

JUNE 2019

SCHOOL

# Safe Routes to School

*A plan to make walking and biking to school  
a safe, fun activity*

## CITY OF FOLEY, MN

Foley Elementary  
Foley Intermediate  
Foley High School

**m** DEPARTMENT OF  
TRANSPORTATION



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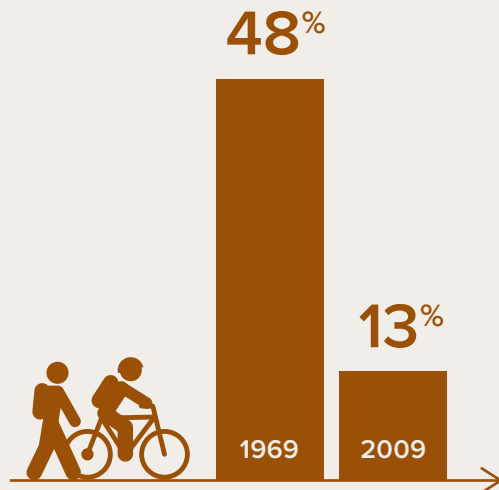


01

INTRODUCTION + CONTEXT



# Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

## KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of the recommended 60 minutes of daily physical activity during the trip to and from school



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance\*



Are less likely to suffer from depression and anxiety

## THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

\*More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>

## THE SIX E'S

Safe Routes to School (SRTS) programs use a variety of strategies to make it easy, fun, and safe for children to walk and bike to school. These strategies are often called the "Six E's."

### EQUITY

Equity is an overarching concept that applies to all of the E's. Equity in SRTS means that the SRTS program is inclusive, celebrates the diversity of students, allocates resources to overcome inequities, and supports a community where walking and biking is safe, comfortable, and convenient for every student.



#### EDUCATION

Programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.



#### ENFORCEMENT

Law enforcement strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.



#### ENCOURAGEMENT

Programs that make it fun for students to walk and bike, including incentive programs, regular events or classroom activities.



#### EVALUATION

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.



#### ENGINEERING

Physical projects that are built to improve walking and bicycling conditions.

## NAVIGATING THIS PLAN

Below is a roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!



#### PROGRAMS

Getting children to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get students moving.



#### HOW TO GET INVOLVED

The more people involved with a local Safe Routes to School process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.



#### INFRASTRUCTURE

Ensuring the safety of students on their trips to and from school means upgrading the streets. See this section for suggestions to improve the safety, comfort and convenience of walking and biking, including paint, signage, and signals.



#### APPENDICES

There is more information available than could fit in this plan. For additional resources, turn to this section.





## The Vision

*Walking and biking to school is safe, comfortable, and fun for all students in Foley.*

In the summer of 2018, the City of Foley was awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to hold a planning workshop and create a plan for three schools in the City of Foley: Foley Elementary, Foley Intermediate, and Foley High School. This plan provides recommendations for all three schools (and the only schools) in Foley.

In the grant application, the City discussed the partnership with Foley Public Schools (ISD 51) and Benton County and their shared commitment to offering safe and healthy transportation options for students and the community. Foley Public Schools Wellness Policy #533 encourages students, staff, and families to be physically active before, during, and after school. In 2014, the City of Foley was awarded a Thriving Communities Grant, which allowed them to work with the schools and community to create a Community Vision Plan to support a healthy and safer community for all. The plan included several policies to support walking and biking in the community. While local partners have already started discussing the need for safe routes to school, Foley will use this SRTS plan to continue and organize the momentum and see change in transportation choices for students, families, and the community.

Looking to the future, City of Foley, Benton County, and Foley Public Schools share a vision with the State

of Minnesota to create safe, accessible, convenient, and affordable multi-modal transportation opportunities for all. The community hopes this plan will enhance the quality of life for all residents of Foley. Throughout the planning process, stakeholders from key organizations came together to create a team of connected individuals committed to safe walking and biking to schools in Foley. These individuals — listed in the acknowledgments at the beginning of this document — will continue working towards implementation of the recommendations found in this plan.

This plan was made possible with support from MnDOT and developed in coordination with the City of Foley, Benton County, and the school district. It is the product of meetings and visits with staff, community members, and youth in Foley.

The following pages identify program and infrastructure recommendations to support a safe and comfortable environment for people walking and biking to schools in Foley. All recommendations are intended to be on an approximate five-year timeline. While not all of these recommendations can be implemented immediately, it is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

# Foley Schools in Context

## DISTRICT STRUCTURE

Foley Public School (ISD 51) draws from a large geographic area of Benton County. It also includes portions of Morrison and Sherburne Counties, extending north from Becker, west to Sauk Rapids, and east to Milaca. The City of Foley (estimated population 2,650) lies 15 miles north east of St. Cloud along Minnesota Highway 23. The following provides a brief overview of the area surrounding the three schools, which share the same campus.

## FOLEY PUBLIC SCHOOLS

Foley Elementary, Intermediate, and High School share a campus that welcomes nearly 2,000 students grades K through 12. The campus is located on Penn St just north of Highway 23, which runs southwest to northeast through Foley. While there are some residences between Highway 23 and school, the majority of development in Foley (including residential land use) is on the south side of Highway 23, meaning most students who walk or bike must cross a busy roadway in order to reach school.

The school building shares grounds with baseball, softball, and a football field, a track, tennis courts, and several parking lots varying in size. Surrounding school grounds is agricultural land, a small development to the north, and a manufactured home development to the east.



**FOLEY ELEMENTARY, INTERMEDIATE, & HIGH SCHOOL**  
FOLEY, MN





# Community Engagement

Many people helped develop the recommendations found in this plan. Besides stakeholders listed in the acknowledgments section above, project staff engaged the local community through a variety of tools described in the table below. This information came from people who know the issues faced better than anyone else - those who walk and bike in Foley and Benton County.

For more information related to engagement results and early data collection including, the School Zone Hazard Observation Assessment and Student Travel Tally, see the Appendix section that accompanies this document.

ENGAGEMENT TOOL	GROUP ENGAGED; PROJECT TIMING	FEEDBACK GATHERED
<b>Parent Survey</b>  An online survey sent to families that asks parents and caregivers how they feel about their child walking and biking to school.	Parents and caregivers of students  Fall 2018	<ul style="list-style-type: none"><li>• If crossings of Hwy 23 were improved, in-town school bus service could be scaled back</li><li>• Drivers not stopping for people crossing Hwy 23</li><li>• Most students in town must cross Hwy 23 in order to reach school</li></ul>
<b>Administration Survey</b>  An online survey sent to principals and administrators that asks about school and district policies or practices that support walking and biking to school. It also asks about the physical and built environment surrounding school.	School principals and administrators  Fall 2018	<ul style="list-style-type: none"><li>• District wellness policy supports walking and biking to school</li><li>• Schools collaborate with law enforcement to enforce speed limits and other traffic laws in the area of schools</li><li>• Schools participate in Walk to School Day activities and programs</li></ul>
<b>Online mapping tool</b>  An interactive tool where users can add their walking and biking routes, barriers, and destinations to an online map.	Foley community members  Fall 2018	<ul style="list-style-type: none"><li>• Vehicle speeds along Hwy 23 are excessive</li><li>• There needs to be a pedestrian path along Hwy 23 and speeds need to be reduced</li></ul>
<b>Pop up engagement tabling</b>  In-person events held at schools or community events where project staff talk with families about ways to improve comfort while walking and biking to school.	Students, parents, caregivers, families  Fall 2018	<ul style="list-style-type: none"><li>• Driver yielding compliance at intersections of Hwy 23 and 8th, 4th, and Broadway Avenues is a challenge</li><li>• There needs to be more pedestrian scale lighting along Hwy 23</li><li>• Consider a safety campaign and targeted enforcement along Hwy 23</li></ul>
<b>Student conversations</b>  In person conversations with students about their experiences walking and biking in the community.	Foley students  Fall 2018	<ul style="list-style-type: none"><li>• Students are interested in walking and biking but they often live too far away</li><li>• Students who live close enough to walk often are required to cross Hwy 23</li><li>• Vehicles often do not yield to students waiting to cross</li></ul>







# Introduction to Programs

*The Safe Routes to School movement acknowledges that infrastructure changes are necessary for shifting school travel behavior, but are insufficient on their own. Programs are a necessary component of any successful SRTS plan.*

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are **education** programs to give children and families basic safety skills, **encouragement** programs to highlight walking and bicycling to school as fun and normal, **enforcement** against unsafe and illegal motorist behavior, and **evaluation** of the impact of investments and non-infrastructure efforts. Often, programs that help to get more kids walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost. It is important to always deliver these programs **equitably** so all Foley students have the opportunity to walk and bike safely and comfortably.

The Foley community and schools are already working towards a healthy and active student population. An annual Bike Safety Rodeo as part of Foley Fun Days offers instruction for safe biking, bike maintenance and is hosted by the Police and Fire Departments and Foley Community Education. All throughout the year, the community participates in Walk and Bike to School Day events. The photo above took first prize in MnDOT's annual and statewide Walk to School Day photo contest in 2018. In addition, and as a part of the Highway 23 Crash Reduction Project Area, local law enforcement have tirelessly worked to make Highway 23 a safer road for everyone, with special enforcement attention paid to the segment of Highway 23 near school grounds.

**It is important that the events and activities listed above are continued! The momentum that has been built from these existing programs will allow future programming and SRTS efforts to be successful.**



## Recommended Programs

To increase the number of students walking and biking to school, the following programs are recommended for the three Foley schools. In order for a program to be successful and sustainable, a network of support within and outside school is necessary. The programs listed below were recommended after conversations with school and district staff, parents, students, community members, and city and county staff. The team discussed existing resources at schools, in the district, and within the community that might support programs to ensure they succeed. The following programs are recommended:

- Walk! Bike! Fun! Curriculum training/safety education training
- Use of a District or Community Bike Fleet
- Paint the Pavement
- Bus Drop/Park and Walk
- Safety Campaign/Targeted Enforcement
- Continuing and expanding Walk and Bike to School Days
- Walking School Bus
- Walk and Bike Route Maps

On the following pages, additional information is provided for programs listed above - a brief description, a suggestion for who should lead the program, a suggested timeline, the school(s) the program would be best for, and rationale to support its recommendation.



## WALK! BIKE! FUN! CURRICULUM TRAINING/SAFETY EDUCATION TRAINING

Walk! Bike! Fun! helps children ages five to thirteen learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately, and safely through their community. Any community member or staff member at school can sign up to be trained in the Walk! Bike! Fun! curriculum and it is structured to meet Minnesota education standards.

**Program Lead:** ISD 51, Bicycle Alliance of Minnesota (BikeMN); coord with Community Ed and SHIP)

**Timeline:** Short term (1-2 years) depending on availability of trainings offered by BikeMN

**Which schools it would be good for:** Foley Elementary, Foley Intermediate

**Why we recommend it:** Participants at the Rapid Planning Workshop thought training select staff in the Walk! Bike! Fun! curriculum would be an excellent way to increase the opportunity for physical activity while also teaching students safe walking and biking skills. Walk! Bike! Fun! training is a strong step towards receiving the mobile Mn-DOT Bike Fleet, which can be requested for student use in physical education classes and other school programming.



## PARK AND WALK/BUS STOP & WALK

During a park and walk, parents and those driving park and drop off a certain distance from school and walk the rest of the way.

**Program Lead:** ISD 51, schools for promotion to families

**Timeline:** Immediately

**Which schools it would be good for:** All schools (priority Intermediate to start)

**Why we recommend it:** Foley Schools hold a bus drop and walk once per year. This opportunity can be promoted and expanded to parents and students driving to school. Bus drop/park and walks are a great way for students who live outside walking distance to get physical activity. Many students who travel to the building take the bus or are dropped off at school by car. Organizing, promoting, and holding an event like this as part of Walk/Bike to School Day is a great first step. If parents and school staff think the events are successful, consider increasing them to once a semester or once a month.

Potential locations for a bus drop/park and walk might include the Fleege site or along Norman Avenue on the west side of campus.



## TARGETED ENFORCEMENT CAMPAIGN ALONG HIGHWAY 23

An enforcement campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and passersby. This could be done through increased police/sheriff presence during arrival and dismissal, or event/s similar to Stop for Me. Any campaign should include education of the laws and road responsibilities of both drivers and people walking and biking.

**Program Lead:** Benton County Sheriff's Office, Foley Police Department

**Timeline:** Short (1-2 years)

**Which schools it would be good for:** All schools

**Why we recommend it:** Through engagement, parent surveys and during the Rapid Planning Workshop, it was clear that Highway 23 is the single biggest barrier to safe walking and biking to school. High speeds and lack of yielding to pedestrians were cited. A coordinated enforcement presence, along with education to drivers that a school is nearby would help bring awareness to students and families trying to cross.



## SAFETY CAMPAIGN ALONG HIGHWAY 23

A safety campaign is an effective way to promote SRTS and build community support for safe driving behavior among parents and visitors. Ongoing and coordinated messaging from the City, County, and schools would help remind drivers to slow down and be aware of people crossing Highway 23. This campaign would be most effective if partnered with targeted enforcement (see above). A school traffic safety campaign can use social or print media at or near schools such as posters, business window stickers, yard signs, and/or street banners to remind drivers to slow down and use caution in school zones. Any campaign should include education of the laws and road responsibilities of both drivers and people walking and biking.

**Program Lead:** Benton County Public Health (SHIP, TZD Coalition coordination working with student-led groups), City of Foley, Foley Area Chamber of Commerce, school students and staff for promotional materials/art

**Timeline:** Short (1-2 years)

**Which schools it would be good for:** All schools

**Why we recommend it:** Dozens of parents line up in their cars before and after school. This is a great audience to target for messaging about safe driving behavior. Posters or banners could be held by students at the pick up queue in the afternoon. Often, drivers in the area might not be aware the school is nearby. Lawn signs or street banners could be posted near school that say "PLEASE SLOW DOWN", "STUDENTS WALK HERE", or other messages that advertise upcoming Walk to School Day events.





## WALKING SCHOOL BUS

A Walking School Bus is a group of children walking to school with one or more adults or older students. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event.

**Program Lead:** Foley parents (or PTO), ISD 51

**Timeline:** Short (1-2 years)

**Which schools it would be good for:** All schools; older students could be involved as the “drivers” of school buses with younger students

**Why we recommend it:** A walking school bus that travels from higher density housing or developments is a good way for parents to share the responsibility of walking with students throughout the week. Participants at the Rapid Planning Workshop thought a walking school bus from Kampa Meadows on Walk to School Day would be a good pilot. If shown to be sustainable and successful, consider increasing their frequency. These events also connect families and help young students safely cross some of the streets acting as major barriers in Foley. High school students may also be interested in being the walking school bus “driver”. Consider incorporating a campaign or messaging that encourages neighbors to keep sidewalks clear of snow.

## COMMUNICATION WITH FAMILIES

Communication could come as a paper or electronic newsletter or school social media blast describing safe transportation practices in and around school, making sure to elevate walking and biking as an option. Messaging could also inform parents of safe crossings and how to dress appropriately for weather. Information could describe where parking for bikes is located at each school as well as other resources on site. The communication could also highlight SRTS news and efforts to date and advertise any upcoming events related to walking and biking.

**Program Lead:** ISD 51, City of Foley

**Timeline:** Immediate

**Which schools this would be good for:** All schools

**Why we recommend it:** Foley Schools send home communication about safe behavior on buses. Consider regularly sending home communication about safe habits and encouraging families and students to give walking and biking a try! More detailed information about safe driving near schools can be sent home via school newsletters or Facebook at the beginning of the year and after winter breaks.



## BIKE MECHANICS CLASS / EARN-A-BIKE

Bike mechanics classes provide students with hands-on skills to identify and fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete.

**Program Lead:** ISD 51, partnership with law enforcement or a St. Cloud bike shop

**Timeline:** Short (1-2 years)

**Which schools this would be good for:** Foley Intermediate, Foley High School

**Why we recommend it:** During the Rapid Planning Workshop, participants noted that bike mechanics classes could be offered by Foley Community Education. Bike mechanics classes could additionally be paired with an Earn-a-Bike program where students get to keep the bicycle they work on during class, removing potential barriers to bicycle ownership. Schools could partner with local law enforcement to fix up abandoned bicycles. Bikes that are too small for middle and high school students could be fixed and donated to bike drives for elementary schools.



### PROGRAMS

#### FURTHER READING

For a complete list of all potential programs and descriptions, see:  
<http://mndotsrts.altaprojects.net/>

*When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. Language and cultural barriers, physical abilities, personal safety concerns, and infrastructure barriers can all create potential obstacles to participation. Creative outreach, low-cost solutions, and flexible implementation can help overcome obstacles and enable more students and families to participate. See Appendix N.*









# Introduction to Infrastructure

*In addition to program recommendations, changes to the streetscape are essential to making walking and biking to school safer and more comfortable.*

The initial field review and subsequent meetings yielded specific recommendations to address the key barriers to walking and bicycling in the areas surrounding the three schools in Foley.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood, but rather the key conflict points and highest priority infrastructure improvements to improve walking and bicycling access to the school. The recommendations range from simple striping changes and school signing to more significant changes to the streets, intersections and school infrastructure.

All engineering recommendations are shown on the Recommended Infrastructure Improvements map and corresponding table on pages 21-22. It should be noted that funding is limited and all recommendations made are planning-level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects.

Before recommendations are presented, pages 18-20 show and discuss conditions currently existing in Foley. These observations were made during walk assessments. A walk assessment is the process of walking the streets surrounding the campus to assess and observe the barriers and challenges faced by people walking and biking. The Foley Safe Routes to School team performed a walk assessment led by consultants in the fall of 2018.

## DEMONSTRATION PROJECTS

### FURTHER READING

Demonstration projects are an approach to neighborhood building using short-term, low-cost, and scalable interventions to catalyze long-term change for safer streets and healthier, more vibrant communities.

Many infrastructure improvements near schools can start as demonstration projects in order to test installations and build support for more long term improvements. More information about demonstration projects near schools can be found at the link below.

<http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school>



## WINTER MAINTENANCE

### FURTHER READING

In colder climates, it is important to consider how winter can affect the safety and comfort for youth walking and biking to school. See Appendix M for information related to winter maintenance that will allow kids to stay active and healthy year round.

# Existing Issues and Conflicts

This section highlights some of the major issues surrounding the three Foley schools. The photos and observations described below were made during the fall of 2018, when the Foley SRTS team performed a walk assessment of the area surrounding the campus. A walk assessment allowed the team to experience the conditions faced by people who walk and bike in the area. More observations and recommendations to improve conditions can be found on the pages following this overview.

## Hwy 23 & 8th Ave

As a main access to campus, the 8th Ave crossing of Highway 23 is a common route for students walking and biking to school from the south. The crossing of the state highway is long and traffic volumes and speeds are high, especially during arrival and dismissal times. Students, parents, and local stakeholders have experienced and observed low yielding compliance by drivers.



## School driveway from Foley Intermediate to Field House Rd

For people living to the north of school, the driveway is a common route to and from campus. There is no dedicated and separated space for people walking or biking. Residential development is expected to continue to the north, which would likely result in this route experiencing more pedestrian and bicycle traffic.



## From Foley Elementary to 8th Ave & Hwy 23, to east of 8th Ave along Hwy 23

Students and families living on 9th and 13th Ave to the east of school have no separated pedestrian facility on which to travel. Instead, they must either walk in the grass (or snow in the winter) or on the shoulder of Highway 23.





### Hwy 23 & Norman Ave/2nd Ave

Norman Ave connects campus to neighborhoods on the south side of Foley. The crossing of Highway 23 at Norman/2nd Ave is frequently used by members of the community and can feel long and uncomfortable.



### Norman Ave & 4th Ave

North from the crossing of Highway 23 and Norman is the crossing of Norman Ave and 4th Ave. Drivers often do not expect to see people walking across this street due to the out-of-date two-lined crosswalk and the slight curve in the road. Students and families frequently use this crossing to access school.



#### ADDITIONAL RESOURCES

### SMALL TOWNS AND RURAL MULTIMODAL NETWORKS

In January of 2017, the Federal Highway Administration released **Small Towns and Rural Multimodal Networks**. This document is intended to be a resource for transportation practitioners in small towns and rural communities. It applies existing national design guidelines in a rural setting and highlights small town and rural case studies. It addresses challenges specific to rural areas, recognizes how many rural roadways are operating today, and focuses on opportunities to make incremental improvements despite the geographic, fiscal, and other challenges that many rural communities face. The full document can be found at:

[https://www.fhwa.dot.gov/environment/bicycle\\_pedestrian/publications/small\\_towns/fhwahep17024\\_lg.pdf](https://www.fhwa.dot.gov/environment/bicycle_pedestrian/publications/small_towns/fhwahep17024_lg.pdf)







# Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTIONS/RECOMMENDATIONS	ANTICIPATED OUTCOMES	LEAD	PRIORITY
A	School driveway from Foley Intermediate to Field House Rd	No dedicated space for walking from the school campus to the residential area to the north.	Install path or sidewalk from Foley Intermediate to Field House Rd	More students walking from north of campus	Foley Schools	High
B	Hwy 23 & 8th Ave	Long crossings; low driver yielding for people waiting to walk across the highway; vehicles travel and turn at high speeds	Install high-visibility crosswalk. Coordinate with planned intersection improvements (in progress, planned 2022) to shorten crossing distances. Consider adding HAWK/flashing beacon to improve visibility and comfort of people crossing Highway 23.	Increased visibility and yielding compliance	Benton Co, MnDOT	High
C	From Foley Elementary to 8th Ave & Hwy 23, to east of 8th Ave along Hwy 23	No dedicated space for walking or bicycling (this connection is already planned)	Install sidepath; coordinate with planned improvements with MnDOT (in progress, planned 2022)	More students walking and biking from east of campus	Benton Co, MnDOT	High
D	High density housing on Main St just east of Norman Ave	No dedicated space for walking or bicycling to/from this high density residential area	Install sidewalk and crossings in the gap between the housing and 2nd Ave, and/or between the housing and Norman Ave S	More students walking from this high-density housing area	City of Foley	High
E	Norman Ave/4th Ave north of Murphy St, and Penn St	Drivers traveling at high speeds adjacent to school and across primary crossings	Install traffic calming and visually narrow the roadway; install school speed zones (coordinate with intersection improvements at locations along these streets)	Slower traffic speeds; higher yielding compliance along Norman Ave/4th Ave and Penn St	City of Foley	High
F	Hwy 23 & Broadway Ave	Long crossings; low driver yielding for people waiting to walk across the crosswalk	Install high-visibility crosswalk and signs with RRFB (in progress, planned 2022). Reduce crossing distance; determine if right turn lanes are needed.	Increased visibility and yielding compliance; more students walking from south of Hwy 23	Benton Co, MnDOT	High
G	Hwy 23 & Norman Ave / 2nd Ave	Long crossings; low driver yielding rate for people waiting to walk across the highway; vehicles travel and turn at high speeds	Install high-visibility crosswalk and signs with RRFB. Consider advance RRFB/signs.	Increased visibility and yielding compliance; more students walking from south of Hwy 23	Benton Co, MnDOT	High
H	Field House Rd between Norman Ave and school driveway	No dedicated infrastructure for walking and biking along Field House Rd	Install sidepath or sidewalk along Field House Rd; coordinate with Location A	More students walking and biking from north of campus	Foley Schools	High
I	Penn St & east Elementary driveway	Long crossings (across Penn and driveway apron); drivers not expecting to see students crossing; vehicles turn at high speeds; low-visibility marked crosswalk on Penn	Install high-visibility marked crosswalk and signs. Slow turning speeds and reduce crossing distance by installing curb extensions.	Increased visibility and yielding compliance; slower vehicle speeds	City of Foley	Medium
J	Hwy 23 from 8th Ave to 1st Ave	No dedicated space for walking or bicycling	Long term: install sidepath along Hwy 23. Short term: determine if right-turn lanes are needed in this section; reallocate space as a continuous shoulder. Long term: maximum three-lane section (coordinate with MnDOT).	More students accessing school facilities and other destinations throughout Foley	Benton Co, MnDOT	Medium
K	Penn St & Broadway	Long crossing across Penn; drivers not expecting to see students crossing; low-visibility marked crosswalk	Reduce crossing distance by installing median safety island and/or curb extensions. Install high-visibility marked crosswalk.	Increased visibility and yielding compliance; slower vehicle speeds; more students walking from south	City of Foley	Medium
L	Penn St & Norman Ave	Long crossing across Penn; drivers not expecting to see students crossing; low-visibility marked crosswalk	Slow turning speeds and reduce crossing distance by installing curb extensions; consider a median safety island on Penn; install high-visibility marked crosswalk.	Increased visibility and yielding compliance; slower vehicle speeds; more students walking from south	City of Foley	Medium
M	Norman Ave & 4th Ave	Low-visibility marked crosswalk; drivers not expecting to see students crossing; long crossing distance	Shorten crossing distance by straightening crossing, installing curb extensions and/or median safety island; install high-visibility marked crosswalk.	Increased visibility and yielding compliance; slower vehicle speeds; more students walking from south	City of Foley	Medium
N	Grassy area between Penn St and Hwy 23, just south of school campus	No dedicated space for walking or bicycling; direct continuation from city center to school campus across Hwy 23	Install shared use path from Penn St to Hwy 23; coordinate with Location R and S	More students walking from south using a direct connection to school	City of Foley, Benton Co	Low
O	On campus driveway intersection near High School	Oversize intersection creates long crossing distance and increased exposure time for students walking; drivers not expecting to see students crossing	Slow turning speeds and reduce crossing distance by installing curb extensions; install high-visibility marked crosswalk with signs.	Increased visibility and yielding compliance; slower vehicle speeds; more students walking from south	Foley Schools	Low

# Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTIONS/RECOMMENDATIONS	ANTICIPATED OUTCOMES	LEAD	PRIORITY
P	South of Hwy 23 between Fouquette St & 8th Ave	No dedicated infrastructure for walking and biking from the residential area south of Hwy 23 along Fouquette St and Lord Ave	Install shared use path / trail; investigate whether right-of-way is needed	More students walking and biking from southeast of campus	City of Foley	Low
Q	Norman Ave between Hwy 23 and Dewey St	Sidewalk gap along the east side of Norman Ave; east side of Norman Ave is the primary connection to many residences south of Main St	Install sidewalk in existing sidewalk gap	More students walking and biking from south, including growing residential area to the south along Norman Ave S	City of Foley	Low
R	Hwy 23 & 6th Ave	Long crossings; uncomfortable location for crossing the highway; no marked crosswalks; no landings or sidewalk/path to connect to on the north side of the highway	Install high-visibility crosswalk and signs. Reduce crossing distance; determine if right turn lanes are needed. Consider crossing at 7th Ave as an alternative (coordinate with Location N)	Increased visibility and yielding compliance; more students walking from south of Hwy 23	Benton Co, MnDOT	Low
S	Penn St & west Elementary driveway	Long crossings (across Penn and driveway apron); drivers not expecting to see students crossing; vehicles turn at high speeds	Slow turning speeds and reduce crossing distance by installing curb extensions. Install marked crosswalk across Penn (coordinate with Location N)	Increased visibility and yielding compliance; slower vehicle speeds	City of Foley	Low
T	Penn St & High School driveway	Long crossings (driveway apron); drivers not expecting to see students crossing; vehicles turn at high speeds	Slow turning speeds and reduce crossing distance by installing curb extensions.	Increased visibility and yielding compliance; slower vehicle speeds	City of Foley	Low



## APPENDIX

### FURTHER READING

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For a complete list of infrastructure to increase bicyclist and pedestrian safety and comfort, turn to Appendix K . The toolkit found here will help you brainstorm additional improvements for Foley.





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## Using this Plan

*At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement, public health, and community advocates.*

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next five years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing Safe Routes to School strategy. Some projects will require more time, support, and funding than others. It is important to achieve short-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

### FOR MORE INFORMATION

#### MN SRTS Resource Center

There are many great resources already available on the Minnesota Safe Routes to School Resource Center. You can find answers to many common questions, information about upcoming events, and even promotional material that can easily be customized for your community's SRTS event.

The MN SRTS Resource Center is a great way to stay engaged throughout the year!

[mnsaferoutestoschool.org](https://mnsaferoutestoschool.org)





## WHO ARE YOU?

Successful programs are achieved through the coordinated efforts of parent volunteers, school staff, local agency staff, law enforcement, and community advocates, such as public health. Each partner has a key role to play in contributing to a plan's success. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

### I AM A PARENT

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be key to ongoing success by helping to fundraise for smaller projects and programs.

### I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming initiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than parents with school-aged

children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

### I WORK FOR THE SCHOOL DISTRICT

School district staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and are in the best position to keep the program active over time. District staff can work with multiple schools, sharing information and bringing efficiencies to programs at each school working on Safe Routes.

### I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, the impetus for change and improvement must be supported by the leadership of the school.

School administrators can help with making policy and procedural changes to projects that are within school grounds and by distributing informational materials to parents within school publications. Please read the SRTS Facts for School Communication in Appendix B.



## I AM A TEACHER OR OTHER STAFF MEMBER

Other than parents, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see Walk! Bike! Fun!). Sharing books in your classroom that promote walking and biking is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking and biking is a great way to start!

## I WORK FOR THE CITY OR COUNTY

City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility. Additional public outreach should be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

## I WORK FOR THE POLICE DEPARTMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

## I WORK IN PUBLIC HEALTH

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.







# Final Thoughts

This process brought together local stakeholders with a shared vision for students traveling to school by foot and by bicycle.

The information and recommendations in this plan are merely a starting point. Though implementing them may seem overwhelming, the important thing to remember is that anything you can do to make it safer and more comfortable for walking and biking in Foley, no matter how small, is a step in the right direction. Here are some things to remember:

## THINK ABOUT EQUITY

Some students and families experience more barriers than others to walking and biking to school. When thinking about improvements and programs, make sure to consider this and prioritize investments and resources to give the most vulnerable students a safe and comfortable walk and roll to school.

## TALK ABOUT SRTS

A lot of people don't know about SRTS. And that's okay! Continue talking about it and telling people why it's important. There are talking points in Appendix B for reference.

## CELEBRATE SUCCESS

When a staff, parent, student, or community member takes a positive step towards more walking and biking to school, recognize them for it! This encourages others to do the same while giving the person a pat on the back.

## PARTNER WITH EXISTING ACTIVITIES

Don't feel like you have to do it alone! There are many great community events that relate to walking and biking in Foley. These are great opportunities to promote SRTS without organizing an event of your own.

## CONTINUE TO EVALUATE

Evaluation is the best way to understand the impacts of your efforts. Talking to parents and community members about new improvements, activities, and programs will tell you if you should stay the course or change direction.

## CONTINUE MEETING AS A SRTS TEAM

One of the best ways to continue momentum is meet as a team — even twice a year would be a way to check in with others and learn of successes. Sharing stories inspires others to do good and allows for collaboration and teamwork.

