey, which were open from September 5, 2024, to October 31, 2024. Wallace County promoted the map and survey via inclusion in the county-wide newspaper, *The Western Times*; sharing as an Every Door Direct Mailer; and through school posters, locker take-home flyers, texts, weekly newsletter to caregivers/community, and social media. Feedback received from the online map and survey helped the project team understand existing conditions and community concerns before conducting in-person site visits. The site visits took place on October 15 and 16, 2024. These site visits included observing school arrival or dismissal and an assessment of existing walking, biking, and rolling infrastructure immediately around each school.

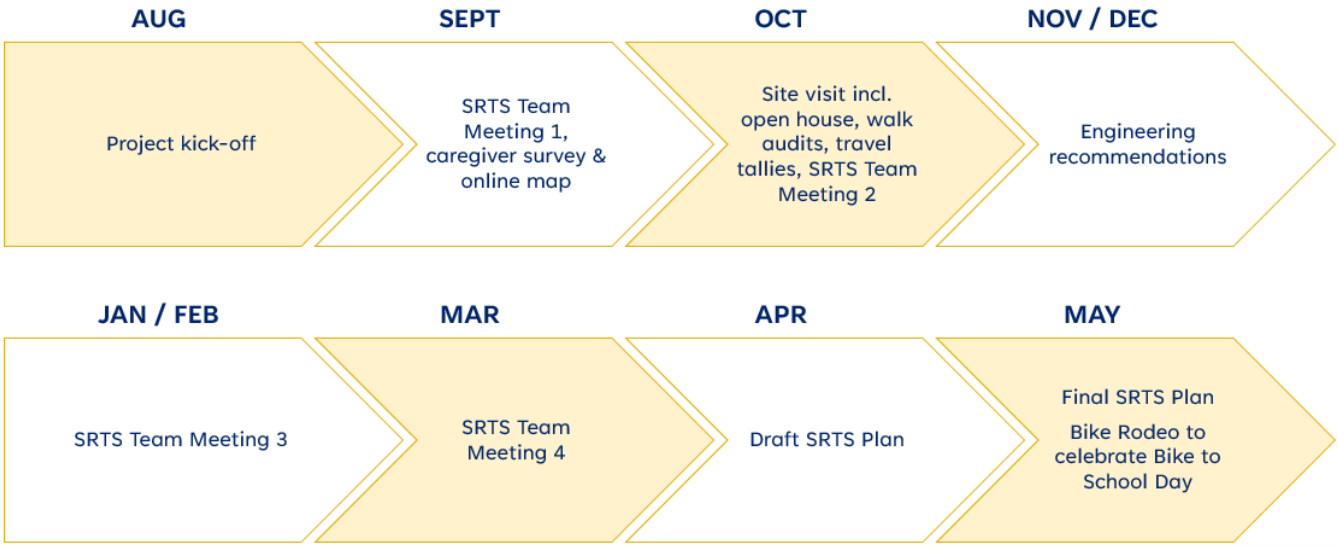


FIGURE 1: PROJECT TIMELINE

County Commitment to Zero Traffic Fatalities

Wallace County, in partnership with USD 241, USD 242, and the City of Sharon Springs and the Township Weskan, formally commits to achieving zero roadway fatalities and serious injuries for all transportation users—students, caregivers, and community members alike.

This commitment to safe mobility will guide future transportation decision-making in the county. As part of this pledge, the County will:

- Establish a Vision Zero target date of 2040 to eliminate all traffic-related fatalities and serious injuries.
- Pursue annual reductions in school zone crashes and near-misses through improved infrastructure and programming.

This commitment has been endorsed by the Wallace County Commission and participating school boards. A formal resolution adopting this goal is included in Appendix A.

What is Safe Routes to School?

The Kansas Safe Routes to School Vision is that Kansas students and their families of all backgrounds and abilities can walk, bike, and roll to school and in their communities safely, comfortably, and enjoyably. SRTS programs seek to accomplish this vision through a comprehensive set of strategies to improve safety and increase the number of students who walk, bike, and roll to school. These approaches are commonly known as the Es:

Education - Ensure that everyone learns how to travel safely through classes, training, and events that teach the skills needed to walk, bike, 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, bike, and roll safely within the community and to and from schools.

Evaluation - Track progress toward achieving goals by reporting on and assessing what approaches work (or don't) and identifying program changes that can improve outcomes.

Engagement - Listen to and empower students, families, teachers, community groups, and school leaders in creating a SRTS program that works uniquely for them.

Enforcement - Deter the unsafe behaviors of drivers, pedestrians, and bicyclists and help all road users obey traffic laws and share the road safely.

The Benefits of SRTS

SRTS efforts have a variety of benefits, including:

Improving safety for students walking, biking, and rolling. SRTS is focused on improving student safety during their journey to and from school. Through infrastructure improvements, walking, biking, and rolling to school can become a safer and more appealing choice for children and caregivers.

Improving physical and mental health. Habits for a healthy lifestyle begin in childhood. Regular physical activity – such as walking, biking, or rolling to school - is an important element of a healthy lifestyle, contributing to both physical and mental well-being. Physical activity has also been linked to improved academic performance.[1]

Creating more options for everyone. For families without regular access to a vehicle, it is especially important to have safe opportunities to walk, bike, or roll in and around their neighborhood and reduce transportation costs.

Improving quality of life for all residents. SRTS improvements benefit not only children, but impact quality of life for neighborhoods and the entire community. Shifting vehicle trips to walking, biking, or rolling trips can reduce greenhouse gas emissions, decrease school-related traffic congestion, and build stronger social connections.

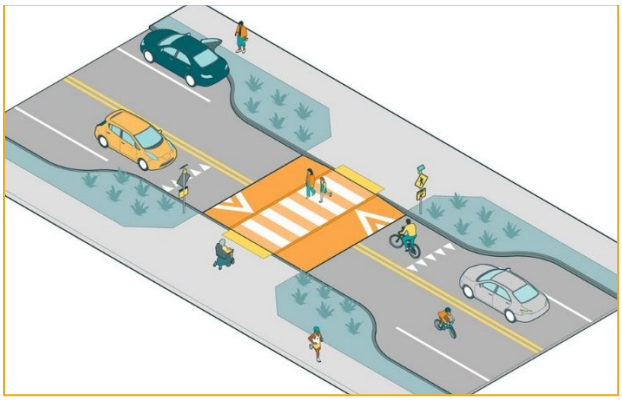
[1] Brookshire, K., LaJeunesse, S., & Pullen-Seufert, N. (October 2019). Who is Walking or Biking to School: Patterns from the 2017 National Household Travel Survey and Future Directions. Pedestrian and Bicycle Information Center. Chapel Hill, NC.

Our Approach: Centering Children's Travel Needs

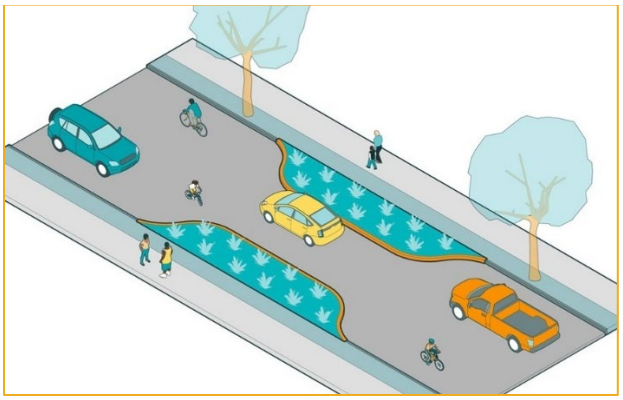
Safe Routes to School engineering recommendations in this plan seek to center children's travel needs in the street environment, which in turn improves safety for members of the community at large. Children are different sizes and have different physical and cognitive capabilities than adults. The engineering recommendations in Chapters 2 and 3 of this plan adhere to the following principles to create safe walking and bicycling environments for children:

1 Provide dedicated space for walking/biking

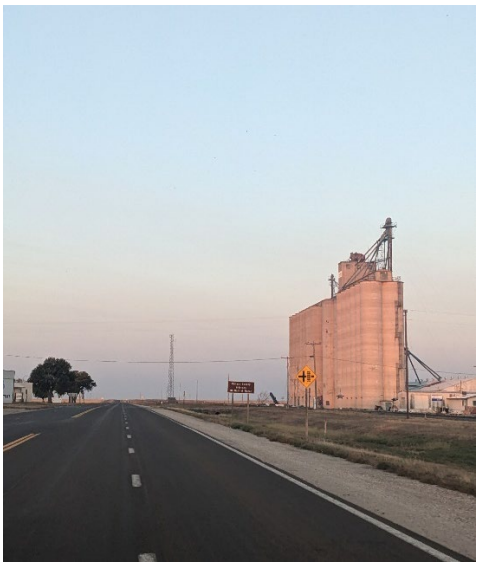
2 Simplify crossings



3 Increase visibility



4 Design for safe vehicle speeds



Chapter 2: Weskan

Community Context and Current Travel Behaviors

This chapter provides basic background information and travel context for Weskan Schools.

Existing Conditions

Coyote Boulevard (County Road 6) is the only paved road in the town of Weskan. All other roads are gravel. The posted speed on Coyote Boulevard is 30 mph from US-40 to Larkspur Road and 55 mph south of West Wallace County Road L. The Weskan School Area Analysis study completed via the KDOT Traffic Engineering Assistance Program (TEAP) in September 2024 found that drivers quickly decelerate traveling north approaching the school, with 85th percentile speeds declining from 51 mph north of Larkspur Road (21 mph over the speed limit) to 34 mph south of Carter Street/Cooper Avenue (4 mph over the speed limit), to 31 mph north of Carter St/Cooper Ave (1 mph over the speed limit).

Transystems collected 24-hour traffic volumes for the School Area Analysis study in October 2023 and found Coyote Boulevard to be a "Very Low-Volume Local Road" based on the ADT $\leq$ 400 threshold determined by the American Association of State Highway and Transportation Officials (AASHTO). The School Area Analysis study found that approximately 17% of traffic volumes were heavy trucks, a relatively high percentage. The project team for the Safe Routes to School Plan observed heavy truck traffic during the October 2024 site visit. Truck traffic is greatest during harvest season, with trucks traveling between grain businesses. There is also an agricultural business on the northwest side of Carter Street/Cooper Avenue and Broadway which results in heavy truck traffic travelling north and south on Broadway.

According to school Superintendent John Cox, many of the students who live in town walk or bike, but most live outside of town limits. Mr. Cox estimated that 15-20 students walk or bike from the east side of town, and 10-15 students walk or bike from the west side of town. Most of these students walk along Carter Street/Cooper Avenue, although some kids coming from the west cut across Weskan's town park to reach the school. Students coming from the east side of town cross Coyote Boulevard on the south side. This is the primary crossing for students walking and biking to reach the school. The posted speed on Carter Street/Cooper Avenue is 20 mph, as are all streets in the town unless otherwise posted.

There are existing sidewalks on the west side of Coyote Boulevard between Walnut Street and Carter Street/Cooper Avenue, as well as the north side of Carter Street/Cooper Avenue between Weskan Avenue and Coyote Boulevard, but they are in poor condition, whether covered by dirt and gravel or cracked and upheaving. Most sidewalks in town were constructed during the 1940s.

Weskan Schools operates three bus routes (orange, blue, and purple) to transport students from areas outside of town to school. The buses are Chevy Suburban SUVs with capacity for up to eight students. They park on the south end of the back parking lot, which is used by students, teachers, and caregivers. According to Mr. Cox, many older students drive to school, including older siblings who drive younger kids to school, students who drive four-wheelers, and those who drive motorcycles. Farm permits allow students to legally drive at age 14.

Caregivers drop students off using the front pick-up/drop-off loop, and Mr. Cox stations teachers in front of the school to help direct students during arrival and dismissal.

There have been zero reported bicycle or pedestrian crashes in Weskan in the past five years.

FIGURE 2: MAP OF WESKAN

Community Concerns

An interactive online map was available from September 5, 2024, to October 31, 2024 to allow community members to pinpoint a location where they noted a concern. The map received 49 responses from members across the community (not just caregivers or students of the study schools).

The most pinpoints and comments were about issues related to crossings, traffic, and sidewalks. At crossings, respondents mentioned concerns about traffic volumes, lack of marked crosswalks, and lack of crossing guards to help students cross the street. In general, respondents expressed traffic concerns about speeding and drivers not yielding or stopping for people crossing the street. Numerous respondents also commented on missing, broken, or narrow sidewalks.

FIGURE 3: WESKAN ONLINE INTERACTIVE MAP COMMENTS

Overall, the online map and caregiver survey reveal that members of the community feel:

- There are not enough safe crossings
- The town has lots of missing sidewalks, which should be constructed in public and civic areas first
- The town would benefit from improved access to commonly visited destinations in town such as churches, the school, the post office, and eventually neighborhoods

Discussion with members of the town at the community pop-up further illuminated potential safety concerns. Attendees expressed concerns about speeds on Weskan Avenue and particularly Coyote Boulevard. The community's greatest concern for school safety is the heavy vehicle traffic up and down Coyote Boulevard, especially around harvest. They are interested in a rectangular rapid flashing beacon (RRFB) or all-way stop at Carter Street/Cooper Avenue and Coyote Boulevard to improve driver yielding for children crossing the street. They also expressed interest in setting a school zone speed limit of 20

mph during school hours (as compared to the current 30 mph posted speed), with flashing signage at each end of the school zone.

FIGURE 4: WESKAN COMMUNITY POP-UP, WESKAN SCHOOLS CAFETERIA (PHOTOS COURTESY LISSA SEXSON)

Current Student Travel Patterns

In addition to observing school arrival or dismissal during the site visits, information about student travel to school was collected through a Caregiver Survey and Student Travel Tallies.

The tables and charts below provide information about trends in student travel to and from school. ***Note that the survey response rate represents a fraction of the student population and may not reflect the experiences and perspectives of all families.***

Caregiver Survey

The **Caregiver Survey** was open from September 5, 2024, to October 31, 2024. The survey asked questions about the "why" behind travel to and from school, e.g., how far families live from school and other barriers and attitudes around walking, biking, and rolling. Twenty-eight caregivers responded with 43% of respondents identifying as middle school caregivers.

Figure 5 shows the majority of survey respondents (68%) report their student lives 1.5 miles or more from school. However, 32% of respondents report living 0.5 mile or less from school, which is generally considered a reasonable walking distance for students who are upper elementary school age or older.

Caregivers cite distance and time, traffic safety, and a lack of sidewalks and safe crossings as their top three concerns about their student walking, biking, and rolling to and from school, which may account for the difference between ideal and actual travel mode to school seen in **Figure 6**.

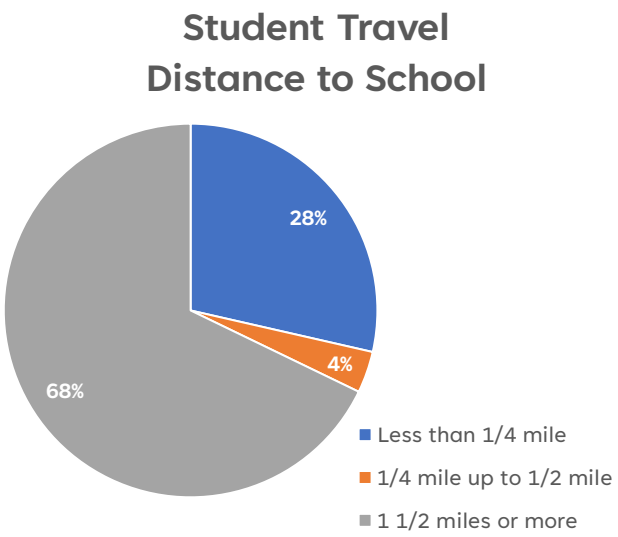


FIGURE 5: STUDENT TRAVEL DISTANCE TO SCHOOL IN WESKAN (CAREGIVER SURVEY)

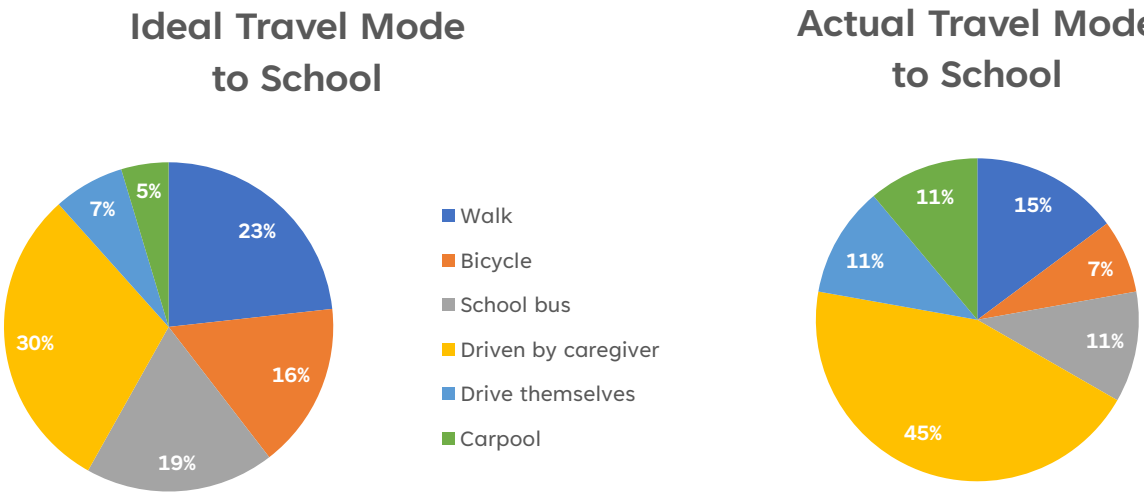


FIGURE 6: IDEAL VS. ACTUAL TRAVEL MODE TO SCHOOL IN WESKAN (CAREGIVER SURVEY)

Figure 7 compares most common travel modes to and from school (the first graph is the same data shown in **Figure 6** for comparison purposes). Just under half (45%) of respondents currently drive their student to school, and just under a quarter (22%) of students carpool or drive themselves to school. Just under a quarter (22%) of students walk or bike to school. Travel patterns in the afternoon shift very slightly, with more students carpooling on the way home.

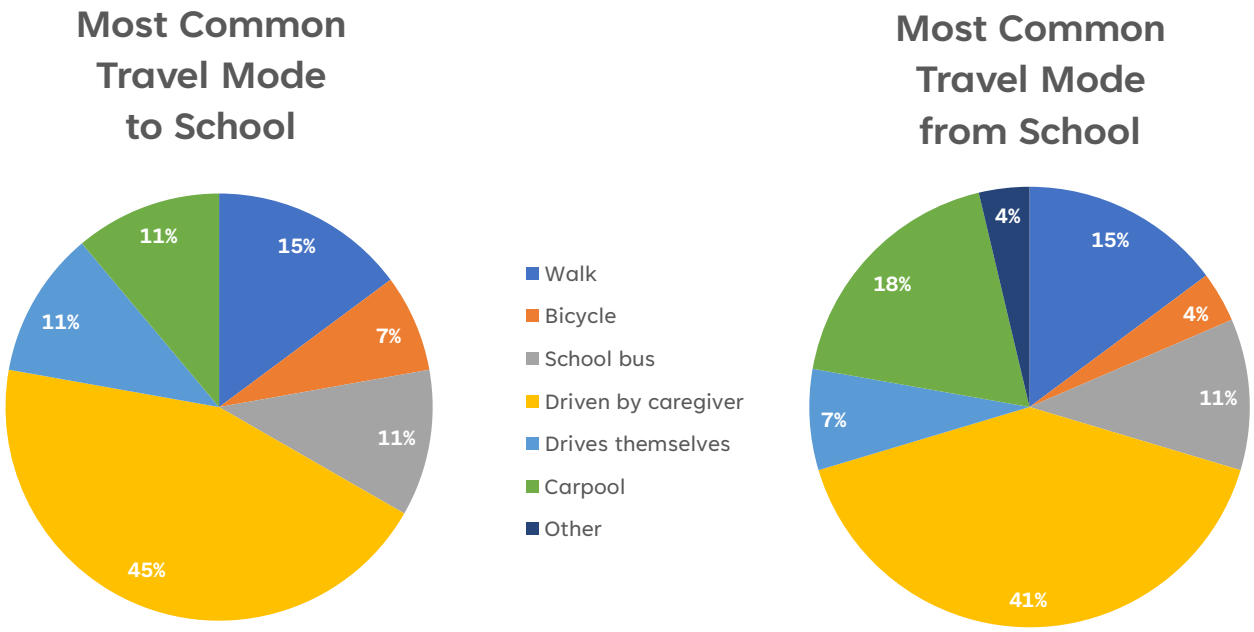


FIGURE 7: MOST COMMON TRAVEL MODE TO/FROM SCHOOL IN WESKAN (CAREGIVER SURVEY)

Student Travel Tallies

Classroom teachers took student travel tallies on October 15 and 16, 2024. The tallies show "what" is happening at single point in time. Within each classroom, teachers asked and recorded student responses to questions about how they got to school and how they planned on traveling home from school that day.

These results roughly mirror the results of the caregiver survey, with 41% of students driven to school in a family vehicle, 21% of students carpooling or driving themselves to school, and 16% of students walking or biking to school. However, the travel tallies show a pattern not captured in the caregiver survey of more students walking home after school.

TABLE 2: REPORTED MODE OF TRAVEL TO / FROM SCHOOL

Grade Level	Total Tallies	Family Vehicle	Drive Themselves	Carpool	School Bus	Bike	Walk	Other
Morning								
Elementary	102	54	0	2	28	0	18	0
Junior/Senior High	103	31	27	15	8	1	14	7
Total	**205**	**85**	**27**	**17**	**36**	**1**	**32**	**7**

Grade Level	Total Tallies	Family Vehicle	Drive Themselves	Carpool	School Bus	Bike	Walk	Other
Afternoon								
Elementary	103	52	0	2	22	1	26	0
Junior/Senior High	103	26	26	18	6	1	20	6
Total	**206**	**78**	**26**	**20**	**28**	**2**	**46**	**6**

As seen in **Figure 8**, the most common travel modes for elementary school students are rides in a caregiver vehicle (52%), the bus (24%), and walking (21%). The most common travel modes for older students are rides in a caregiver vehicle (28%), driving themselves to school (26%), walking (17%), carpooling (16%), and the bus (7%).

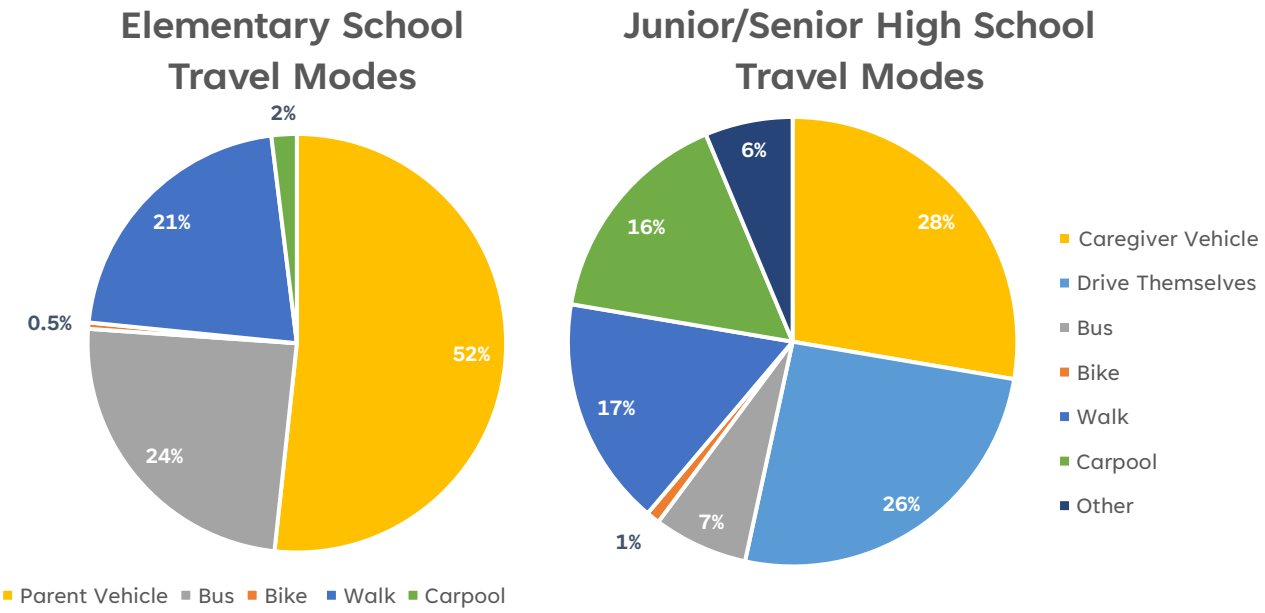


FIGURE 8: REPORTED TRAVEL MODES TO/FROM SCHOOL IN WESKAN BY GRADE LEVEL (TRAVEL TALLIES)

Engineering Recommendations

This chapter summarizes observations and engineering recommendations for Weskan Schools.

Observations and Walk Audit

Date/time of observation: October 15, 2024; 7-9 am, 3:30-4:30 pm

Main drop-off/pick-up locations: Front entrance on east side of school; Rear entrance on west side of school by parking lot

Crossing guards: n/a

Arrival behaviors: Six students walked and one student biked from the east side of Coyote Boulevard. Five of these students crossed Coyote Boulevard south of Cooper Avenue directly from their house. These students entered the front of the school. The front pick-up/drop-off (PUDO) lane was orderly. Drivers began lining up just before 7:35 am. There was a maximum of five pick-up trucks in the line at once. All of the drivers pulled completely to the right, helped their kids out of the vehicle, and pulled away safely. Southbound drivers on Coyote Boulevard entering the drop-off lane and turning right to enter the back parking lot took tight turns somewhat quickly around the northwest corner of the intersection. One caregiver drove a four-wheeler with several children as passengers through the front PUDO lane to drop them off during arrival.

During the arrival time slot, ten to fifteen students walked from Carter/Cooper Street through the rear parking lot, to the rear school entrance. Three Suburban SUV “buses” entered the back bus drop off. Two of the three buses first passed through the Coyote Boulevard and Carter Street intersection. At least one bus may have been traveling eastbound on Cooper to the rear parking lot. Approximately 20-25 students and teachers parked in the rear parking lot and walked through the lot to the rear school entrance. Fewer than five students were dropped off by caregivers in the parking lot to enter through the rear entrance of the school.

Dismissal behaviors: Teachers and caregivers walk with children out to the PUDO lane and students stay on that sidewalk. One parent walked with several children across Coyote Boulevard at Cooper Avenue. Caregivers begin lining up for pick up in the PUDO lane at 3:40 pm.

A large group of younger children were observed exiting the school’s rear southside doors. These students ran along the yellow parking lot barrier to the basketball hoop and open space between the track and the school’s parking lot. Students played and waited there until caregivers arrived for pickup. Some students were picked up in the buses along the south side of the parking lot by walking over the yellow barrier and into the buses parked right next to the barrier.

Caregivers were observed walking to the school’s rear entrance to pick up students and walk them back to their vehicles parked in the lot. Older students and staff walked through the parking lot from the rear north side entrance to their cars before leaving school property. A student was observed accessing the small building in the schools parking lot during dismissal, which may have been related to after school sports and activities.

FIGURE 9: ARRIVAL AND DISMISSAL

FIGURE 10: SIDEWALK CONDITIONS IN WESKAN

FIGURE 11: MAP OF WESKAN ENGINEERING RECOMMENDATIONS

TABLE 3: WESKAN ENGINEERING RECOMMENDATIONS

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Map ID	Location	Issue	Recommendation	Lead Implementer(s)
1	Coyote Blvd (US 40 to Cooper Ave)	Between Cooper Ave and Walnut St, the sidewalk on the west side of Coyote Blvd is overgrown with vegetation, covered by dirt and gravel, and uplifted or cracked in places. The sidewalk ends just north of Walnut St and is missing between that location and US 40. Part of this segment is inside the school zone and along a key student walking route, and members of the public also voiced support for better sidewalks on Coyote Blvd.	Reconstruct the sidewalk to be 6 ft on the west side, clear vegetation and dirt. Install ADA compliant curb ramps and assess need for high-visibility crosswalks and stop bars as needed at intersecting streets to facilitate crossings and encourage motor vehicle yielding.	Weskan Wallace County
2	Cooper Ave (Weskan Ave to Coyote Blvd)	The sidewalk is almost invisible because it is covered by dirt and gravel due to being at a lower elevation than the roadway surface. This segment is inside the school zone and along a key student walking route.	Reconstruct the sidewalk to be 6 ft on the north side, clear vegetation and dirt.	Weskan Wallace County
3	Cooper Ave & Parking Lot Exit Driveway Crossing	Students who walk to school from the west side of town walk along Cooper Ave cross the street at various locations often cutting through the parking lot behind the school to access the rear entrance. This crossing, which is inside the school zone, would formalize a crossing for these students and would connect to a new sidewalk along the east edge of the exit driveway and connect to the existing sidewalk behind the school. This crossing currently lacks appropriate crossing signage or curb ramps.	Install a new curb ramp on the north and south side of Cooper Ave to connect to proposed sidewalk connections on north side of Cooper Ave and along exit driveway. Install school crossing signs with downward pointing arrows. If Cooper Ave is paved in the future, install high visibility crosswalk.	Weskan Wallace County

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
4*	Coyote Blvd & Cooper Ave	This crossing is unmarked with no curb ramps. This is the primary intersection that drivers pass through to reach the school, inside the school zone, and along a key student walking route. Some southbound drivers headed to school quickly blend the right turn from the intersection and the left turn into the pick-up/drop-off lane, cutting closely past the northwest corner, causing some concern about driver turning movements or speeds. Students going to and from the neighborhood on the east side of Coyote Blvd cross here, and there are numerous heavy vehicles that travel along the county road, especially during harvest season, which causes community concern about lack of driver yielding, and concern that the crossing may be difficult for drivers to see or anticipate due to roadway curvature or visual obstructions.	Install new high-visibility crosswalks on the north, west, and south legs of the intersection. Install an RRFB on the south leg of the intersection, with new sidewalks and curb ramps on the southwest and southeast corner of the intersection facing Coyote Blvd. On the west side of the intersection, install a curb radius reduction and curb ramps on the north and south side of Cooper Ave. Tighten the north end of the pick-up/drop-off loop with the construction of the sidewalk on the edge of the tree lawn. See **Figure 12** and **Figure 13**.	Weskan Wallace County
5*	North End of Pick-Up/Drop-Off Loop	The sidewalk in front of the school by the pick-up/drop-off loop ends just south of Cooper Ave due to a large drainage ditch impeding sidewalk completion.	Install a new segment of sidewalk that extends the existing sidewalk north to the edge of Cooper Ave by extending the existing drain and filling in more of the ditch around it (another option could be a footbridge). This may require the reconfiguration of some existing sprinklers to avoid watering the sidewalk. See **Figure 12** and above.	Weskan Wallace County
6	Parking Lot Exit Driveway	Students who walk to school from the west side of town walk along Cooper Ave and cross the street at various locations often cut through the parking lot behind the school to access the rear entrance. This missing sidewalk segment, which is on school campus, would connect to the existing sidewalk behind the school and formalize an entrance for these students.	Install a new sidewalk on the east side of the parking lot exit driveway that connects to the existing sidewalk on the west side of the school.	USD 242

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
7	Bike Rack	The existing structure used as a bike rack may be some type of farm equipment repurposed for locking bikes. It is also directly adjacent to the picnic tables in front of the school which physically interferes with students' ability to dock their bikes. 	Install new inverted U racks (not wave racks) in the square of grass bounded by sidewalks at the south end of the pick-up/drop-off loop (just east of the current location). Moving the bike rack to this location will make it easier to park bikes by the rack and increase visibility of biking to school as an option.	USD 242 Weskan Wallace County
8	Coyote Blvd (Oak St to Miller Dr)	Numerous heavy vehicles travel along Coyote Blvd from the grain silos, especially during harvest season. Community members expressed concern about high motor vehicle volumes and drivers exceeding the speed limit, especially northbound drivers approaching the school from the south. The Weskan School Area Analysis study found that 99% of drivers exceed the posted 30 mph speed limit, with observed 85th percentile speeds of 51 mph 100 ft north of Larkspur Rd and 34 mph 425 ft south of Cooper Ave. Coyote Blvd also has a hill that reduces sight lines for northbound drivers when approaching the school from the south. School zone signage and marking is also incomplete along Coyote Blvd.	Install school zone signage and marking according to the school area traffic control diagram in **Figure 12**, but retain the 30 mph posted speed between Miller Dr and Larkspur Rd rather than increasing to 45 mph. Install school zone flashing assemblies at Oak St and Miller Dr that indicate a speed limit of 20 mph when flashing during school hours. Coyote Blvd is currently 30 mph, but community members expressed interest in reducing speeds in the school zone during school hours.	Weskan Wallace County

#* indicates a concept drawing has been drafted for this ID location.

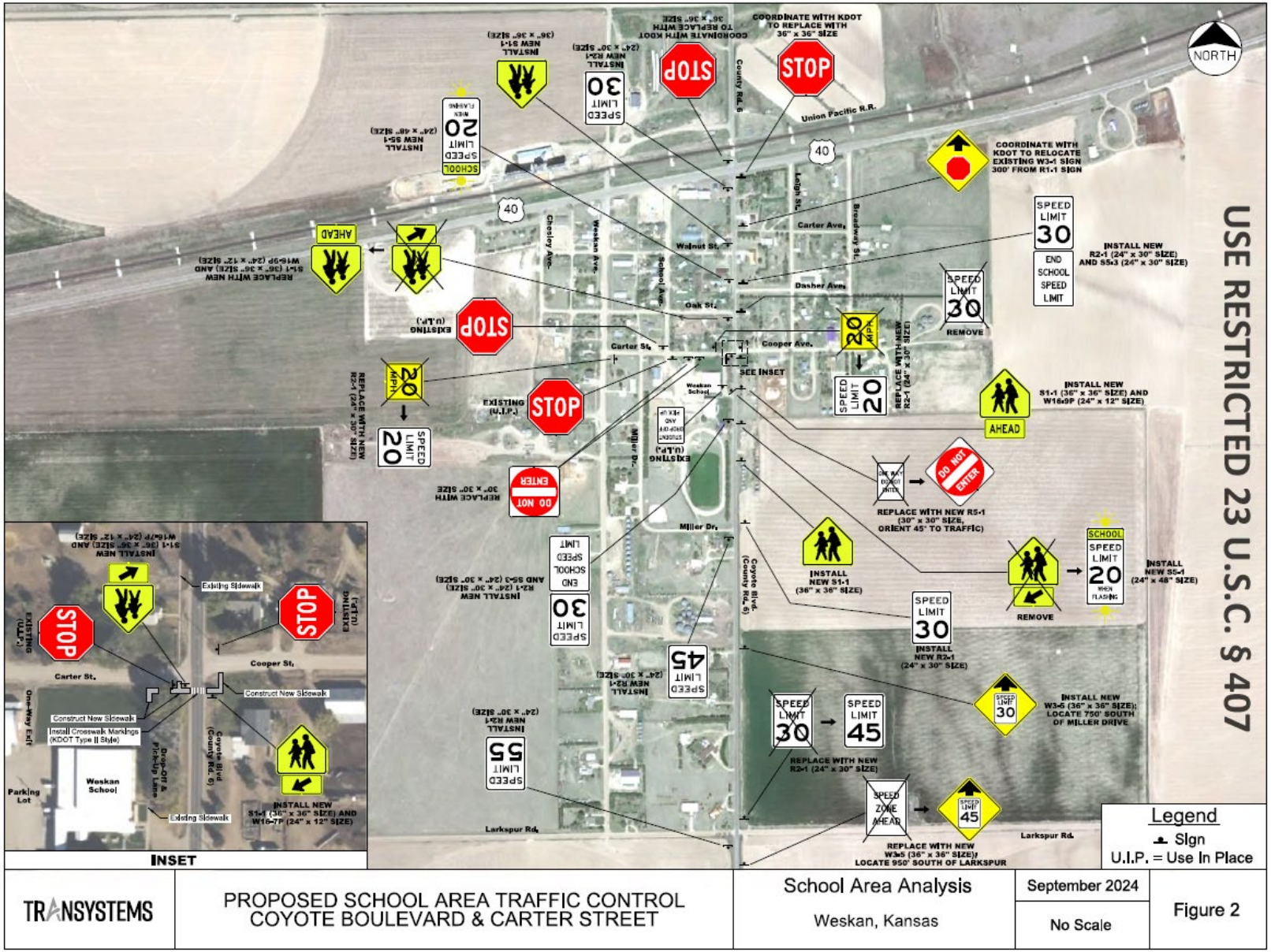

FIGURE 12: SCHOOL AREA TRAFFIC CONTROL DIAGRAM FROM WESKAN SCHOOL AREA ANALYSIS STUDY

FIGURE 13: CONCEPT DESIGN FOR COYOTE BOULEVARD & COOPER AVENUE, LOOKING NORTHEAST FROM SCHOOL DRIVEWAY

Chapter 3: Sharon Springs

Community Context and Current Travel Behaviors

This chapter provides basic background information and travel context for Wallace County Schools.

Existing Conditions

The school building for Wallace County Schools is located on Main Street, a state highway (K-27) that serves heavy truck traffic, especially during harvest season, with trucks traveling between grain businesses. The project team for the Safe Routes to School Plan observed heavy truck traffic during the October 2024 site visit. Observed driver speeds on Main Street appear to exceed the speed limit, and the street is designed for higher speeds. The curb-to-curb street width is 64 feet, with angled parking and one travel lane in each direction. Angled parking on the street has low utilization, and when unoccupied, the effective lane widths are 32 feet encouraging higher speeds.

The front entrance of the school is located on Main Street near the intersection with 6th Street. Wallace County Sherriff Marshall Unruh installed two high visibility crosswalks at the 6th Street and 5th Street crossings of Main Street, as well as solar speed feedback signs with funding from Sharon Springs and school zone signage with KDOT funding. A preschool is located immediately across Main Street from Wallace County Schools, so some Head Start students cross the street to go to that building after Head Start dismissal. There is another future preschool planned near the intersection of Ferlen Avenue and 2nd Street.

Many of the students who walk, bike, and roll to school cross and travel along Main Street which has 5 to 6-foot sidewalks in the school zone and no bike facilities. These sidewalks are narrow for groups of students walking, biking, and rolling to school. Because the street lacks bike facilities, students bike on the sidewalk, and the community mentioned concerns with people riding scooters on the sidewalk along Main Street, indicating demand for a more comfortable bike facility.

Caregivers also drop off their students near the intersection of 5th Street and Ferlen Avenue to be able to enter the rear entrance of the school. Students from the west side of town walk along 5th Street and Ferlen Avenue. Students and staff park in the parking lot on the northwest corner of the school which was less than 50% occupied when observed. Caregivers park in the small parking lot on the southwest corner of the school near the water tower. Wallace County Schools operate several bus routes which serve the county roads south of Sharon Springs and Wallace (located east of Sharon Springs). These buses use the rear drop-off loop.

Bicycle and Pedestrian Crashes

Bicycle and pedestrian crashes within the study area in the previous five years largely occurred on Main Street, US-40, and 6th Street. Three non-injury crashes occurred within the school zone, one at the crossing immediately in front of the school entrance. Wallace County Sherriff Marshall Unruh reported that most of the non-injury crashes shown in **Figure 14** were minor fender-benders and that the serious injury crash involved a driver who ran a stop sign and hit someone.

While not a traffic collision, community members anecdotally reported that people have been injured on the broken sidewalk in front of the food pantry at the northeast corner of Main Street and N Front Street, with falls and injuries by multiple residents.

FIGURE 14: SHARON SPRINGS BICYCLE AND PEDESTRIAN CRASH MAP

Policies and Practices

A fifth-grade teacher at the school leads encouragement activities at the school. He collects old bikes and repaints them in school colors of blue and white for students who need them. He opened his classroom to third to fifth graders to decorate bikes in preparation for the fall Homecoming Parade, which included kids and school staff biking, walking, and using scooters.

FIGURE 15: FALL HOMECOMING PARADE (PHOTO COURTESY CHRISTY HAMMER)

Community Concerns

An interactive online map was available from September 5, 2024, to October 31, 2024 to allow community members to pinpoint a location where they noted a concern. The map received 48 responses from the Sharon Springs community (not just caregivers or students of the study schools).

Most pinpoints and comments were about issues related to sidewalks, crossings, and traffic. Numerous respondents commented on missing, broken, or narrow sidewalks. At crossings, respondents mentioned concerns about traffic volumes, lack of crossing guards to help students cross the street, lack of marked crosswalks, and poor visibility between pedestrians and drivers. In general, respondents expressed traffic concerns about speeding and drivers not yielding or stopping for people crossing the street.

Overall, the online map and caregiver survey reveal that members of the community feel:

- Sharon Springs would benefit from improved sidewalks and completion of sidewalk gaps.
- The community needs safer crossings of Main Street, especially for school children.
- The school might consider placing crossing guards at busy intersections.
- The railroad crossing on Main Street is unsafe due to the condition of the sidewalk.

FIGURE 16: SHARON SPRINGS ONLINE INTERACTIVE MAP COMMENTS

Discussion with Sharon Springs residents at the community pop-up event further illuminated potential safety concerns. The community has come together in concern for a local resident, who as of recently began using a motorized wheelchair. He travels from the south end of town to S Front Street, crosses the bridge over the gully, then enters the highway (Main Street) and travels all the way north in the roadway itself because of the extremely poor condition of the sidewalk across the railroad and in front of the food pantry at the northeast corner of Main Street and N Front Street.

The town added asphalt ramps by the railroad crossing to make it possible for him to traverse, but it is still quite challenging for him to cross the tracks on the sidewalk. He travels to medical care on 6th Street and picks his kids up from the preschool. Members of the community feel that improving the railroad crossing is critical not only for this resident, but for students and any other residents who may need to travel now or in the future to school or nearby locations from the neighborhoods on the south side of town. Community members reported that one student bikes north along S Gardner Street then on S Front Street to Main Street to get to school.

FIGURE 17: SHARON SPRINGS COMMUNITY POP-UP, WALLACE COUNTY SCHOOLS LIBRARY (PHOTO COURTESY LISSA SEXSON)

Other key takeaways from the pop-up included:

- School staff expressed concerns about heavy vehicles consistently traveling on Main Street and concern about driver speeds and lack of driver yielding.
- A teacher who serves as a crossing guard, reported that drivers frequently do not respect the crossing guards and try to sneak by. Another substitute teacher who has performed crossing guard duties before said that someone once hit the paddle she was holding because they passed by so closely.
- Homeschool kids join sports practices at 3 pm right as caregivers are leaving and sometimes dart in between cars. This may be an opportunity for better education. Community members frequently brought up that many students are homeschooled.
- Community members were interested in a more robust and complete future multimodal network, with the potential for bike lanes on additional streets beyond Ferlen Avenue and trail connections south of the railroad tracks. There could be future opportunities to provide walkable and bikeable connections between the school, the community pool, and park located southwest of the railroad tracks, which are frequent destinations for children in town. See *Three Big Ideas for Further Study*.
- Lower maintenance solutions are preferred due to lack of local maintenance capacity, even if that means a more permanent, expensive initial piece of infrastructure like concrete curb extensions.
- High schoolers currently have a tradition of painting the US-40 Service Road. Lissa Sexson is a muralist. These existing community strengths could offer an opportunity to quickly pilot painted, colorful curb extensions through a community project.

Current Student Travel Patterns

In addition to observing school arrival or dismissal during the site visits, information about student travel to school was collected through a Caregiver Survey and Student Travel Tallies.

The tables and charts below provide information about trends in student travel to and from school. ***Note that the survey response rate represents a fraction of the student population and may not reflect the experiences and perspectives of all families.***

Caregiver Survey

The **Caregiver Survey** was open from September 5, 2024, to October 31, 2024. The survey asked questions about the "why" behind travel to and from school, e.g., how far families live from school and other barriers, and attitudes around walking and bicycling.

Twenty-five caregivers responded with most responses from caregivers of kindergarten, first grade, seventh grade, and ninth grade students.

Figure 18 shows that 40% of respondents report their student lives 1.5 miles or more from school. However, 40% also report living 0.5 mile or less from school, which is generally considered a reasonable walking distance for students who are upper elementary school age or older.

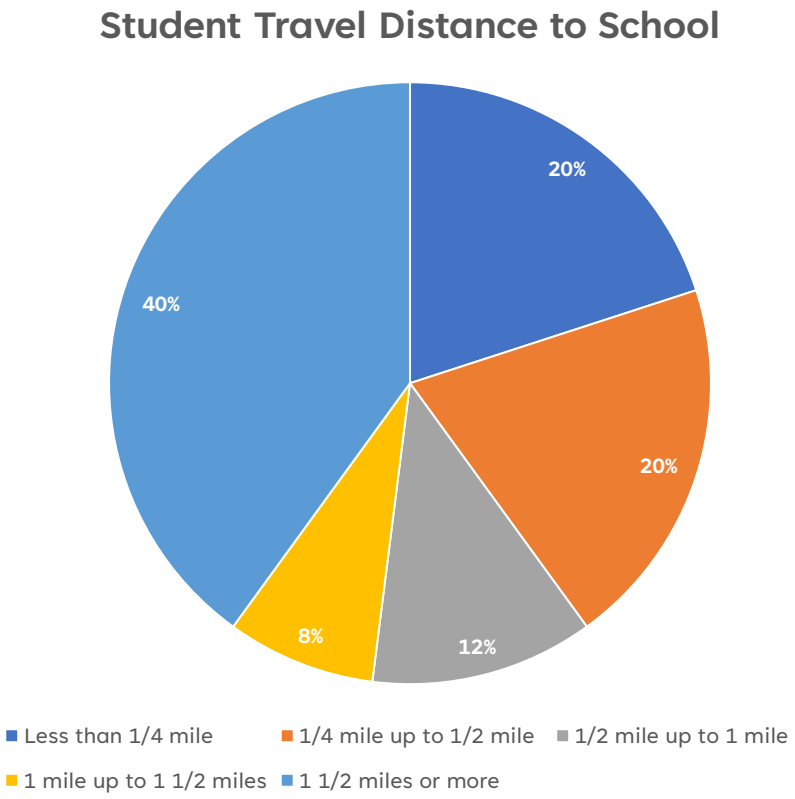

FIGURE 18: STUDENT TRAVEL DISTANCE TO SCHOOL IN SHARON SPRINGS (CAREGIVER SURVEY)

As seen in **Figure 19**, students' actual travel modes to school closely match caregivers' ideal travel modes for their children. The primary difference is that more caregivers would like their children to bicycle to school than the reality, with caregivers driving their children to school instead. Caregivers cite distance and time, heavy or bulky items, student age, and weather or darkness as their top concerns about their child walking and biking to and from school.

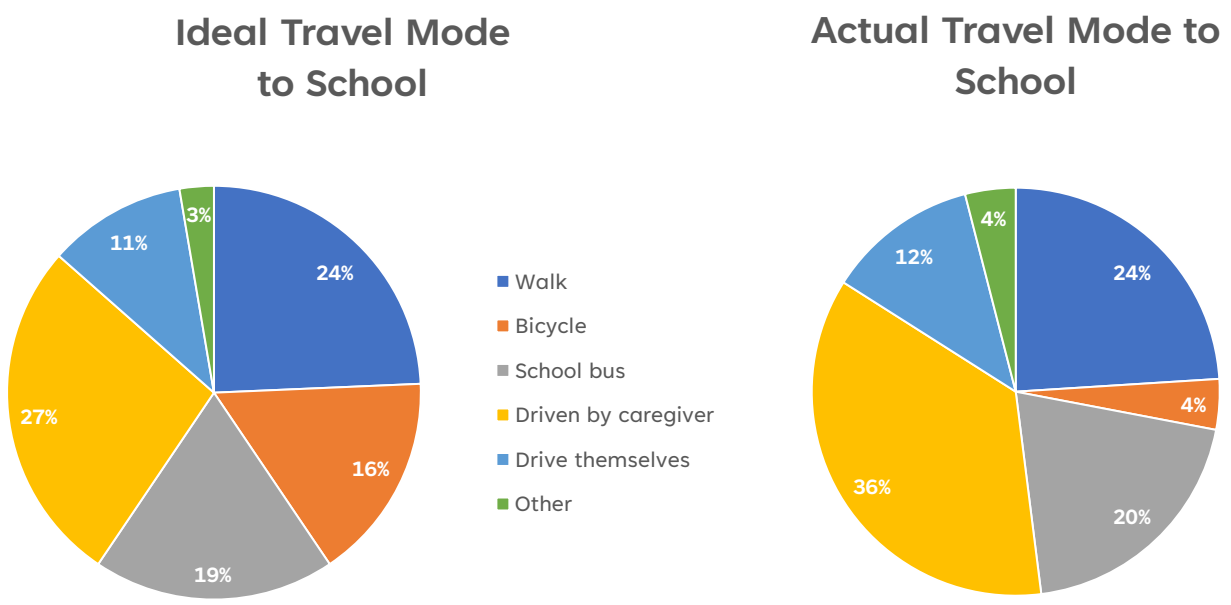

FIGURE 19: IDEAL VS. ACTUAL TRAVEL MODE TO SCHOOL IN SHARON SPRINGS (CAREGIVER SURVEY)

Figure 20 compares most common travel modes to and from school (the first graph is the same data shown in **Figure 19** for comparison purposes). About a third (30-36%) of respondents currently drive their student to/from school, a fifth to a quarter of students ride the bus (20-26%), and about a third (28-35%) of students walk or bike to school. Travel patterns in the afternoon shift very slightly, with more students walking, biking, and taking the bus on the way home.

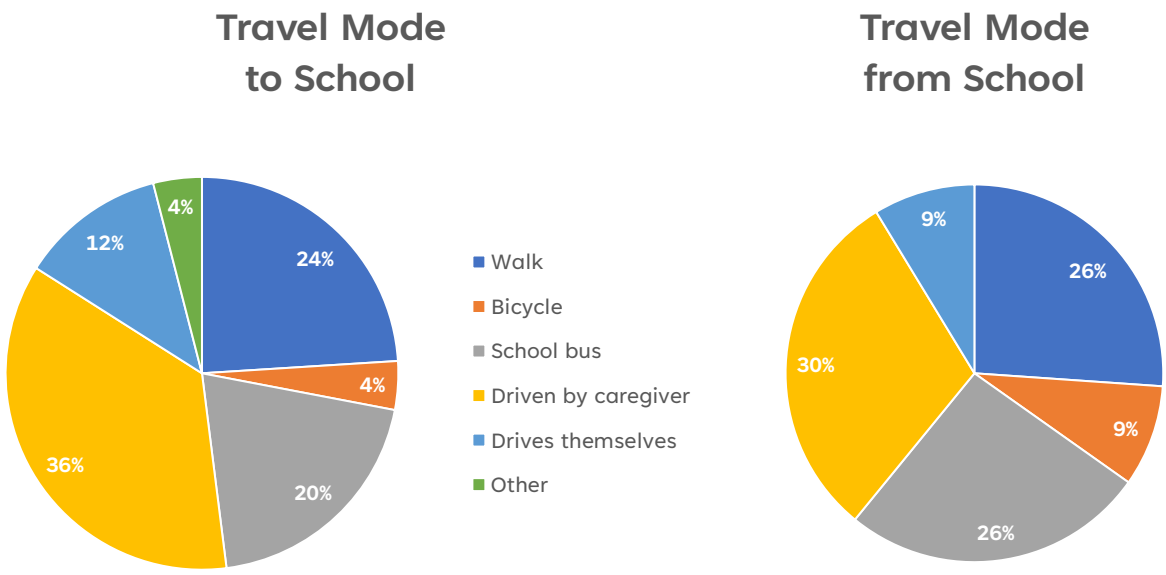

FIGURE 20: TRAVEL MODES TO/FROM SCHOOL IN SHARON SPRINGS (CAREGIVER SURVEY)

Student Travel Tallies

Classroom teachers took Student Travel Tallies on October 15 and 16, 2024. The tallies show "what" is happening at single point in time. Within each classroom, teachers asked and recorded student responses to questions about how they got to school and how they planned on traveling home from school that day.

These results show that more students are driven to school by a caregiver than reflected in the caregiver survey (45% versus 36%), and fewer students walk or bike to school (15% versus 35%). This may reflect idealistic responses by caregivers, the small sample size of the survey, or colder weather than usual on the days of the tallies.

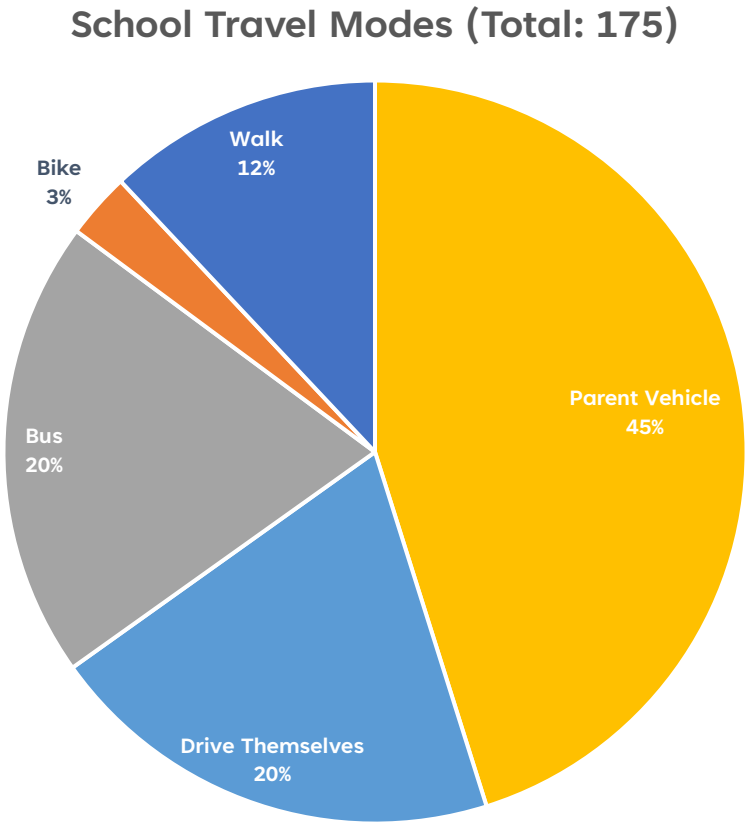

FIGURE 21: REPORTED TRAVEL MODES TO/FROM SCHOOL IN SHARON SPRINGS (TRAVEL TALLIES)

Engineering Recommendations

This chapter summarizes observations and engineering recommendations for Wallace County Schools.

Observations and Walk Audits

Date/time of observation: October 16, 2024; 7-9 am, 12-12:30 pm, 3-4 pm

Main drop-off/pick-up locations: Front entrance on east side of school near Main St & 6th St; Rear entrance near 5th St & Ferlen Ave

FIGURE 22: CONDITIONS NEAR FRONT ENTRANCE OF SCHOOL

Arrival behaviors:

There is a pick-up and drop-off (PUDO) zone indicated by a sign immediately outside the school entrance, flanked by angled parking on both sides. The PUDO lane is indicated only by a sign. The curb is painted yellow and blue for regular parking and accessible parking. Some caregivers parallel park in PUDO lane in front of the school while others angle park.

A northbound driver performed an illegal U-turn after passing through the crosswalk in front of the school and almost struck a teacher crossing Main Street south of the crosswalk. The parent pulled into the PUDO lane diagonally and escorted his children into school. The superintendent also sees illegal U-turns in the opposite direction to access the daycare on the east side of Main Street. There was an almost constant flow of heavy truck traffic on Main Street. According to the county sheriff, truck traffic was lighter than usual on the day of observations. Angled parking in front of the school was about 25% occupied. The north parking lot was around 50% occupied with available capacity.

Four children walked across the street to the daycare. One bicyclist and two walkers crossed at the crosswalk in front of the school. One young student biked eastbound along 5th Street to school, followed by her caregiver in a vehicle. When the student reached the school, the caregiver parked and they walked together with the bike through the school's rear driveway at Ferlen Avenue and 5th Street. They walked up the rear sidewalk to the chain link fence gate and the student rode her bike through the grassy field on the south side of the school to the bike rack located towards the front of the school. A staff member biked eastbound on 5th Street to the school's rear entrance. Three students walked eastbound on 5th Street in the roadway (there are no sidewalks on this segment) to school.

Two northbound drivers on Ferlen Avenue cut through the back of the school to access the frontage road. School administration discourages this cut-through traffic. One student drove a vehicle into the school's rear lot at Ferlen Avenue and 5th Street. Two buses pulled into the school's rear entrance. Fourteen vehicles dropped off students on the east side of Ferlen Avenue which has a short sidewalk leading to the school's rear entrance. Other caregivers parked along Ferlen Avenue and 5th Street and walked their students into the school before returning to their vehicles.

Head Start dismissal: Most caregivers of Head Start students picked up their students inside the school and walked with them to their parked vehicles along Main Street. One caregiver used the crosswalk by the front entrance to cross Main Street to access their parked vehicle along 6th Street. With near constant heavy truck traffic, several trucks passed close to small students loading into their caregivers' vehicles in the angled parking spaces. One potential policy change could be for Head Start students to be picked up along Ferlen Avenue at the rear of the school as opposed to along Main Street, as is the current policy. The rear door is currently locked during the usual Head Start dismissal time due to recess taking place at the same time.

Lunchtime behavior: Ten high school students darted across the access road and US 40 to get to the gas station for lunch. See Recommendations 1 and 2 for more information.

FIGURE 23: HIGH SCHOOL STUDENTS DARTING ACROSS US 40 AT LUNCHTIME

Dismissal behaviors:

Most kids leave from the rear of the school. About 12 students left from the door on the south side of the building. Caregivers picking up their children on the front side of the school parked in the angled parking near the south door so their children didn't have to cross the street.

FIGURE 24: MAIN ST & 5TH ST CROSSING NEAR LIBRARY

Crossing guards: Guards are present during dismissal at the Main St & 5th St crossing, however not during the entire dismissal period. A school staff member ushered a group of children across the library crosswalk right after dismissal. She had a STOP paddle, but not a safety vest. The crossing guard was able to help the first group through the crossing and then went back into the school building. Two boys left later who missed that group and crossed Main St very carefully, looking both ways. Other students who left from the south door crossed within the library crosswalk. At least five other students later exited the south side of the building and crossed Main St at that location. A couple of students went to the library after school. Three students left by bike, including a girl with her brother on the back of her bike. One student left the rear of the school traveling southbound on Ferlen Avenue on an electric scooter.

Six students were observed walking southbound on the east side of Ferlen Avenue, past where the sidewalk ends just south of the school. Over 12 students walked in the roadway westbound along 5th Street from the school's rear exit past Carrie Avenue. Since observations took place on a Wednesday, some students may have been walking to a choir practice held weekly after school at Sharon Springs United Methodist Church.

School staff escorted younger students through the south field to the schoolyard gate where vehicles were parked on the east side of Ferlen Avenue and along 5th Street. Students were released to caregivers who walked with their students to their vehicles and exited on 5th Avenue. Some vehicles pulled away from the curb while students were in the roadway. Drivers operated cautiously as they left; however, the smallest students may not have been visible over the front of some of the larger vehicles during dismissal. Caregivers parked along 5th Street had to walk with their students through the roadway back to their vehicles due to the lack of sidewalks along 5th Street.

FIGURE 25: KEY SIDEWALK ISSUES ON MAIN ST

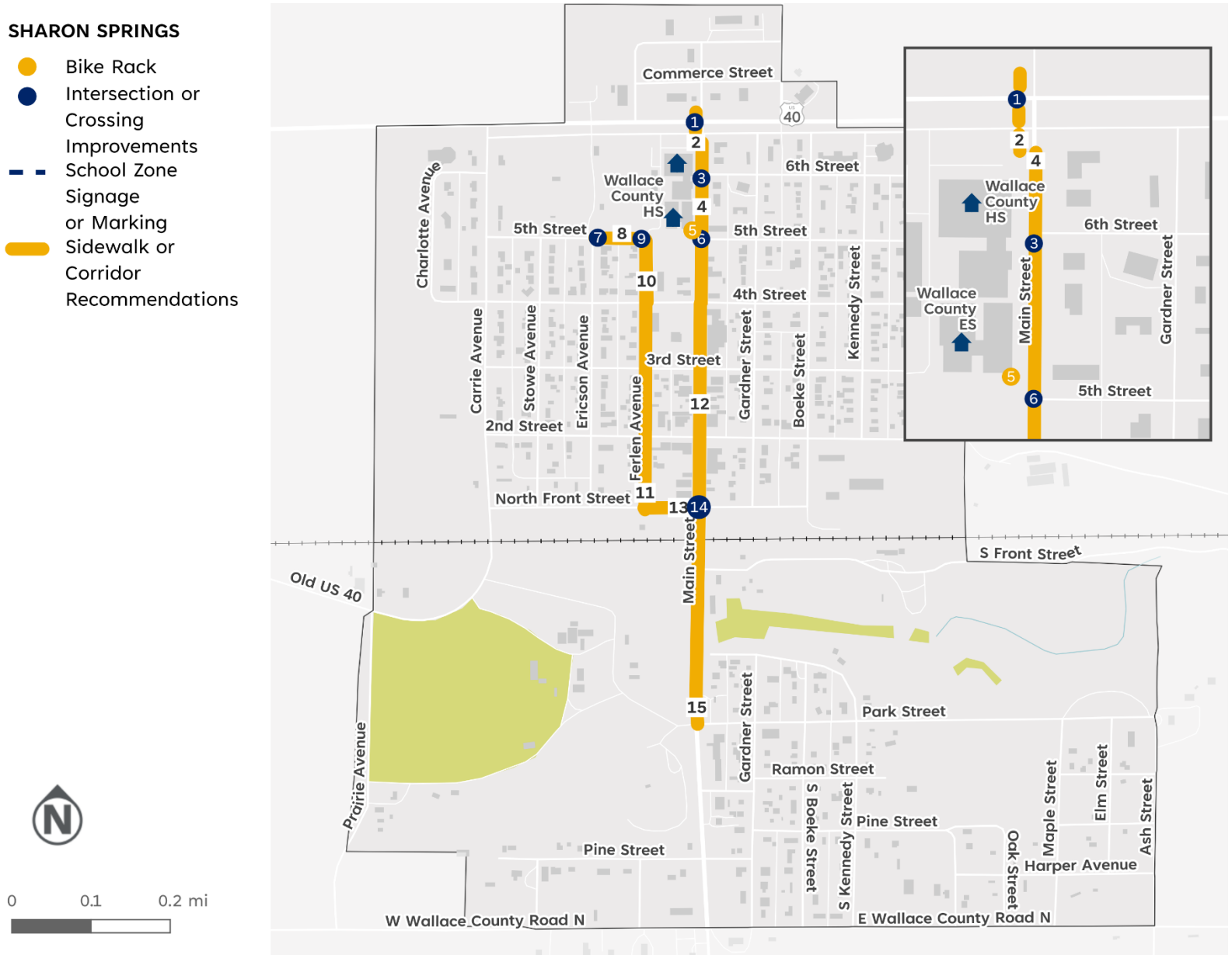

FIGURE 26: MAP OF SHARON SPRINGS ENGINEERING RECOMMENDATIONS

TABLE 4: SHARON SPRINGS ENGINEERING RECOMMENDATIONS

Information contained in this document is for planning purposes and should not be used for final design of any project. All results, recommendations, concept drawings, and commentary contained herein are based on limited data and information and on existing conditions that are subject to change. Further analysis and engineering design are necessary prior to implementing any of the recommendations contained herein.

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
1	US 40 & Main St	High school students dart across the highway here at lunchtime to access the gas station. There is heavy vehicle traffic along US 40. One non-injury crash has occurred at this location in the last five years. School staff reported concerns about driver turning movements or speeds and lack of driver yielding. The crossing lacks appropriate crossing signage and may be difficult for drivers to see or anticipate. There is a long crossing distance, the crossing is unmarked, and there are no curb ramps.	Install new high-visibility crosswalks on the west side of the intersection across both US 40 and across the US 40 Service Rd. The crosswalk across US 40 may be set back slightly west of the other crosswalk to allow for space for a median refuge island. Install new curb ramps with these crosswalks on the north and south side of US 40 and north and south side of US 40 Service Rd (to connect to proposed sidewalk segments). Install curb extensions and a median crossing island at the crossing of US 40. Install advance pedestrian warning sign. Study crossing for PHB across US 40 and dynamic signs to indicate need to slow for red signal ahead.	KDOT Sharon Springs
2	Main St (Parking Lot to End of Current Sidewalk)	High school students dart across the highway here at lunchtime to access the gas station. School staff have reported concerns about this crossing. There are no sidewalks between where the sidewalk on the west side of Main St ends just south of the frontage road and the gas station.	Install new 12 ft sidewalk that connects the existing sidewalk on the west side of Main St, south of the frontage road to the proposed curb ramp south of the US 40 Service Road. Install a 6 ft sidewalk that connects the proposed curb ramp on the north side of US 40 Service Road with the proposed curb ramp on the south side of US 40. Install a 6 ft sidewalk that connects the curb ramp on the north side of US 40 with the lot by the gas station.	KDOT Sharon Springs

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
3*	Main St & 6th St	This crosswalk is the primary crossing to the school entrance across Main St. Caregivers and students do not always use this designated crossing, but rather cross wherever they can. It can be difficult for people walking, biking, and rolling to find sufficient gaps in traffic. The school has expressed concern regarding heavy vehicles consistently traveling on Main St, driver speeds, and lack of driver yielding. One non-injury crash has occurred at this location in the last five years. Angled parking along Main St obstructs visibility between drivers and pedestrians waiting to cross. There is also a wide crossing distance of about 64 ft.	Install curb extensions and a median crossing island. Painted curb extensions could be piloted as a temporary project with the students. However, the curb extensions and median crossing island should be installed with concrete for long-term durability and reduced maintenance. Relocate existing school crossing signs from sidewalk to curb extensions. See **Figure 28**.	KDOT Sharon Springs
4*	Main St (US 40 to 4th St)	This sidewalk segment is in the school zone and a key student walking, biking, and rolling route. There are several spots on the west side of Main St next to trees (by the playground and in front of the school) where the sidewalk is cracked, uplifting, and too narrow (where the sidewalk wraps around two trees in front of the school). In front of the Holy Ghost Church closest to the corner with 4th St, the sidewalk near the roadway is a large step down from the sidewalk closest to the church. In general, the 5-6 ft sidewalk is too narrow for groups of students walking, biking, and rolling to school. Main St lacks a designated place for people to bike, so students use the sidewalk. The community mentioned concerns with people riding scooters on the sidewalk along Main St, indicating demand for a more comfortable option.	**For immediate safety for pedestrians, trees that block visibility should be removed or trimmed and the sidewalk drop in front of the Holy Ghost Church should be marked with a tactile warning strip for people with vision disabilities.** Reconstruct the entire sidewalk segment to be a level 12 ft sidewalk/multi-use path. When installing wider sidewalk or multi-use path on west side, move curb and gutter further into the street, preserve space for a 6 ft tree lawn, convert angled parking on the west side of the street to parallel parking, and narrow travel lanes in the school zone. See **Figure 28**. **Also see Three Big Ideas for Further Study.*	KDOT Sharon Springs

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
5	Bike Rack	The existing bike rack on the southeast corner of the school does not allow locking of bike frame. Additionally, students biking from the neighborhoods southwest of the school must cross the grass field on the south side of the school to reach the bike rack.	Install a new inverted U bike rack (not wave rack style) on the southwest corner of the school for easier access by students and staff.	Wallace County Schools
6	Main St & 5th St	The Main St crossing is in the school zone and is frequently used by students to access the library and the east side of town. It can be difficult for people walking, biking, and rolling to find sufficient gaps in traffic. The school has expressed concern regarding heavy vehicles consistently traveling on Main St, driver speeds, and lack of driver yielding. While there is a high-visibility crosswalk with crossing signage, it has a wide crossing distance, the east crossing leg is unmarked, and curb ramps are not aligned nor ADA compliant.	Install an RRFB and in-street pedestrian crossing sign at the crossing of Main St. Also install curb extensions on both sides of Main St (at the southeast corner of 5th St and Main St, and midblock on Main St). Install a median crossing island centered on Main St to shorten crossing distances and offer refuge to pedestrians crossing the street. Painted curb extensions could be piloted as project with the students. However, the curb extensions and median crossing island should be installed with concrete for long-term durability and reduced maintenance. Install new high-visibility crosswalk on the east leg of intersection across 5th St. Reconstruct or repair existing curb ramps on the north and south side of east leg crossing 5th St. Currently the northeast and southeast corners have one curb ramp per corner. They should each have an ADA accessible ramp oriented toward the proposed crosswalk. The curb ramp on the south side of 5th St should also have an ADA compliant curb ramp facing Main St for that crosswalk.	KDOT Sharon Springs

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
7	5th St & Erickson Ave	Caregivers park along 5th St and Ferlen Ave during arrival and dismissal. Students also bike and walk along both streets. The crossing across 5th St on the east side of Ericson Ave is unmarked and lacks appropriate crossing signage. There are no curb ramps. Parked cars obstruct sight lines to the crossing.	Install a new high-visibility crosswalk across 5th St on the east side of Ericson Ave. Install a curb extension on the southeast side of the intersection, so pedestrians can be seen at the proposed curb ramp on the south side of 5th St without being obstructed by parked vehicles on that side of the street. Install new curb ramps on both the east and west sides of Ericson Ave, and on the school side of the crosswalk to connect to the proposed sidewalk on the north side of 5th St. Install school crossing signs with downward pointing arrows.	Sharon Springs
8	5th St (Ericson Ave to Ferlen Ave)	Caregivers park along 5th St and Ferlen Ave during arrival and dismissal. Students also bike and walk along both streets. There is no sidewalk on the north side and a sidewalk that is too narrow and incomplete on the south side. On Wednesdays after school, kids walk along 5th St then Carrie Ave to choir at Sharon Springs United Methodist Church.	On the north side, construct a 6' sidewalk from the west side of the football field driveway to Ferlen Ave. On the south side, reconstruct the narrow existing sidewalk to be 6' and extend this 6' sidewalk to Ferlen Ave.	Sharon Springs
9	5th St & Ferlen Ave	Currently during arrival and dismissal, students cross 5th St wherever is convenient to reach their caregivers' cars. There is no designated crossing location. The crossing of 5th St at Ferlen Ave is unmarked and there are no curb ramps.	Installing new high-visibility crosswalks at this crossing on the west leg of the intersection will establish a standard and preferred crossing location. Install new curb ramps on the north and south sides of the crossing.	Sharon Springs

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
10	Ferlen Ave (5th St to 4th St)	Caregivers park along 5th St and Ferlen Ave during arrival and dismissal. Students also bike and walk along both streets. On the east side of the street on the north end there is a 5 ft sidewalk that is too narrow for groups of students walking, biking, and rolling to school, and a missing sidewalk on the south end.	Widen the existing sidewalk on the east side of Ferlen Ave to 10 ft and extend this 10 ft sidewalk all the way south to 4th St, to provide a multi-use path option for students biking instead of the proposed in-street bike lane to avoid conflicts during pick-up and drop-off.	Sharon Springs
11	Ferlen Ave (5th St to N Front St)	Students biking and rolling to school lack a comfortable bike route and therefore bike and ride e-scooters on the sidewalk on Main St. Ferlen Ave is a key student walking, biking, and rolling route, and an entrance to the school during arrival and dismissal.	Install a standard striped bike lane on Ferlen Ave. There is enough roadway space for a 5 ft striped bike lane on both sides of Ferlen Ave while still maintaining a travel lane in each direction and parking on both sides. This will provide a clear bike route on a street with lower traffic speeds and volumes. See **Figure 27**.	Sharon Springs
12	Main St (4th St to N Front St)	Main St is a student walking, biking, and rolling route. Sidewalks along Main St are cracked, uplifting, and too narrow in places.	Reconstruct sidewalk to offer 12-foot multi-use paths with 7-foot tree lawns on both sides of the street. This would calm truck traffic through the heart of town. It would require moving curb and gutter into the street to narrow the curb-to-curb width, converting all angled parking to parallel parking, and narrowing travel lanes to 13 or 14 ft. Assess the need for high-visibility crosswalks and stop bars as needed at intersecting streets to facilitate crossings and encourage motor vehicle yielding. **Also see Three Big Ideas for Further Study.*	KDOT Sharon Springs

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
13	N Front St (Ferlen Ave to Main St)	There is no sidewalk on this block of N Front St. It would also be the link that provides access to the proposed bike lane on Ferlen Ave. The school expressed concern that heavy vehicles consistently travel on this street to and from the grain elevators.	Install a 10 ft multi-use path on the north side of the block, including ADA compliant curb ramps. Assess the need for high-visibility crosswalks and stop bars as needed at intersecting streets to facilitate crossings and encourage motor vehicle yielding. This will provide a more comfortable place to walk, bike, and roll for those accessing the proposed bike lanes on Ferlen Ave.	Sharon Springs
14*	N Front St & Main St	The school expressed concern about drivers on Main St approaching this crossing at high speeds due to its location at the bottom of a hill, and concern that heavy vehicles consistently travel on both streets to and from the grain elevators. The crossings of both N Front St and Main St are unmarked and lack appropriate crossing signage. The curb ramps are not aligned with the crossings. Other concerns include driver turning movements or speeds, lack of driver yielding, that crossings may be difficult for drivers to see or anticipate due to poor visibility, about the long crossing distance, and that people walking and biking are unable to find sufficient gaps in traffic to safely cross Main St.	Install new high-visibility crosswalks on the north leg and east leg. Install two ADA accessible curb ramps aligned with the proposed crosswalks on the northeast corner and an ADA accessible curb ramp aligned with the proposed crossing of Main St on the northwest corner. On Main St, install advance yield or stop markings and a "Yield/Stop Here to/for Pedestrians" sign 30-50 ft in advance of the crosswalk. Install pedestrian crossing signs with downward pointing arrows at both crosswalks. Install curb extensions to narrow the crossing of Main St on the north leg. Painted curb extensions could be piloted as project with the students. However, the curb extensions should be installed with concrete for long-term durability and reduced maintenance. See **Figure 29**.	KDOT Sharon Springs

Map ID	Location	Issue	Recommendation	Lead Implementer(s)
15*	Main Street (N Front St to Park St)	The railroad crossing features broken, crumbling sidewalks and inaccessible ramps over the railroad tracks. This acts as a barrier for residents and students who want to walk, bike or roll comfortably and enjoyably to school and in the community. There are other uplifted, cracked sidewalk segments in poor condition further south of the railroad crossing, and the sidewalk on the east side of Main St ends at Lake St and is missing further south to Park St, a key intersection to enter the neighborhood on the east side of Main St and the park, pool, and fairgrounds on the west side of Main St.	Construct a new 10 ft multi-use path with a vegetated buffer on east side of Main St for this entire segment to create a comfortable place to walk, bike, and roll. Ensure the construction of an ADA compliant crossing over the railroad tracks. Install pedestrian crossing arms across the path for when trains are approaching and passing. Coordinate with the railroad to upgrade signage and striping per MUTCD Part 8. See **Figure 29**.	KDOT Sharon Springs

#* indicates a concept drawing has been drafted for this ID location.

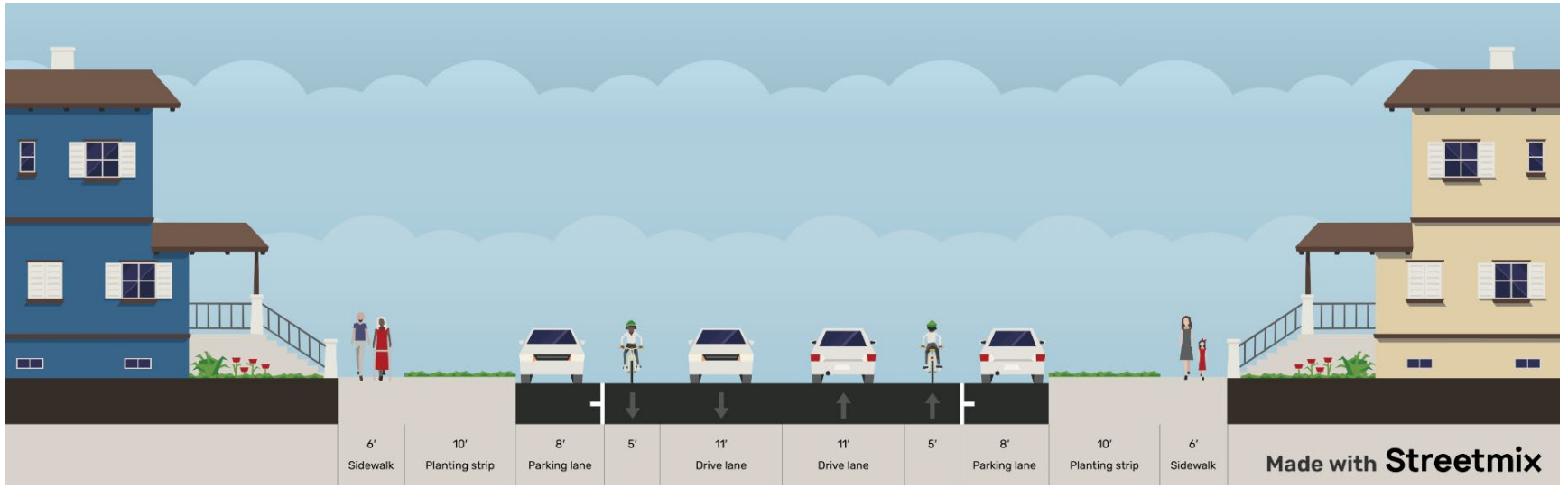

FIGURE 27: RECOMMENDED CROSS SECTION FOR FERLEN AVENUE

FIGURE 28: CONCEPT DESIGN FOR WALLACE COUNTY SCHOOL ENTRANCE ON MAIN STREET, LOOKING NORTH

FIGURE 29: CONCEPT DESIGN FOR MAIN STREET & N FRONT STREET, LOOKING SOUTH TOWARD RAILROAD TRACKS

Three Big Ideas for Further Study

During the community pop-up event, residents expressed enthusiasm about some additional transportation infrastructure improvements that would benefit Sharon Springs. These ideas are beyond the scope of the Safe Routes to School Plan, which focuses on key safety issues for students walking, biking, and rolling to school, but could dramatically benefit transportation safety and access for the community at large. These ideas are documented below for further study and possible grant applications.

1. **Safe Walking Paths Project:** Resume efforts to pursue grant funding for a multi-use path connection in the southwest quadrant of Sharon Springs. This would provide path connections between the park, ballfield, pool, and fairgrounds. It would also create a safe crossing under the railroad tracks for people walking, biking, and rolling along Carrie Avenue. The railroad represents a major barrier for people walking, biking, and rolling in Sharon Springs. There are just two crossings for drivers, and just one for those outside a vehicle (on Main Street). A group began studying this in 2017 funded by a Wallace County Dane G. Hansen Foundation Community Grant, hired an engineer, and developed plans. Updating cost estimates for the project and pursuing grant funding to make this project a reality could further enhance safe access for students and the community at large between the south side of town and the north side of town.
2. **A Broader Network for People Walking, Biking, and Rolling:** Install new sidewalks for people to walk and roll and multi-use facilities for people to bike and scoot on Carrie Avenue, N and S Gardner Street, 5th Street, and 3rd Street. These streets provide key east-west and north-south connections apart from Main St and could offer low-stress connections for people to easily get around town outside of a vehicle, while also narrowing travel lanes to calm traffic speeds.
3. **Reimagine Main Street:** Reconstruct sidewalks on Main Street to offer 12-foot multi-use paths with 7-foot tree lawns on both sides of the street from US-40 to N Front Street. This would create a safe place for people to walk, bike, and roll downtown, encouraging visitors to shop and dine, while calming truck traffic through the heart of Sharon Springs. This would require the tradeoff of moving curb and gutter into the street to narrow the curb-to-curb width, converting all angled parking to parallel parking, and narrowing travel lanes to 13 or 14 feet. However, it would create a much more walkable and comfortable environment for people to explore Main Street. In addition to the current crosswalks at 6th Street and 5th Street, and the recommended crossing at N Front Street, create comfortable crosswalks at 3rd Street and Park Street to provide regular crossing opportunities of Main Street.

Existing, Recommended, and Possible Future "Big Idea" Main St Cross Sections

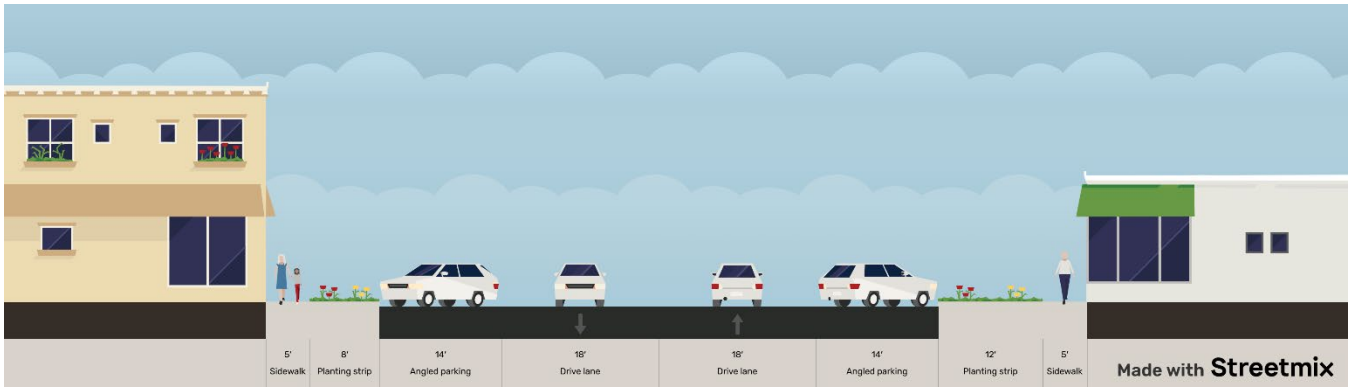

FIGURE 30: EXISTING MAIN STREET CROSS SECTION

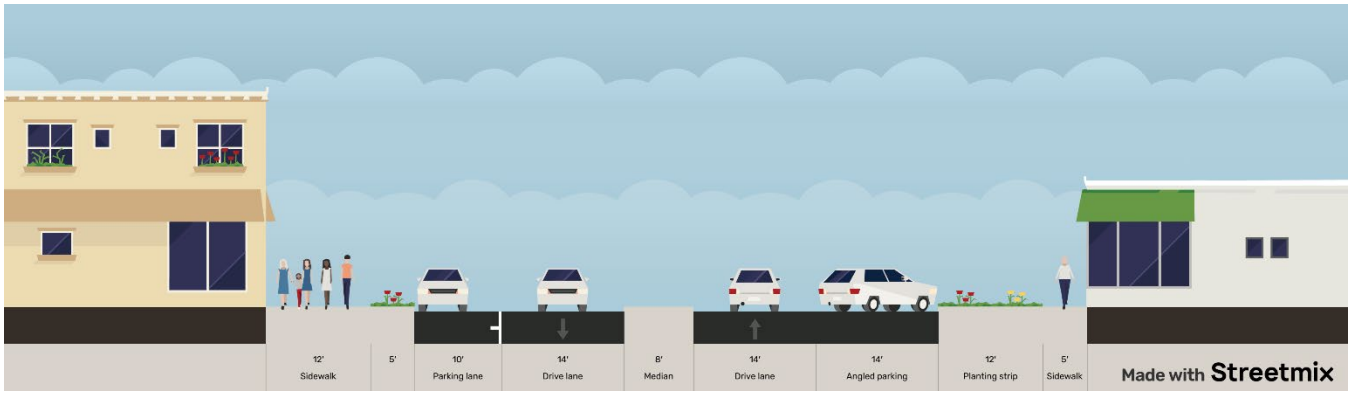

FIGURE 31: RECOMMENDED MAIN STREET CROSS SECTION BETWEEN US 40 AND 4TH STREET

Note: Median shown represents median refuge island at 6th Street and 5th Street crossings; curb extensions are not shown, but would replace parking on either side of the road at the crossing.

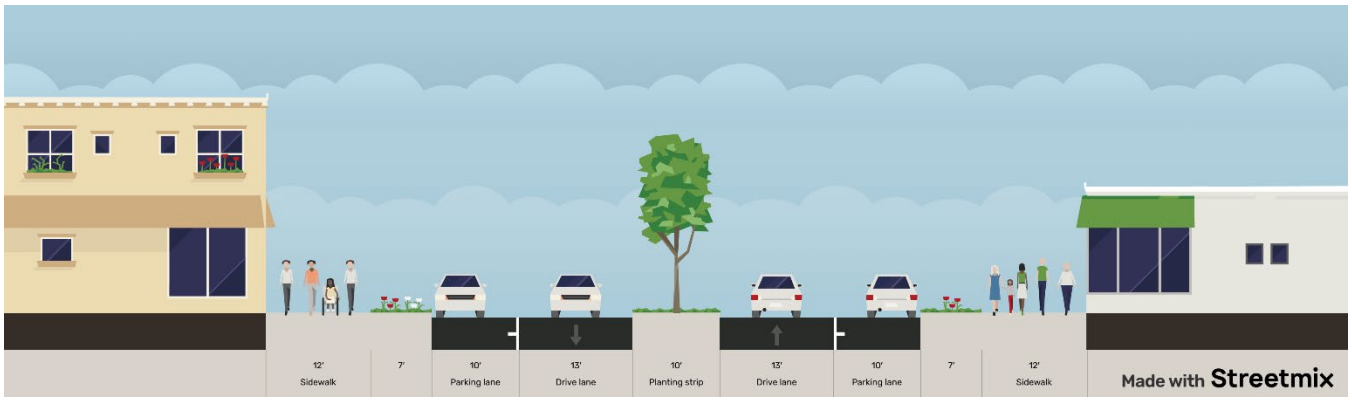

FIGURE 32: POSSIBLE FUTURE "BIG IDEA" MAIN STREET CROSS SECTION BETWEEN US 40 AND N FRONT STREET

Chapter 4: Education, Encouragement, and Enforcement Recommendations

The education, encouragement, and enforcement recommendations in this chapter build upon and compliment the engineering recommendations in this plan. These programmatic recommendations help promote walking, biking, and rolling as fun, healthy, and safe ways to get around. While the engineering recommendations for Sharon Springs and Weskan lie in separate chapters, the program recommendations are largely shared across the communities, and as such, are combined in this chapter to avoid duplication.

More resources to support SRTS programming can be found at:

- Kansas Safe Routes to School: https://saferoutes.ksdot.gov/resources-and-education
- Safe Kids Kansas: https://www.safekidskansas.org/bike_safety.htm
- Safe Routes Partnership: www.saferoutespartnership.org/
- National Center for Safe Routes to School: www.saferoutesinfo.org/

Education Programming

SRTS education can foster student's life-long skills for safe walking and bicycling. Education messages directed at the broader school community can help adults be safety role models and encourage safe driving. **Table 5** shows education strategies that members of each community showed interest in during the community pop-ups.

TABLE 5: EDUCATION RECOMMENDATIONS

Recommendation	Description	Weskan	Sharon Springs	Notes & Lead Implementer(s)
Bicycle rodeo	Bike rodeos teach children skills related to walking and bicycling safely, which can increase their and their caregivers' confidence for biking or walking to school.	x	x	Potential partnership between Wallace County Recreation and Wallace County Sheriff's Office
School zone safety tips for caregivers and staff	Safety tips should include school maps, and written descriptions of the rules and procedures for arrival and dismissal that emphasize driving safely, being alert for pedestrians and bicyclists, and respecting the school crossing guards.	x	x	
Driver's education with focus on pedestrian and bicycle safety	Incorporating content on how to drive around people walking, biking, and rolling; and the outsized impact that driving behaviors can have on pedestrian and bicyclist safety (e.g., speed, turns on right, opening car doors, etc.) which may improve the culture around active transportation.	x	x	Update countywide driver's education curriculum in Sharon Springs
Pedestrian or bicycle-safety assembly	A one-time or annual safety event designed to engage and entertain children while providing safety skills and knowledge.		x	
Walking and bicycling maps	Walking, biking, and rolling route maps can show the location of pedestrian and bicycle infrastructure and estimated walking, biking, and rolling times.	x	x	Pair construction of new infrastructure with start of school year information shared with caregivers and staff on arrival and dismissal procedures and safety

FIGURE 33: BICYCLE SAFETY PROGRAMMING & MATERIALS

Encouragement Programming

SRTS encouragement programs can establish a culture supportive of active transportation and foster life-long habits for active transportation. **Table 6** shows encouragement strategies that members of each community showed interest in during the community pop-up events.

TABLE 6: ENCOURAGEMENT RECOMMENDATIONS

Recommendation	Description	Weskan	Sharon Springs	Notes & Lead Implementer(s)
Walk to School Day and Bike to School Day	Walk and Bike to School Days encourage families to try out walking, biking, and rolling in a supportive environment. Consider incorporating competitions between schools or classrooms. Once established, these one-day events can lead to monthly events to maintain momentum and enthusiasm.	x	x	Wallace County Sheriff's Office
Walking school buses and bike trains	Walking school buses and bike trains are groups of children who walk, bike, or roll to school together with adult supervision. Organize caregivers or community volunteers to "pick up" students on their walk or bike ride to and from school.	x	x	Listed in the Weskan School Wellness Plan, it would be simple to organize a pilot from east side of town (SRTS Team) Sharon Springs: Identify a school champion and consider adding it to the school wellness policy
Frequent walker/bicyclist program	Frequent walker and biker programs provide small rewards or incentives to students who regularly walk and bicycle to school. Frequent walker and biker programs use a system, like punch cards or posters, for tracking student trips.	x	x	Potential partnership with Wallace County Recreation. Involve students who live too far away with a park and walk, bike or roll program, as described in the KDOT SRTS Idea Book.
Free bicycle helmets and bike lights	Partner with community organizations to acquire and fit helmets for students who do not have them. Helmet and bike light giveaways should be coordinated with bicycle safety education or skills practice and include instruction on helmet safety.		x	
Youth Task Force/high school student leadership	Developing a Youth Task Force with high school student representatives who care about transportation, climate change, and health can be a great way to establish young local leaders. Student task force members plan events and activities to encourage walking, biking, and rolling to school.	x		

Recommendation	Description	Weskan	Sharon Springs	Notes & Lead Implementer(s)
Communications	Create signage, social media, and other campaigns on pedestrian and bicyclist awareness and safety at and around schools.	x	x	

FIGURE 34: WALK AND ROLL TO SCHOOL DAY IN EMPORIA, KANSAS FEATURING A BIKE TRAIN

Enforcement Programming

SRTS enforcement efforts aim to increase the safety of children walking, biking, and rolling to school by helping to change unsafe behaviors of all roadway users (drivers, pedestrians, bicyclists). While SRTS enforcement strategies may include law enforcement, it is important to discuss enforcement strategies with the school community and be sensitive to any concerns regarding the role of law enforcement.

TABLE 7: ENFORCEMENT RECOMMENDATIONS

Recommendation	Description	Lead Implementer(s)
Establish school drop off and pick up monitors	This will reinforce school procedures on and around the school campus.	USD 241 & USD 242
Establish student safety patrols	Student safety patrols would provide ongoing reinforcement of safe pedestrian and bicyclist behavior. Resources are available through AAA School Safety Patrol.	USD 241 & USD 242
Support crossing guards	Establish training and procedures for crossing guards to ensure adequate staffing. Find more information in these Adult Crossing Guard Guidelines.	USD 241 & USD 242
Partner with local law enforcement	Include law enforcement representatives on advisory committees to help with education and purposeful speed enforcement in school zones.	USD 241 & USD 242 Wallace County Sheriff's Office

FIGURE 35: DEVELOPING RECOMMENDATIONS IN PARTNERSHIP WITH THE WALLACE COUNTY SHERIFF

Chapter 5: Implementation

It will take time and the combined efforts of individuals, local and regional entities, KDOT, and other partners to implement the recommendations in this plan. Wallace County Community Development and the Weskan and Sharon Springs SRTS Teams will serve as primary implementors of the plan. They will be responsible for initiating key actions with partners to ensure the success of this SRTS Plan. The immediate steps for the SRTS Teams to begin the process of implementation include the following:

1. **Adopt**: Work with the Wallace County Commission, the Sharon Springs City Council, and both USD 241 and USD 242 to formally adopt the SRTS Plan.
    - KDOT funding programs are more likely to award funding for projects that are part of an adopted plan.
2. **Assess**: Identify three to five priority recommendations to work towards over the next year.
    - Work with the SRTS Team or other groups to assign lead roles and set up regular check-ins to evaluate progress.
    - Incorporate the priority recommendations into internal work plans for the city and school district.
3. **Apply:** Apply for funding to implement the plan.

Priority Recommendations

The project team hosted both the Sharon Springs SRTS Team Meeting 4 and the Weskan SRTS Team Meeting 4 in person on May 31, 2025, at the Sharon Springs Public Library and the Weskan Schools Cafeteria, respectively. SRTS Team members had the opportunity to learn about the Wallace County Safe Routes to School Plan recommendations for each community and talk through prioritization, implementation, and next steps following adoption of the final plan.

FIGURE 36: SHARON SPRINGS SRTS TEAM MEETING 4

Each team identified their top three engineering recommendations for their community, considering several possible prioritization approaches:

- **Low-hanging fruit:** What can we independently take on now to build momentum?
- **Biggest benefit:** Which projects, locations, or activities will benefit the most students?
- **Safety:** Which projects or locations address the most serious safety issues?
- **Opportunity:** What other projects or events are happening that we could build upon?

Both SRTS Teams selected a mix of projects that they felt were the most important and had the biggest impact for safety, as well as a few low-hanging fruit projects, as shown in **Table 8** and **Table 9**.

TABLE 8: TOP THREE ENGINEERING RECOMMENDATIONS – WESKAN

Project #	Location	Impact (Low, Medium, High)	Effort (Low, Medium, High)	Cost ($-Low, $$-Medium, $$$-High)	Maintenance Needs	Timeframe (1-2 yrs, 3-5 yrs, 5+ yrs)
1, 2, 5, 6	All sidewalks (same project as below)	High	High	$$$	Clear debris & vegetation	3-5 yrs
4	Cooper & Coyote corner reconstruction & RRFB (same project as above)	High	High (Medium with painted pilot)	$$$ ($ with painted pilot)	Lower with concrete	3-5 yrs (1-2 years with painted pilot)
8	School zone signage and 20 mph school zone	High	Medium	$-$$	Medium - replace signage when needed	1-2 yrs

TABLE 9: TOP THREE ENGINEERING RECOMMENDATIONS – SHARON SPRINGS

Project #	Location	Impact (Low, Medium, High)	Effort (Low, Medium, High)	Cost ($-Low, $$-Medium, $$$-High)	Maintenance Needs	Timeframe (1-2 yrs, 3-5 yrs, 5+ yrs)
4, 12, 15	Main Street sidewalks (same project as below)	High	High	$$$	Clear debris & vegetation	3-5 yrs
3, 6, 14	Curb extensions & median islands (same project as above)	High	High (Medium with painted pilot)	$$$ ($ with painted pilot)	Lower with concrete	3-5 yrs (1-2 years with painted pilot)
7, 9, 11, 14	Crosswalks & striping	Medium	Low	$	Medium - restriping when needed	1-2 yrs

A major takeaway from the SRTS Team meeting is the interest from members in merging the Sharon Springs and Weskan SRTS Teams into one Wallace County SRTS Team, primarily to reduce meeting fatigue when several members sit on both teams, and members are quite busy. Additionally, many of the programs that each community is interested in are the same across Weskan and Sharon Springs, so collaborating on those efforts would allow them to learn from each other and implement joint programs.

TABLE 10: TOP FIVE PROGRAM RECOMMENDATIONS – JOINT WALLACE COUNTY SRTS TEAM

Program/Activity	Impact (Low, Medium, High)	Effort (Low, Medium, High)	Cost ($-Low, $$-Medium, $$$-High)	Lead Implementer	Timeframe (1-2 yrs, 3-5 yrs, 5+ yrs)
Annual bike rodeo	High	Medium	$-$$	Wallace County Sheriff's Office	1-2 yrs
Biannual countywide bike maintenance clinic	High	Medium	$$	Local expert or nearest bike shop	1-2 yrs
Bike to School Day & International Walk and Roll to School Day	High	High	$-$$	USD 241 & USD 242	1-2 yrs
Frequent Walker/Biker Program	High	Low	$	Recreation Center	1-2 yrs
School communications	Medium	Low	Low	USD 241 & USD 242	1-2 yrs

Engineering components of the SRTS Plans would be best accomplished on an individual community basis. Plans for grant applications will also be specific to each community. There may be economies of scale achieved by securing engineering plans and cost estimates as well as sourcing concrete or construction materials for both communities at the same time.

For next steps identified by SRTS Team members in Sharon Springs and Weskan, reference the SRTS Team 12-Month Schedule at the end of the plan document.

Policy and Process Recommendations

During the development of this SRTS Plan, local practices and policies were reviewed to identify areas where updates could improve traffic safety and promote safer student travel.

The following policy improvements are recommended:

- Establish and enforce standardized school zone speed limits of 20 mph during school hours for both Weskan and Sharon Springs, including installation of flashing signs.
- Adopt a Wallace County "Complete Streets" guideline to prioritize walking, biking, and rolling in all future roadway projects.
- Review sidewalk maintenance ordinances to clarify local and private responsibilities for safe, passable sidewalks near schools.
- Standardize crossing guard procedures and training for both schools, including safety vest use, hours of service, and stop sign protocols.

These updates should be reviewed and adopted by city councils and school boards, and reflected in future infrastructure funding and planning applications.

KDOT Funding Opportunities

The table below lists funding opportunities administered by KDOT that can be used for SRTS projects. More information about these funding opportunities can be found on KDOT's website or by contacting the KDOT Safe Routes to School Coordinator.

TABLE 11: KDOT FUNDING OPPORTUNITIES

Funding Source	Description	Timeline	Applicability
Transportation Alternatives (TA) - Construction	TA Construction funds can be used for surface transportation projects and programs defined as transportation alternatives, such as on- and off-road pedestrian and bicycle facilities, infrastructure projects for improving non-driver access to public transportation and enhanced mobility, community improvement activities, and environmental mitigation.	Call for projects typically held every two years, on even years.	Projects
Transportation Alternatives (TA) – Non-Construction	TA Non-Construction funds can be used to develop a SRTS Plan or to plan and fund education, encouragement, engagement, enforcement, and evaluation activities.	Call for projects typically held every two years, on even years.	Programs
Traffic Engineering Assistance Program (TEAP)	The Traffic Engineering Assistance Program (TEAP) provides traffic analysis services for roadways outside of the KDOT management system at no cost to the community. Local jurisdictions apply for funds by describing their potential issues. If the application is selected, a consultant reviews the location, analyzes the data, and develops feasible recommendations for the local jurisdiction to implement.	Applications accepted year-round.	Projects
Cost Share Program	The KDOT Cost Share Program is a flexible funding program for transportation projects that improve safety, support job retention and growth, improve access or mobility, relieve congestion, and help areas across the state improve the transportation system. There is a 15% local cash match requirement.	Call for projects in spring and fall.	Projects
Recreational Trails Program (RTP)	The Recreational Trails Program (RTP) provides funds to states for developing and maintaining recreational trails and trail-related facilities for motorized and nonmotorized recreational trail uses. Though this SRTS planning effort did not result in any immediate trail recommendations, the Sharon Springs Safe Walking Paths Project or other trail projects may improve or create safe routes for students getting to and from school.	Call for projects typically held every fall.	Projects

Funding Source	Description	Timeline	Applicability
Highway Safety Improvement Program Funds (HSIP)	The Highway Safety Improvement Program (HSIP) is a federal aid program with the purpose of achieving a significant reduction in fatal and serious injury crashes on all public roads. The Kansas Vulnerable Road User Safety Assessment (VRUSA) was published in 2023, and includes recommendations and the identification of high risk and high injury networks. In response, the Bureau of Transportation Safety committed HSIP funds to support pedestrian and bicycle projects that include countermeasures identified in the VRUSA.	Call for projects typically held every two years, on even years.	Projects

Other Kansas Funding Opportunities

Funding Source	Description	Applicability
KDHE Chronic Disease Risk Reduction (CDRR) Community Grant Program	KDHE Chronic Disease Risk Reduction (CDRR) Community Grant Program provides funding, training, and technical assistance to communities to address chronic disease risk reduction through evidence-based strategies that impact tobacco use, physical activity, and nutrition. The *Increase Physical Activity* strategy is especially relevant to SRTS because funds can be used to improve community infrastructure and opportunities for physical activity. Applications are due in the spring. More information is available on the KDHE Division of Public Health's website.	Programs
Blue Cross Blue Shield of Kansas Pathways Program	These competitive grants, which accept application in even-numbered years, offer $100,000 in capacity funding to health coalitions focused on active living in Kansas (excluding Johnson and Wyandotte counties). Additionally, organizations that partner with these coalitions may qualify for non-competitive implementation grants ranging from $5,000 to $50,000. More information can be found on the Blue Cross Blue Shield Pathways website.	Programs
Sunflower Foundation	Sunflower Foundation partners with communities, schools, and nonprofits across Kansas to ensure that all Kansans have access to trails and can enjoy the many benefits that come with connecting to nature. Sunflower Foundation typically funds public access trails, not standard sidewalks, though projects that intersect with Safe Routes to School may qualify. Eligible applicants include 501(c)(3) nonprofits (or those with a fiscal sponsor) and state, local, or municipal government entities. To sign up for the foundation's newsletter to receive information about future grant cycles, visit the Sunflower Foundation's website.	Projects

Funding Source	Description	Applicability
Kansas Main Street Technical Assistance Program	The Kansas Department of Commerce (KDC) offers the Kansas Main Street Program, a self-help, technical assistance program that targets revitalization and preservation of downtown districts through the development of a comprehensive strategy for historic preservation, organization, design, promotion, and economic vitality. Any community interested in learning more about how to revitalize their downtown is encouraged to sign up as an Affiliate Community, which can attend the same quarterly trainings normally reserved for Designated Kansas Main Street communities. Anyone – including individuals, businesses and civic organizations – may join the Affiliate Program. For more information, visit Kansas Main Street.	Projects Programs

Other Funding Opportunities & Resources

Beyond the state level, there are many other organizations that provide funding for projects or activities that improve walking, biking, and rolling. Below are a few links to start with:

Funding Source	Description	Applicability
AARP Community Challenge	AARP provides small grants to fund "quick-action" projects that make a community more livable for people of all ages and abilities.	Projects Programs
University of Kansas (KU) Center for Public Partnerships & Research Grant Writing Assistance	KU offers free grant writing and technical assistance for nonprofit organizations, state associations/coalitions, school districts, state agencies and communities in Kansas. For more information, visit the website and/or contact Jenny Memmott, Senior Grants Monitor, KU Center for Public Partnerships and Research, jmemmott_sta@ku.edu.	Projects Programs
Union Pacific Community Ties Giving Program	The Union Pacific railroad offers grants within several "priority cause areas": safety, workforce development, community vitality, and environmental sustainability.	Projects Programs
Kansas Active Transportation Resources	This KDOT webpage provides a comprehensive list of active transportation resources, including planning and design guidance, engagement and education resources, and performance measures among other topics.	Programs
People for Bikes	In addition to information on the PeopleForBikes Industry Community Grant Program, this webpage suggests several other funding sources to consider for engineering, education, and encouragement projects.	Projects Programs

SRTS Team 12-Month Schedule

The draft calendar below is based on steps discussed during the Sharon Springs and Weskan SRTS Team Meeting 4. A recommended first step is setting up the joint Wallace County SRTS Team listserv and calendar to digitize this events calendar, and begin identifying dates with question marks. The early months of the schedule include already-brainstormed meetings and events in **blue**, and action items in **yellow**. Calendar items can be shifted back as needed to be more realistic (or assigned to particular SRTS Team members).

May 2025	June	July	August
7 KDOT Bike to School Day **7** Sharon Springs Bike Rodeo **8** Weskan Bike Rodeo **?** Meet with Jeff House re: maintenance clinics & invite to join SRTS Team **?** Set up joint Wallace County SRTS Team listserv & calendar **?** Sign up for KDOT SRTS newsletter and for updates on TAP call for projects **?** Get on agendas for County Commission, Sharon Springs City Council, USD 241 & USD 242 for plan adoption	**?** Kickoff meeting of new joint Wallace County SRTS Team (take notes & share recap with absent members) **?** SRTS Plan adoption by County Commission, Sharon Springs City Council, USD 241 and USD 242 **?** Meet with KDOT District 3 engineers (Jeff Stewart & Todd Anderson) **?** Research local engineering firms and get estimate from engineer	**?** Meet with business owners to get buy-in **?** Meet with Wallace County Foundation **?** Promote Wallace County SRTS Plan via communications **?** Contact bike shop to see if they will come out for periodic bike maintenance clinics **?** Decide what grants to apply for **?** Identify what projects can be built or piloted using local maintenance budget	**?** Wallace County SRTS Team Meeting **?** Provide SRTS Team update at City Council meeting **?** Familiarize with free KDOT safety flyers & materials **?** Develop walk/bike route map & safety one-pager **?** Develop content schedule for school newsletter **?** Contact KU Center for Public Partnership & Research for grant writing assistance
September	**October**	**November**	**December**
? Wallace County SRTS Team Meeting **?** Check-in with Ann Katt and/or Jenny Kramer	**8:** International Walk & Roll to School Day **?** Walk, Bike, Roll Kansas Active Transportation Summit	**?** Wallace County SRTS Team Meeting	
January 2026	**February**	**March**	**April**
? Wallace County SRTS Team Meeting	**?** Transportation Alternatives Program Call for Projects open	**?** Wallace County SRTS Team Meeting **?** TAP Project Concept Forms due and reviewed	**?** Prepare TAP Application

Monitoring and Reporting Progress

Wallace County will implement a transparent system to track progress on Safe Routes to School implementation. This system will include:

Annual public updates, shared via the Wallace County Community Development website and schools websites, summarizing actions taken, projects completed, and next steps.

Metrics to track include:

- Number of infrastructure projects completed
- Percent of students walking/biking to school
- Reported near-miss or crash incidents
- Participation in education/encouragement programs
- A 5-year review and update of the SRTS Plan to assess long-term impact and guide new goals.

This ongoing monitoring will ensure accountability and allow the community to see tangible improvements toward our shared goal of zero roadway fatalities.

APPENDIX A:
RESOLUTIONS &
LETTERS OF SUPPORT
PAGES 66 - 70

RESOLUTION NO. 2025 - 07

A RESOLUTION OF THE BOARD OF COUNTY COMMISSIONERS OF WALLACE COUNTY, KANSAS, FORMALLY ADOPTING THE WALLACE COUNTY SAFE ROUTES TO SCHOOL PLAN AND ENDORSING ITS GOALS.

WHEREAS, the safety of children and all community members traveling by foot, bicycle, or other active transportation modes is a priority of Wallace County; and

WHEREAS, Wallace County participated in the development of the Wallace County Safe Routes to School Plan (May 2025) in partnership with local municipalities, school districts, and the public to improve safety, encourage walking and biking, and plan for future infrastructure needs; and

WHEREAS, the Wallace County SRTS Plan establishes goals aligned with the Safe Streets and Roads for All (SS4A) program, including a commitment to reducing traffic-related fatalities and serious injuries;

NOW, THEREFORE, BE IT RESOLVED that the Board of County Commissioners of Wallace County, Kansas, hereby formally adopts the Wallace County Safe Routes to School Plan (May 2025) and supports its goals and implementation efforts.

Adopted this 10th day of June 2025 by the Board of Wallace County Commissioners, Wallace County, Kansas.

BOARD OF COUNTY COMMISSIONERS OF
OF WALLACE COUNTY, KANSAS

Rebecca Larson, Chairperson

Will Walker, Commissioner

Brian Gailey, Commissioner

ATTEST: _____

Micaila Lock, County Clerk

To Whom It May Concern,

On behalf of the City of Sharon Springs, I am writing to formally endorse the Wallace County Safe Routes to School Plan, completed in May 2025.

This plan represents a coordinated effort to improve pedestrian, bicycle and other active transportation modes safety near schools and throughout our community. We support its recommendations and recognize its alignment with the goals of the federal Safe Streets and Roads for All (SS4A) program, including efforts to reduce traffic-related injuries and fatalities.

The City of Sharon Springs is committed to working with Wallace County, local schools, and residents to support the implementation of the strategies outlined in the plan.

Sincerely,

Angie Van Allen

Angie Van Allen
City Clerk, City of Sharon Springs
308 N Main Street
Sharon Springs, KS 67758

Wallace County Schools
USD#241

To Whom It May Concern:

On behalf of USD 241 Wallace County Schools, I offer this letter of endorsement for the Wallace County Safe Routes to School (SRTS) Plan.

This plan represents a significant step forward in creating safer, more accessible routes for students who walk, bike, or use other active transportation to and from school. As a district serving the communities of Sharon Springs and surrounding rural areas, we recognize the importance of improving infrastructure and safety near our school campus, particularly where high-traffic areas, incomplete sidewalks, or visibility concerns currently exist.

The SRTS Plan provides a realistic and actionable framework for prioritizing improvements to sidewalks, crossings, signage, and public awareness. We appreciate the plan's county-wide approach and its recognition of the unique challenges rural communities face. These improvements not only benefit our students but also serve the larger community – including families, older adults, and individuals with limited mobility.

USD 241 believes this plan will serve as a valuable foundation for pursuing future investments through federal, state, and private grant opportunities.

We are grateful for the opportunity to collaborate on projects that help make Wallace County a safer, healthier, and more connected place to live and learn.

Sincerely,

Christy Hammer

Christy Hammer
Superintendent
USD 241 Wallace County Schools

521 N. Main Street
Sharon Springs, KS 67758
785-728-4577

USD #242 WESKAN SCHOOLS

"Home of the Coyotes"
John Cox, Superintendent/K-12 Principal
Laura Sexson, K-12 Assistant Principal
Heavenly McQuillan, Board Clerk
Connie Okeson, District Secretary
219 Coyote Blvd.
Weskan KS 67762
785-943-5222 (office) 785-943-5303 (fax)

Date: June 23,2025

Subject:

To Whom It May Concern:

On behalf of USD 242, I am pleased to express our support for the Wallace County Safe Routes to School (SRTS) Plan.

This plan marks an important investment in student safety and community well-being by addressing the conditions that impact how students travel to and from school. As a district serving rural communities in and around Wallace County, we see firsthand how gaps in infrastructure – such as missing sidewalks, limited crosswalks, or poor visibility – can create barriers for students who walk or bike.

The SRTS Plan outlines a clear, achievable path forward to improve these conditions through targeted infrastructure upgrades, improved signage, and community education. Its county-wide approach ensures that solutions are comprehensive and responsive to the specific needs of rural communities like ours.

These efforts will not only benefit our students but will also enhance safety and accessibility for residents of all ages. USD 242 sees this plan as a critical step toward securing funding and support for future improvements, and we look forward to continued collaboration.

Sincerely,

John Cox, Superintendent
Weskan School USD 242
219 Coyote Blvd.
Weskan, Kansas 67762
785-943-5222
jcox242@weskanschools.org