

Fond du Lac Ojibwe School SAFE ROUTES TO SCHOOL PLAN UPDATE · 2015



Prepared by:
Arrowhead Regional Development Commission
Regional Planning Division



Fond du Lac Band of Lake Superior Chippewá Reservation Business Committee

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RESOLUTION # 1001/16



Resolution to Adopt the Fond du Lac Reservation Safe Routes to School Plan.

The Fond du Lac Reservation Business Committee, on behalf of the Fond du Lac Band of Lake Superior Chippewa, enacts the following Resolution:

Chairwoman
Karen R. Diver

Secretary/Treasurer
Ferdinand Martineau, Jr.

Dist. I Representative
Wally Dupuis

Dist. II Representative
David R. Tiessen, Jr.

Dist. III Representative
Kevin R. Dupuis, Sr.

Executive Director,
Tribal Programs
Chuck Walt

Executive Director,
Enterprises
Michael Himango

WHEREAS, the Fond du Lac Reservation is a sovereignty, created by the Treaty of September 30, 1854, 10 Stat. 1109, as the perpetual home of the Fond du Lac Band of Lake Superior Chippewa, which possesses the inherent jurisdiction and authority to exercise regulatory control within the boundaries of the Fond du Lac Reservation; and

WHEREAS, it is the sovereign obligation of the Fond du Lac Reservation Business Committee, as the Governing Body of the Fond du Lac Band, under the Indian Reorganization Act, 25 U.S.C. section 461 et seq., and in accordance with the Indian Self-Determination Act, 25 U.S.C. section 450 et seq., to assume the responsibilities of Self-Government; and

WHEREAS, the Fond du Lac Reservation Business Committee has developed the Fond du Lac Reservation Safe Routes to School Plan that will provide a framework to improve the health of children and the community by making walking and bicycling to school safer and easier; and

WHEREAS, NOW THEREFORE BE IT RESOLVED, that the Fond du Lac Reservation Business Committee hereby adopt the "Fond du Lac Reservation Safe Route to School Plan" as a long-term development guide for the Fond du Lac Reservation

CERTIFICATION

We do hereby certify that the foregoing Resolution was duly presented and acted upon by a vote of 2 for, 0 against, 0 silent, with a quorum of 3 being present at a Special Meeting of the Reservation Business Committee held on January 6 2016, on the Fond du Lac Reservation.


Wally Dupuis, Chairman


Ferdinand Martineau, Jr., Secretary/Treasurer

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aged 5-18 years walking to or from school as (1) distance to school and (2) traffic-related danger. To address these issues, comprehensive Safe Routes to School (SRTS) initiatives focus on behavioral, environmental and policy strategies in an effort to increase the percentage of children who walk and bike to school.

Obesity

During the past 20 years there has been a dramatic increase in obesity in the United States. The Centers for Disease Control and Prevention estimates that 34% of Americans over the age of 20 are obese. Obesity is a serious health concern for children and adolescents. Data from National Health and Nutrition Examination surveys (1976–1980 and 2003–2006) show that the prevalence of obesity has increased: for children aged 2–5 years, prevalence increased from 5.0% to 12.4%; for those aged 6–11 years, prevalence increased from 6.5% to 17.0%; and for those aged 12–19 years, prevalence increased from 5.0% to 17.6%.

Obese children and adolescents are at risk for health problems during their youth and as adults. For example, during their youth, obese children and adolescents are more likely to have risk factors associated with cardiovascular disease (such as high blood pressure, high cholesterol, and Type 2 diabetes) than are other children and adolescents. The 2008 Trust for America's Health and the Robert Wood Johnson Foundation report ranks Minnesota 30th, with 24.8 percent of its adults being clinically obese. That's up from 23.7 percent in the 2007

Physical Activity

The United States has seen a decrease in the number of children who are physically active and an increase in the number of children who are overweight. Statistics from the Centers for Disease Control (CDC) report nearly half of young people aged 12-21 years in the U.S. are not vigorously active on a regular basis and 14% of young people report no recent physical activity. In turn, overweight children are more likely to become obese adults at risk for a variety of diseases.

Based on successes in Europe and the drastic decline in the number of U.S. students who are walking and biking to school as their parents once did, the CDC and other groups across the nation have been promoting “Kids Walk-to-School” programs that encourage physical activity as an integral part of a child’s daily routine. It assumes that teaching children the importance and pleasure of walking and bicycling to and from school may help to increase the likelihood that they will engage in other forms of physical activity. In addition to the physical benefits, data shows that physical activity may improve academic performance and alertness in youth.

Traffic Safety

The number one reason parents do not allow their children to walk to school is a fear for their safety. The safety of children as pedestrians is a real concern. Data from the National Highway Traffic Safety Administration’s 2011 *Traffic Safety Facts* report show that children aged less than 5 up to 15 years old had high rates of injuries or fatalities occurring in non-intersection areas. Following is data on the non-intersection injuries or deaths pulled from Table 96 - Pedestrians Killed or Injured, by Age and Location (see Figure 1).

>5 years	50 cases	71.4%
5-9 years	44 cases	69.8%
10-15 years	91 cases	69.5%

Table 100 – Pedestrians Killed, By Related Factors (see Figure 2) reflected that the top factor in pedestrian deaths was “Failure to yield right of way”, accounting for 25% of fatalities.

SRTS "5-E" Planning

The Safe Routes to School planning approach to pedestrian and bicycle safety is effective because it is done comprehensively and covers five key areas, referred to as the "5-Es": Engineering, Education, Enforcement, Encouragement and Evaluation. Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes the "5-Es" directly or indirectly. Following is an overview of each of the "5-Es".



Engineering

The engineering approach of SRTS addresses operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safe and fully accessible crossings, walkways, trails, and bikeways.

Addressing school zone traffic separation and traffic calming is a common engineering application in SRTS planning. Schools now face the demands of students arriving by bus and an increasing number of parents who choose to drop off their children at the school entrance. Traffic separation and calming around schools addresses the functionality of traffic circulation as well as improves critical safety measures for pedestrians and bicyclists. Examples of this engineering approach for traffic volume and speed can include establishing school speed zones and separating bus and parent drop-off/pick-up zones.

For streets that are wide, a narrowing approach can be used to both slow down traffic speeds and lessen the street crossing distance for pedestrians. Engineering applications for narrowing can include things such as bump outs of sidewalk corners to constrict a roadway or installing a pedestrian island for a safe half way point for crossing a road.

Encouragement

Encouragement and education combine to increase the number of children who walk and bicycle to school safely. Promotion activities also play an important role moving the overall SRTS program forward because they build interest and enthusiasm, which can maintain support for changes that might require more time and resources, such as constructing a new sidewalk.

Using events and activities to promote walking and bicycling encourages these as exciting choices for students. For example, many schools participate in organized events such as a walking school bus in the community or partake in International Walk to School Day on an annual basis. Some communities may highlight a day out of the week to celebrate biking and walking to school (e.g., "Walk & Wheel Wednesdays").

Enforcement

Examples of enforcement measures can include partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs. Enforcement can also occur at the school level, with principals and teachers requiring that students abide by safe pedestrian and bicyclist behavior (i.e., crossing at designated crosswalks to get to school, wearing a bicycle helmet). School staff can also enforce any rules established for traffic control such as making sure parents abide by rules of the vehicle drop-off/pick-up zone.

Fond du Lac SRTS Committee Members

Jennifer Johnson	School Principal
Jeremy Ojibway	Law Enforcement Director
Sheri Holshouser	Law Enforcement
Mel Barney	Law Enforcement
Maria Defoe	After-School Activities Coordinator
Chuck Walt	Executive Director of Programs, FDL
Jamie Adams	Economic Development Planner
Jason Hollinday	Planning Director
KaRee Locking	Human Services Injury Prevention Coordinator
Sandy Savage	Community Services Director
Dan Anderson	Grants & Accountability Manager
Katie Golkee	Statewide Health Improvement Program (SHIP)

2015 General Fond du Lac Goals

The SRTS Committee updated its general goals for the Fond du Lac – SRTS program. The five resulting goals are as follows:

1. Decrease childhood obesity.
2. Increase opportunities for families to participate in biking and walking.
3. Provide recurring safety education opportunities for our children and adults.
4. Increase coordination of Education Programs and Services Programs in the Fond du Lac community to include SRTS components.
5. Increase community participation on the SRTS program.

Plan Process

The Fond du Lac Planning Department initiated the update process and formed a SRTS Committee to participate in the plan update process with ARDC assistance. The SRTS Committee met five times during the 2014/2015 school year.

At the first meeting held in October 2014, the SRTS Committee reviewed the SRTS update process timeline, goals and the 2009 Plan’s recommended strategies. The committee identified previous strategies that were still current, strategies no longer applicable or could be revised to meet new conditions. At this first meeting the committee discussed existing barriers and concerns for students safely walking and bicycling to school and created a plan for the distribution of parent surveys and classroom tallies. Lastly the Committee began to brainstorm ideas for spring and fall encouragement and education activities.

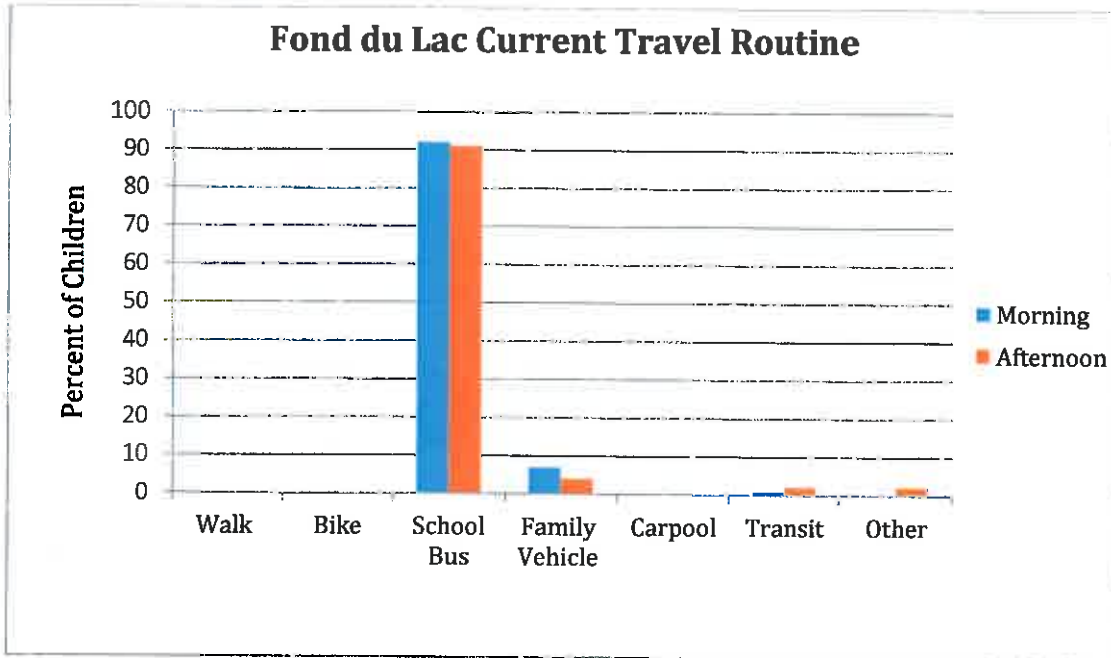
During the second meeting held in December 2014, committee members reviewed parent survey and classroom tallies results, existing conditions data, and a draft action plan document. Additionally, the Committee decided on a spring encouragement and education activity plan and submitted a SRTS mini grant proposal application.



The third and fourth committee meetings in March and April 2015 included planning May activities and further refinement of an updated SRTS Action Plan with strategies to address goals for each of the “5-E” strategy approach areas.

of students reported that they walked or biked for morning and afternoon travel. 0.9% reported that they utilized transit during morning arrival, yet 2% of students reported riding transit for after school travel. Again, this an indication of the long distances that many students live from school, utilizing transit as another alternative mode of transportation other than walking or biking to school.

Figure 1.1: Morning and Afternoon Travel Routines

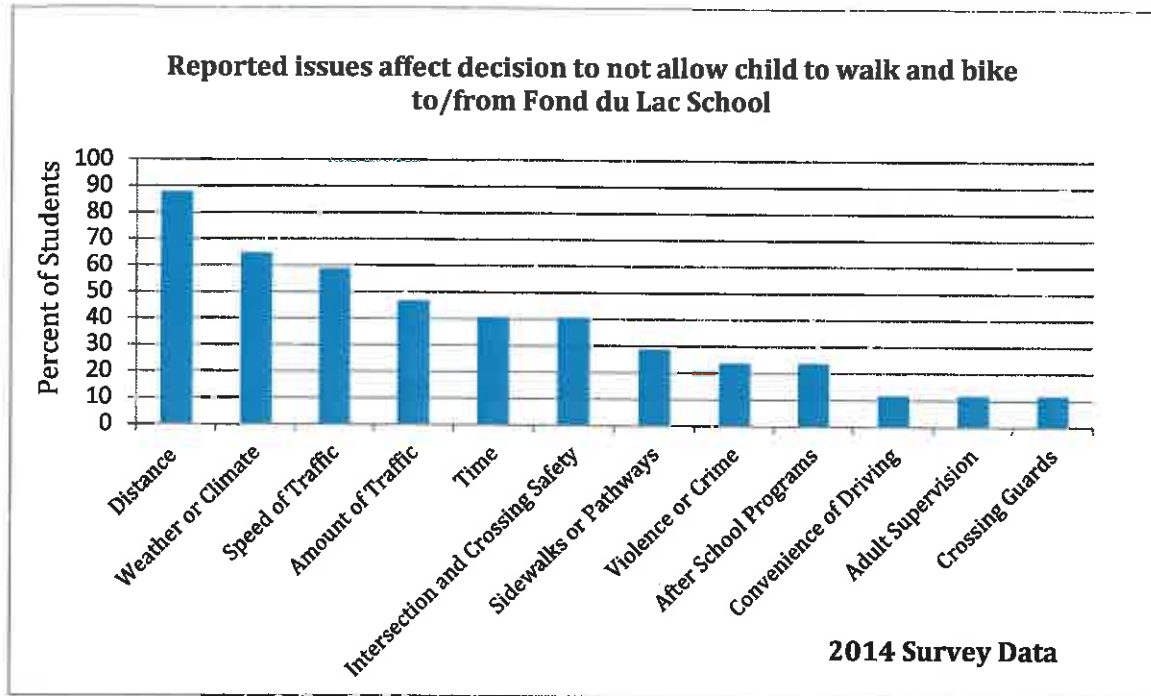


Parent Survey Results

Also during November 2014, 180 surveys were distributed, with 31 return responses. Of the respondents, a total of 83% parents/guardians reported living two or more miles from school. 10% of parents reported living 1 mile – up to 2 miles from school (Figure 1.2). In both cases, this reflects a high usage of the school bus as the primary mode of transportation for both morning and afternoon travel, which is consistent with the student tally results. 97% of parents reported that their children rode the school bus as the typical mode of transportation for morning arrival and afternoon departure. 0% reported driving their children via private vehicles to school, yet 3% indicated driving their children home from school during afternoon departure times.

Since 2009 survey results, school bus ridership at Fond du Lac Ojibwe School has increased by approximately 20%, while family vehicle usage has decreased by 18%, again further establishing the school bus as the primary mode of transportation for students. The 2009 and 2014 survey results had very low walking and biking percentages (near 0%) as there was no trend change between the two. However, 3% of parents indicated their children biking to school in the morning, yet 0% reported biking home in the afternoon for the 2014 survey. This stresses that primarily distance as well as several other factors serve as a barrier for students to walk and bike to school.

Figure 1.3: Identified Issues



Fond du Lac “5-E” Goals and Recommended Strategies

The Fond du Lac SRTS Plan is meant to guide the implementation of their Safe Routes to School Program. The barriers to walking and bicycling to school that were identified in the parent surveys and during the existing conditions assessment illustrate the need for a set of comprehensive strategies to reach their SRTS goals. The recommendations encompass the “5-E” approach areas and vary by implementation effort level.

The engineering recommendations are intended to improve the safety of the school site and the community with both short- and long-term recommendations. Education and encouragement recommendations focus on raising community awareness, targeted training on walking/bicycling skills, and conducting safe parent drop-off/pick-up and bus loading zones. Community enforcement recommendations emphasize street intersection safety and traffic speed monitoring. Finally, the evaluation recommendations includes holding routine SRTS committee meetings, and conducting parent surveys and classroom tallies to monitor changes in travel behavior and awareness for safe routes to school as strategies are implemented.

Education

During the public outreach and survey efforts, education was identified as an essential need in Fond du Lac. Education includes identifying safe routes as well as teaching students how to look both ways at intersections and how to handle potentially dangerous situations involving traffic. These strategies are often closely tied to the Encouragement Strategies that encourage students to begin/continue walking and biking to school.

Currently, a lack of bike and pedestrian safety education exists for young people. Lack of education for drivers about observing pedestrian and bicyclist rights is also an issue. In addition to education about safe travel, increased education about the health benefits of active living may

regulations, the potential hazards of traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community.

Decisions should be made about how the curriculum will be implemented. Instructors can be sent to Bike Minnesota curriculum trainings as well as participation in a local Traffic Skills 101 class. Once instructors have been trained, the curriculum may be implemented by utilizing the Carlton County Bicycle Fleet.

Strategy 6: Utilize ARDC Helmet Hero 3rd Grade bicycle safety education program.

Helmet Hero is an interactive bicycle and helmet safety education curriculum with the overall goal of reducing dangerous bicycling behavior, provided by ARDC. The program teaches 3rd Grade students to ride safely and effectively throughout Northeast Minnesota. This program includes 30-45 minutes of in-class instruction that integrates safety messages and educational opportunities for bicyclists. Bicycle helmets are distributed and fit to each child's head, and rewards are given to the children seen using their helmets. The Fond du Lac Safe Routes to School Steering Committee should contact ARDC for instructor availability and to schedule for program instruction.



Strategy 7: Attend and provide bicycle, pedestrian or driver awareness information at Enrollee Days.

It is recommended to reserve an event table at Enrollee Days to provide handouts and other material to parents and students to heighten bicycle, pedestrian, and driver awareness.

Strategy 8: Hold a bike rodeo to teach bike education to students and families.

Plan and hold a bicycle rodeo, utilizing the Carlton County Bicycle Fleet. Bicycle rodeos offer bicycle skills and safety stations for children and sometimes parents to visit.

Enforcement

Enforcement includes creating policies and activities that address safety issues such as speeding or illegal turning, but also includes bringing community members to work together to promote safe walking, bicycling, and driving. Enforcement is critical in establishing a community that is perceived as safe for those bicycling and walking.

Fond du Lac currently has limited pedestrian and bicycling facilities which lead to modal integration on many public roadways. Modal integration occurs when many transportation modes (e.g., biking, walking, and automobiles) are placed onto one transportation facility. Often time without planning and enforcement this can lead to conflict and pose potential safety issues.

FOND DU LAC - ENFORCEMENT GOAL

Fond du Lac will use a variety of enforcement efforts to support safe conditions for those biking and walking.

Fond du Lac Ojibwe School Enforcement Strategies

Strategy 9: Patrol Big Lake Road and University Road during the busiest commute times, especially 7:00am - 8:30am, noon hour, and 3:00pm - 4:00pm.

Strategy 14: Coordinate with current Wellness Program winter activity tracker and add a spring activity. Incorporate SRTS into physical literacy program.

This would be an ongoing incentive program that may be led by the Fond du Lac Ojibwe School that would continue to encourage students to walk or bike to school. This could involve things like offering prizes for the student that walks the most times to school or a student who bikes the most miles. Individual classrooms could each have their own activities. Ongoing incentives can be successful in encouraging students to begin and continue to walk and bike.

Strategy 15: Develop a bicycle distribution or sharing program in coordination with Fond du Lac Law Enforcement.

Fond du Lac should look for opportunities to provide bikes to students in need. Opportunities could include working with the Fond du Lac Law Enforcement to redistribute abandoned bikes. Partnerships with the Fond du Lac Ojibwe Schools high school tech classes could help to fix bikes. Bikes are especially needed, given the distances many of the students live from the Ojibwe School.

Strategy 16: Further develop summer student biking and walking activities/club in coordination with SHIP program, wellness committee and Adopt-a-Highway program.

Structured summer bike ride programs will be helpful in encouraging and teaching through experience the skills needed for bike riding. It is important adult instructors riding with students receive training on bicycle handling skills and State laws through a Traffic Skills 101 class offered by Bike Minnesota throughout the state.

Engineering

Engineering can improve child safety and enable more students to walk and bike to school safely. The relationship of the school building to sidewalks and street crossings can determine the level of comfort and safety a pedestrian or bicyclist experiences. It is important to note that all of these elements are interconnected: the street is connected to sidewalks and the sidewalk is connected to the building. Engineering strategies are best used in conjunction with education, encouragement, and enforcement activities, as they complement these strategies.

FOND DU LAC - ENGINEERING GOAL

Provide safe infrastructure and facilities that allow a safe place for students to walk and bike to school.

Fond du Lac Ojibwe School Engineering Strategies

Strategy 17: Continue to plan a paved connection between the Fond du Lac Trail and the City of Cloquet.

The trail is planned to extend from the corner of Big Lake and University Road. An important connection will be getting the trail users through that intersection and to the school approximately one block south. The trail alignment is preliminarily planned parallel to Big Lake Road on the southern Right of Way.



Evaluation

Evaluation is instrumental to the success of Fond du Lac SRTS goals. Evaluation includes reviewing the implementation of strategies, addressing new concerns and issues as they arise, and continuing to promote planning for safe walking and biking.

FOND DU LAC - EVALUATION GOAL

Fond du Lac will complete ongoing evaluations of Safe Routes to School efforts.

Fond du Lac Ojibwe School Evaluation Strategies

Strategy 24: Continue to utilize Indian Reservation Roads (IRR), Transportation Alternatives Program (TAP), SRTS, DNR, Coastal Program and other funding to improve walking and bicycling facilities near the Fond du Lac Ojibwe School.

Appropriate funding sources should be identified and applied for as plans to improve facilities are made.

Strategy 25: Maintain an active SRTS Committee that includes representatives from Ojibwe School, Human Services, Fond du Lac Planning, Law Enforcement, and others.

This committee should be made up of Tribal officials, parents, education representatives, law enforcement and others. This committee should have a designated coordinator to schedule meetings. This committee would help to organize various events and efforts to ensure that the strategies and goals of the Safe Routes to School Plan are carried out.

Strategy 26: Annually review progress on implementation of the Safe Routes to School Plan.

The Safe Routes to School Committee should do a thorough annual review of the Plan Strategies and identify changes, additional efforts, and successes that should be continued.

Action Plan

Implementation of the Fond du Lac Safe Routes to School Plan is important. Identifying tasks for a variety of entities and organizations is integral to the success of the plan and for reaching the ultimate goals of encouraging more students to walk and bike to school safely. The following is an implementation matrix that identifies the parties that will likely be responsible for each strategy listed in the plan.

Section	Strategies	Parties Involved	Action Steps	Timeline	Status
Enforcement Goal - Use a variety of enforcement efforts to support safe conditions for those biking and walking	#9: Patrol Big Lake Road and University Road during the busiest commute times especially 7:00am - 8:30am, noon hour, and 3:00pm - 4:30pm.	SRTS Committee Fond du Lac Law Enforcement Ojibwe School	1. Work to have law enforcement present to help enforce speed limit during peak student travel times.		
	#10: Conduct Pedestrian Safety Awareness Campaigns at the intersection of Big Lake Rd and University Rd and Trettel Ln. a. include PSAs on Radio and information in newspaper.	SRTS Committee Fond du Lac Planning Fond du Lac Law Enforcement	1. Review MnDOT Share the Road Pedestrian Safety materials. 2. Identify dates and activities for campaign 3. Recruit volunteers and Promote. 4. Implement	Spring 2016	
	#11: Ensure the school zone speeds are followed during school hours on University Road.	SRTS Committee Ojibwe School Fond du Lac Law Enforcement	1. Coordinate with Carlton County to ensure the school speed zones are properly marked and blinking light is operational. 2. Have a law enforcement presence as needed		
	#12: Acquire or borrow speed feedback signs (portable and/or permanent) and County message sign along Big Lake Road and/or University Road.	Fond du Lac Law Enforcement Fond du Lac Planning Human Services P/I Program	1. Work with Fond du Lac Law Enforcement and Carlton County to acquire speed feedback signs		
Encouragement Goal - Use a variety of encouragement efforts to inspire and support more biking and walking in the community.	#13: Participate in "International Walk to School Day" 1st Wednesday of October and/or during in May as part of National Bike Month. -Utilize trails for an in-school program to increase participation.	SRTS Committee Ojibwe School	1. Determine event timeframe. 2. Plan and promote 3. Gather support and volunteers. -Engage parents and community members 4. Implement	Annually	
	#14: Coordinate with current Wellness Program winter activity tracker and add a spring activity. Incorporate SRTS into physical literacy program.	SRTS Committee Ojibwe School	1. SRTS Committee should work with Ojibwe School to develop ongoing incentive program for students who walk and bike. 2. Include a biking/walking component into the Physical Education class for all students.	Ongoing	
	#15: Develop a bicycle distribution or sharing program in coordination with Fond du Lac Enforcement.	SRTS Committee Law Enforcement Ojibwe School	1. Determine impounded bicycles available/suitable for a program. 2. Develop a program coordination process. 3. Ensure bicycles are working properly/safety. 4. Register bicycles in the program.	Ongoing, Annually	
	#16: Further develop summer student biking and walking activities/clubs students in coordination with SHIP program and wellness committee and Adopt-a-highway program.	SRTS Committee Community Centers Ojibwe School Human Services	1. Work with Fond du Lac summer youth programs and Human Services to encourage walking and biking during the summer months. 2. Train adult activity/club leaders on bicycle skills (Bike MN Traffic Skills 101 and League Certified Instructor training)	Ongoing	

Appendix

Appendix B:
Safe Routes to School
Sample Classroom Tally and
Parent Survey

SURVEY ABOUT WALKING AND BIKING TO SCHOOL

- FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

School Name:	
---------------------	--

Completing this form: Please write with CAPITAL letters. Mark boxes with "X" instead of "v".

1. What is the grade of the child who brought home this survey? (K - 8) grade
2. Is the child who brought home this survey male or female? MALE FEMALE
3. How many children do you have in Kindergarten through 8th grade? children
4. What is the street intersection nearest your home? *(provide the names of two intersecting streets)*

	AND	
--	-----	--

5. How far does your child live from school? *(choose one and mark box with X)*

- | | | |
|---|---|---|
| <input type="checkbox"/> a. less than 1/4 mile | <input type="checkbox"/> c. 1/2 mile up to 1 mile | <input type="checkbox"/> e. More than 2 miles |
| <input type="checkbox"/> b. 1/4 mile up to 1/2 mile | <input type="checkbox"/> d. 1 mile up to 2 miles | <input type="checkbox"/> f. Don't know |

6. On most days, how does your child arrive at school and leave for home after school? *(select one choice per column, mark box with X)*

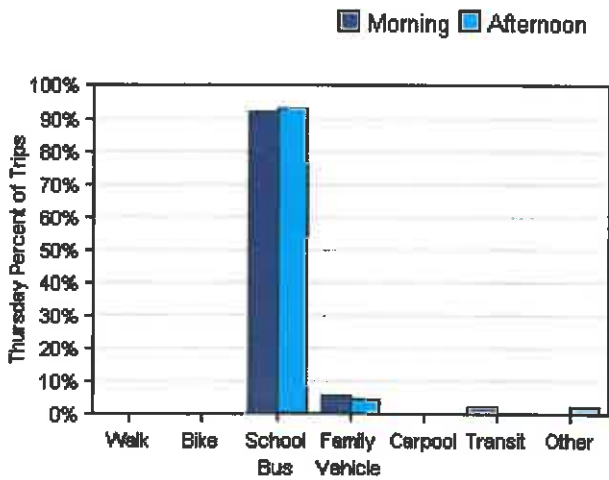
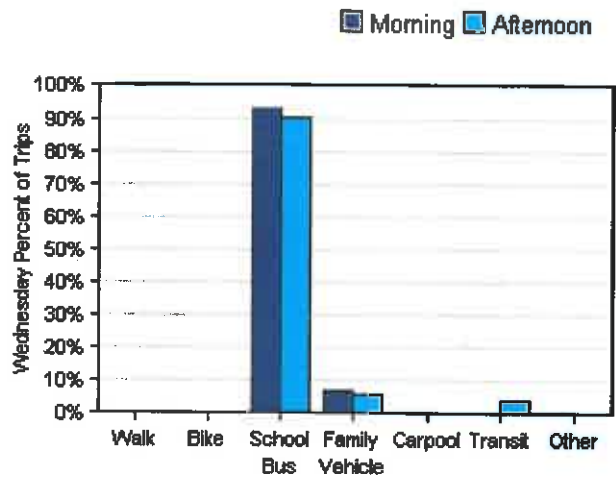
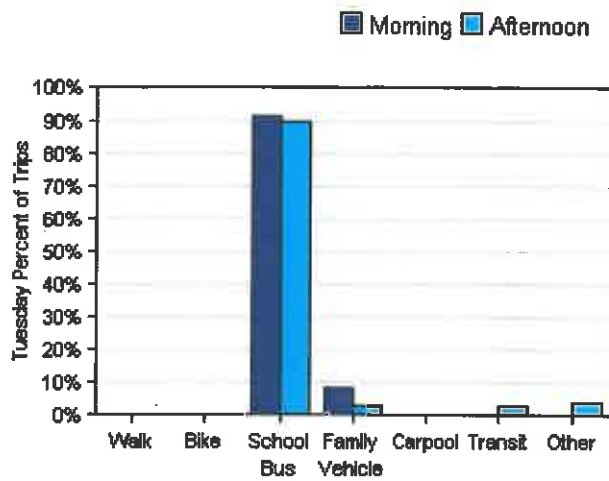
Arrive at school	Leave for home
<input type="checkbox"/> a. Walk	<input type="checkbox"/> a. Walk
<input type="checkbox"/> b. Bike	<input type="checkbox"/> b. Bike
<input type="checkbox"/> c. School Bus	<input type="checkbox"/> c. School Bus
<input type="checkbox"/> d. Family vehicle (only with children from your family)	<input type="checkbox"/> d. Family vehicle (only with children from your family)
<input type="checkbox"/> e. Carpool (riding with children from other families)	<input type="checkbox"/> e. Carpool (riding with children from other families)
<input type="checkbox"/> f. Transit (city bus, subway, etc.)	<input type="checkbox"/> f. Transit (city bus, subway, etc.)
<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)	<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? *(fill-in circle for one choice per column)*

Travel time to school	Travel time from school
<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes
<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes
<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes
<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes
<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure

Appendix C:
Safe Routes to School
Student Tally Results and
Parent Survey Results

Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	70	0%	0%	91%	9%	0%	0%	0%
Tuesday PM	68	0%	0%	90%	3%	0%	3%	4%
Wednesday AM	71	0%	0%	93%	7%	0%	0%	0%
Wednesday PM	71	0%	0%	90%	6%	0%	4%	0%
Thursday AM	86	0%	0%	92%	6%	0%	2%	0%
Thursday PM	85	0%	0%	93%	5%	0%	0%	2%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Fond du Lac Elementary School / Fond du Lac O

Set ID: 12591

School Group: ARDC

Month and Year Collected: November 2014

School Enrollment: 260

Date Report Generated: 12/12/2014

% Range of Students Involved in SRTS: 76-100%

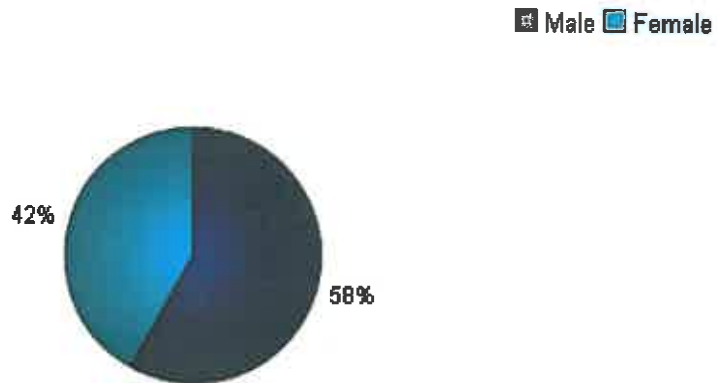
Tags:

Number of Questionnaires Distributed: 180

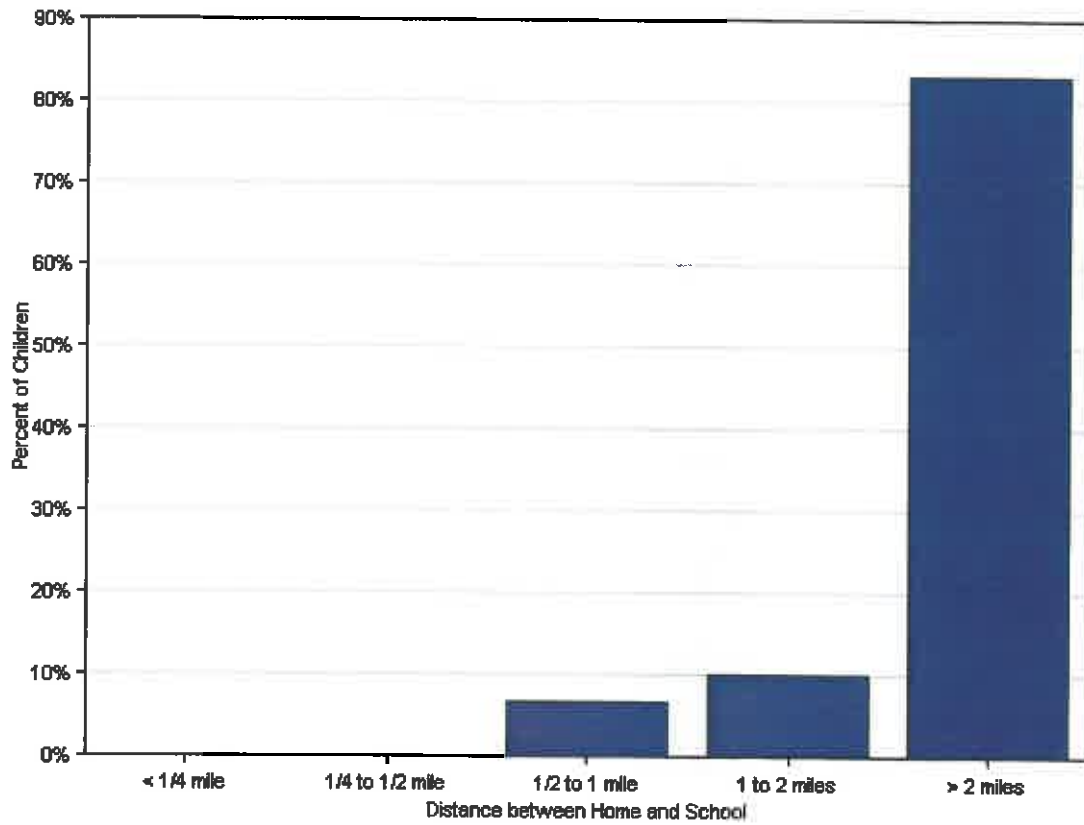
Number of Questionnaires Analyzed for Report: 31

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Parent estimate of distance from child's home to school



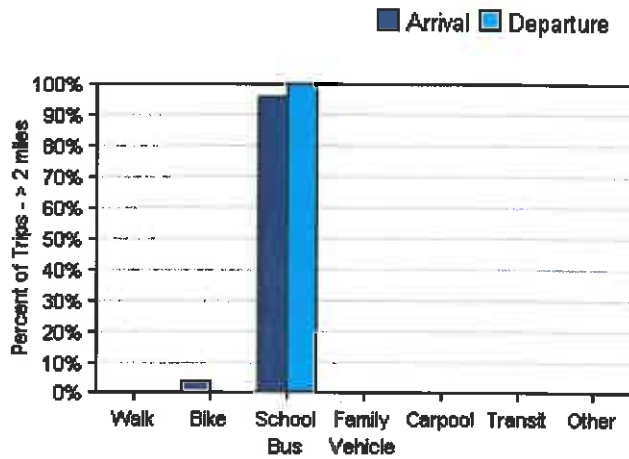
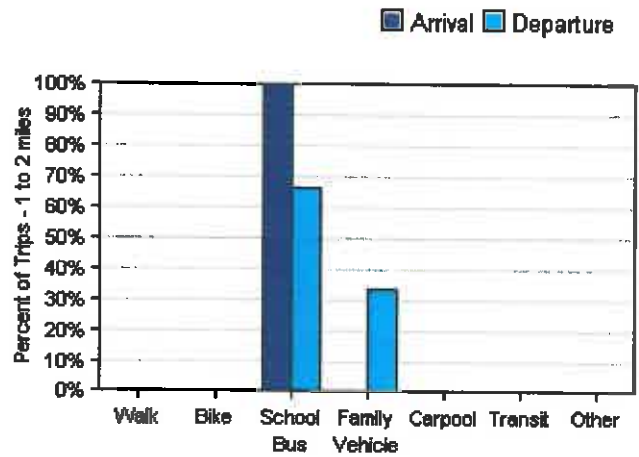
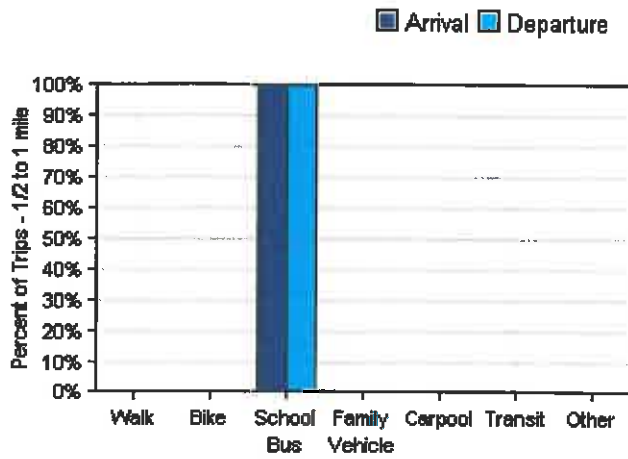
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	0	0%
1/4 mile up to 1/2 mile	0	0%
1/2 mile up to 1 mile	2	7%
1 mile up to 2 miles	3	10%
More than 2 miles	25	83%

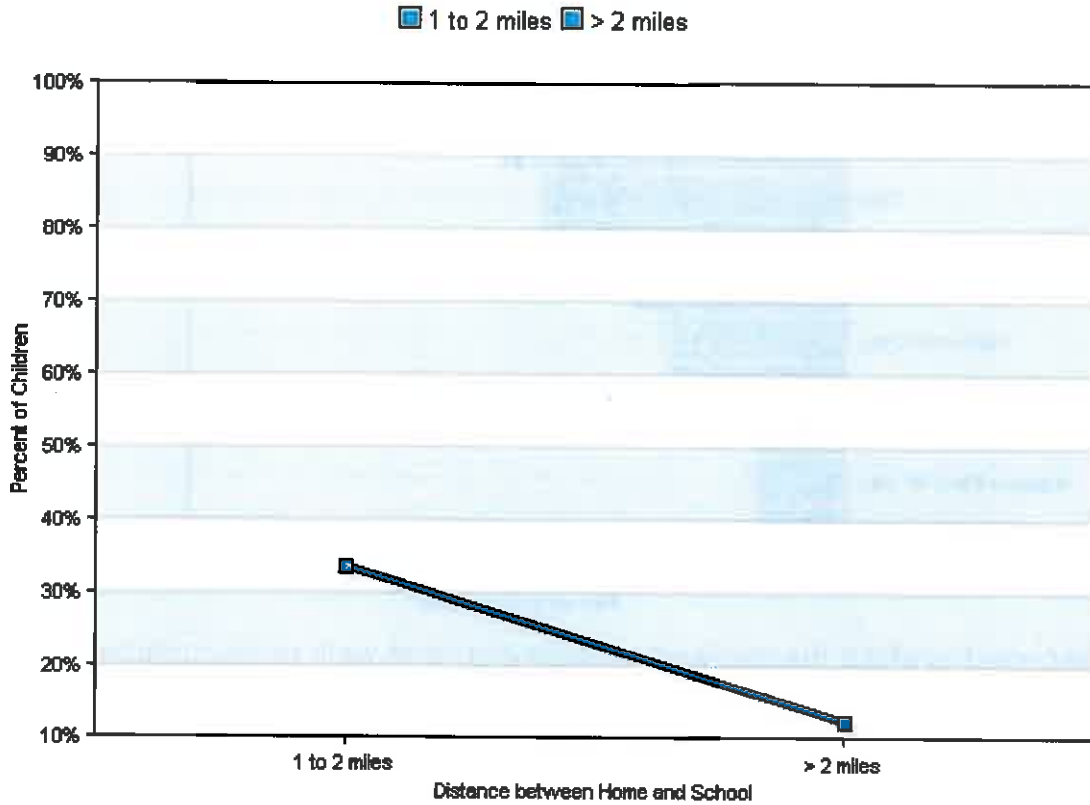
Don't know or No response: 1

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	4	0%	0%	0%	33%	13%
No	25	0%	0%	100%	67%	88%

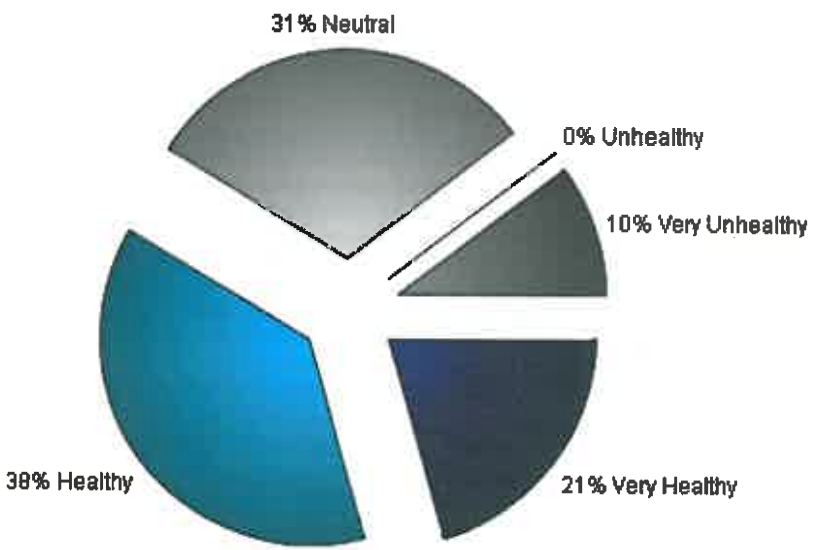
Don't know or No response: 2
 Percentages may not total 100% due to rounding.

No response: 14

Note:

- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
- Each column may sum to > 100% because respondent could select more than issue
- The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

Parents' opinions about how healthy walking and biking to/from school is for their child



Fond du Lac Ojibwe School SAFE ROUTES TO SCHOOL PLAN UPDATE

AUGUST 2015

Prepared for the Fond du Lac Ojibwe School SRTS Steering Committee

The Arrowhead Regional Development Commission (ARDC) is a regional comprehensive planning and development agency serving the counties of Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis in Northeast Minnesota.

ARDC's Mission

"To serve the people of the Arrowhead Region by providing local units of government and citizens groups means to work cooperatively in identifying needs, solving problems, and fostering local leadership."

If you have questions regarding ARDC or the Fond du Lac Safe Routes to School Plan, please contact:

