

# SAFE ROUTES TO SCHOOL

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

Fond du Lac Ojibwe School | 2021



# Fond du Lac Band of Lake Superior Chippewa Reservation Business Committee

1720 Big Lake Rd.  
Cloquet, MN 55720  
Phone (218) 879-4593  
Fax (218) 879-4146

RESOLUTION # 1302 / 21

## Resolution to Adopt the Fond du Lac Reservation 2021 Safe Routes to School Plan

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

WHEREAS, the Fond du Lac Band of Lake Superior Chippewa are a sovereign people, who occupy the Fond du Lac Reservation and retain their aboriginal rights of self-government and self-determination pursuant to the Treaty of LaPointe of September 30, 1854, 10 Stat. 1109; the Indian Reorganization Act of 1934, 25 U.S.C. § 461 et seq.; the common law of the United States; and as recognized by the United Nations Declaration on the Rights of Indigenous Peoples of September 13, 2007; and

WHEREAS, it is the sovereign obligation of the Fond du Lac Reservation Business Committee, as the duly-constituted governing body of the Fond du Lac Band, to exercise the responsibilities of self-government and management over the Band's affairs; and

WHEREAS, the Fond du Lac Safe Routes to School team updated the 2015 Safe Routes to School Plan to reflect 2021 goals and objectives that will assist the Fond du Lac Band of Lake Superior Chippewa in future activities around education, encouragement, enforcement, engagement, engineering, equity and evaluation; and

WHEREAS, NOW THEREFORE BE IT RESOLVED, that the Fond du Lac Reservation Business Committee hereby adopt the "Fond du Lac Band of Lake Superior Chippewa 2021 Safe Routes to School Plan" as a guide for transportation safety near educational facilities on the Fond du Lac Reservation.

We do hereby certify that the foregoing Resolution was duly presented and acted upon by vote of 4 for, 0 against, 0 silent, with a quorum of 5 being present at a Special Meeting of the Fond du Lac Reservation Business Committee held on July 14, 2021 on the Fond du Lac Reservation.

  
Kevin R. Dupuis, Sr.  
Chairman

  
Ferdinand Martineau, Jr.  
Secretary/Treasurer



Chairman  
Kevin R. Dupuis, Sr.

Secretary/Treasurer  
Ferdinand Martineau, Jr.

Dist. I Representative  
Wally J. Dupuis

Dist. II Representative  
Bruce M. Savage

Dist. III Representative  
Roger M. Smith, Sr.

Executive Director,  
Tribal Programs  
Miyah M. Danielson

Executive Director,  
Tribal Enterprises  
Terry Savage

# Safe Routes to School Team

The following people were involved in the development of this document.

## Fond du Lac Band

- Jamie Adams, Economic Development Planner (SRTS Team Lead)
- Wesley Bassett, Highway Manager
- Miyah Danielson, Executive Director
- Conor Henneberry, AmeriCorps Food Sovereignty VISTA
- Jason Holliday, Planning Director
- Alexandera Houchin, Lead for Minnesota Fellow
- KaRee Liimatainen, Injury Prevention Coordinator FDL Human Services Division
- Samantha Martin, Statewide Health Improvement Partnership (SHIP) Coordinator
- Fred Petite, Police Director
- Sandi Savage, Community Services Director

## Fond du Lac Ojibwe School

- John Babineau, Physical Education Teacher
- Antonio Flores, Community Services Director
- Marilu Johnsen, Head Start Director
- Jennifer Murray, Superintendent
- Michael Quam, Transportation Supervisor
- Valerie Tanner, Principal

## Carlton County

- JinYeene Neumann, Carlton County Transportation Department Engineer
- Rick Norrgard, Carlton County Transportation Department Assistant Engineer

## Minnesota Department of Transportation District One

- Bryan Anderson, District Planning Director
- Maren Webb, Senior Planner

## Arrowhead Regional Development Commission

- Russell Habermann, Senior Planner

# Safe Routes to School

## Fond du Lac Ojibwe School

Safe Routes to Schools (SRTS) is a community effort by parents, school personnel, and community leaders to increase the number of students walking and bicycling to and from school. In 2020-21, stakeholders in the Fond du Lac community developed a SRTS plan for Fond du Lac Ojibwe School. Goals identified in this plan are included below.



Provide in-school bike education to all students by the time they reach fifth grade.



Educate all road users in Fond du Lac community about road safety and sharing the road.



Offer programs that encourage students to bike to school on a regular basis.



Enact policies that support students who bike to school on a regular basis.



Empower students to be involved with public decision-making processes.



Provide infrastructure to support biking and walking in the Fond du Lac Reservation.

For more information about the Fond du Lac Safe Routes to School program, contact the Fond du Lac Planning Department at 218-878-2631.

*This planning process was funded by the Minnesota Department of Transportation.*



# Contents

- Section 1: Introduction..... 1
- Section 2: Existing Conditions ..... 3
- Section 3: Issue Identification..... 6
- Section 4: Action Plan..... 8
- Section 5: Evaluation Plan..... 17
- Appendices..... 18

# Section 1: Introduction

## What is Safe Routes to School (SRTS)?

Safe Routes to Schools (SRTS) is a sustained community effort by parents, schools, and community leaders to increase the number of students walking and bicycling to and from school. As a proven measure to increase the number of students safely walking and biking, Safe Routes to School takes a comprehensive 7 “E” approach to empower and encourage students to be active in their daily lives:

- Education teaches safety skills.
- Encouragement increases acceptance and popularity.
- Enforcement focuses on the application of public policies in the community.
- Engagement uses resident input to shape community decisions.
- Engineering creates a safer and more supportive environment.
- Equity recognizes and addresses unmet needs of disadvantaged students.
- Evaluation determines the program’s effectiveness.

SRTS is a national program that offers public funding through federal and state governments to bring about proven benefits in communities. Some of these benefits are outlined on the next page.



# Benefits of Safe Routes to School

Safe Routes to School improves sidewalks and street crossings and creates safe, convenient, and fun opportunities for children to bicycle and walk to and from school. The CDC has recognized Safe Routes to School as one of a handful of programs that are cost-effective and show significant population health impacts within five years. [saferoutespartnership.org](http://saferoutespartnership.org)

## COST SAVINGS

- Household savings from reduced gas & car use
- Education budget savings through reduced student busing costs



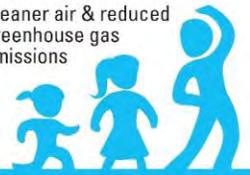
## TRAFFIC SAFETY

- Reduced traffic injuries & dangers for students and community members at arrival & dismissal through street improvements near schools
- More chances to learn & practice road safety for students



## CLIMATE BENEFITS AND CLEANER AIR

- Fewer student asthma attacks due to less driving & reduced air pollution results
- Cleaner air & reduced greenhouse gas emissions



## SAFETY FROM CRIME

- Increased safety from crime & violence due to more people on the streets, good lighting & better street design
- Less harassment, bullying, or violence when students walk or bike together or with adults



## COMMUNITY CONNECTEDNESS

- Stronger student friendships & relationships through walking & biking together
- Positive social connections for families & neighbors



## HEALTHIER STUDENTS

- Better health & stronger bones, muscles & joints through more walking & biking
- Reduced risk of chronic disease, diabetes, & obesity



## SCHOOL TRANSPORTATION FIXES

- Solutions to reduced or non-existent bus service through Safe Routes to School
- Reduced traffic congestion at pick-up/drop-off times



## BETTER ACADEMIC PERFORMANCE

- Better focus, improved concentration & less distraction for students who are active before school
- Fewer absences and less tardiness when students walk or bike in groups



SCHOOL

# Section 2: Existing Conditions

This section highlights existing conditions at Fond du Lac Ojibwe School, including caregivers' perceptions about walking and biking and how students currently arrive to and leave from school. Additional materials about existing conditions that aided in the development of this document are available in the Appendices of this document.

## Community Background

The Fond du Lac Band is one of six Chippewa Indian Bands that make up the Minnesota Chippewa Tribe. The Fond du Lac Reservation was established by the La Pointe Treaty of 1854. Archaeologists, however, maintain that ancestors of the present-day Chippewa (Ojibwe) have resided in the Great Lakes area since 800 A.D. Today, the Band includes over 4,200 members. The Ojibwe name for the Fond du Lac Reservation is *Nagaajiwanaang*, which means "where the water stops".

As of 2021, Fond du Lac Ojibwe School accommodates learners in grades PK-12 with an enrollment of 182 students. It is located on the Fond du Lac Tribal Center campus in Fond du Lac Reservation.



# Campus Map

## Fond du Lac Ojibwe School



Big Lake Road // 50 mph // 5,000 AADT

Fond du Lac Tribal Center

FDL Head Start

15 mph

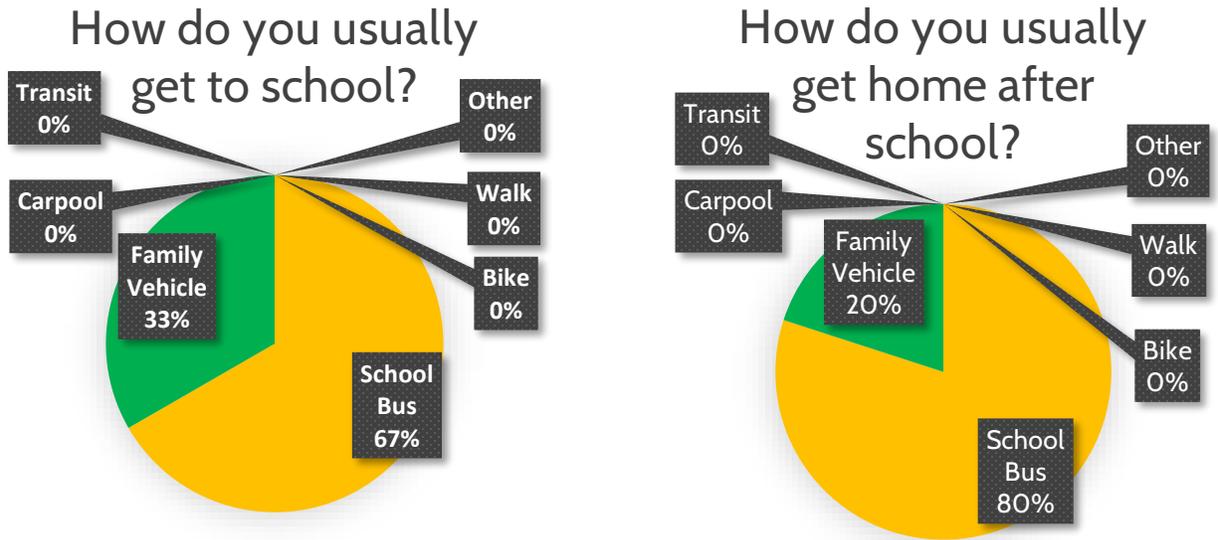
Fond du Lac Ojibwe School

Brevator Road // 35 mph // 1,650 AADT

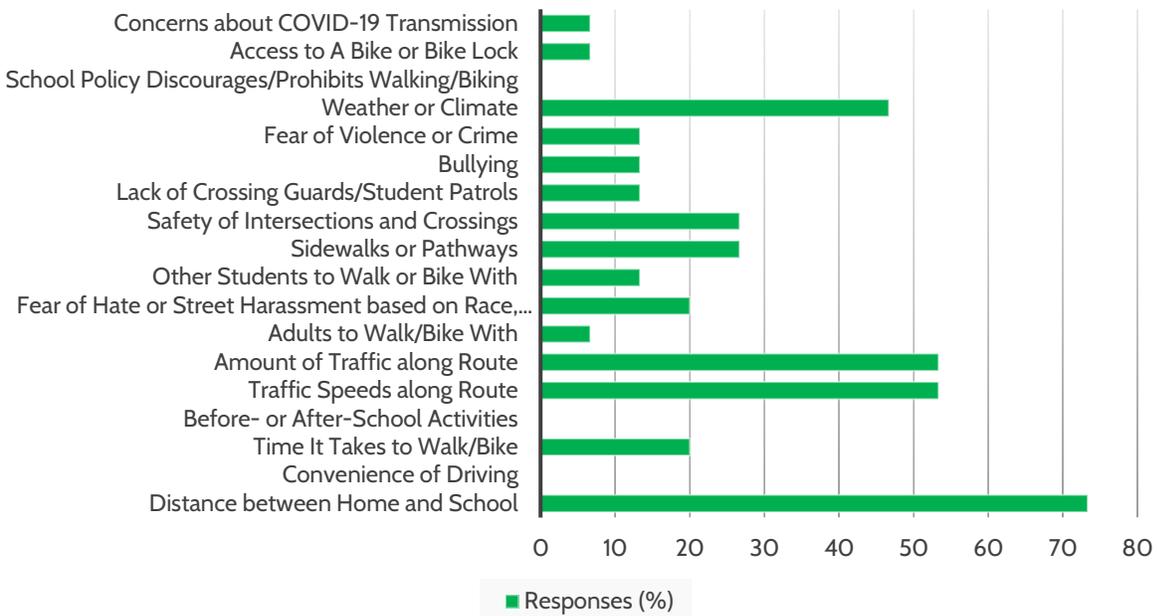
- Parent Drop-off/Pick-up
- Bus Drop-off/Pick-up
- Staff Parking
- Student Parking
- Guest Parking
- Bike Parking
- Main Entrances
- School Speed Zone

# Student Travel Patterns

A survey to collect parent perceptions about walking and biking to school was conducted at Fond du Lac Ojibwe School in February 2021. A summary of results is outlined below, and full results are included in Appendix A.



## Issues Impacting Decision for Parents to Allow Child to Walk/Bike to School



# Section 3: Issue Identification

This section lists barriers the SRTS Team said the community faces when considering a walking and biking program for students. Issues related to Equity are denoted with (\*) below.

## Education

- The walk and bike safety education program at the school relies on only a few key people; if they no longer served in their current capacity, the programs may end.
- Vehicle drivers aren't aware of how to safely share the road, and Fond du Lac Reservation doesn't have its own driver's education courses.
- The general public doesn't understand why certain infrastructure changes that provide safety for pedestrians and bicyclists (but slow down motorists) are needed.

## Encouragement

- Most students live too far from school to walk or bike.
- Some students don't have the proper equipment for biking.\*

## Enforcement

- The intersection of Big Lake Road and Brevator Road is dangerous due to vehicle traffic, especially during student arrival and dismissal times.
- Certain school policies do not support safety aspects of students walking and biking in the area. For example, school hours may force students to walk or bike to school in darkness, when it is less safe.

## Engagement

- Students generally aren't engaged about work that impacts them, like road work that effects their ability to safely walk and bike.

## Engineering

- Fond du Lac busses and campuses don't all have bike racks to support people using their bikes as a mode of transportation.\*
- Many roads don't have infrastructure separate from the roadway suitable for families walking or biking.
- The Big Lake Road/Brevator Road intersection feels unsafe for walkers and bikers.

- There are lacking infrastructure connections for walking and biking within the Fond du Lac campus (including the new Cultural Center and the Cloquet Forestry Center).

## Evaluation

- Outside of periodic updates to this Safe Routes to School plan, consistent evaluation practices around students walking or biking to school do not take place.

# Section 4: Action Plan

This section outlines goals and action steps the SRTS Team plans to take as it works to make walking and biking easier for students at Fond du Lac Ojibwe School. Strategies to attain the vision outlined below are listed on project sheets in order of priority.

Items related to Equity are denoted with (\*) on the following sheets.

Please note: It is important that cross jurisdictional projects, such as Enforcement and Engineering, include consultation with local agencies and Tribal Leadership.

## Vision Statement

The Fond du Lac Safe Routes to School Team envisions a community where more children and young adults choose to bike and walk to school. It seeks to continue making the Fond du Lac Reservation a place where roads and trails enable safe biking and walking and where adult role models inspire young people to lead an active lifestyle.

## Goal Statements

1. Offer programs that encourage students to bike to school.\*
2. Empower students to be involved with public decision-making processes on a continuing basis.
3. Provide infrastructure around the Fond du Lac campus to support outdoor physical activity for students during the school day.
4. Provide in-school bike education to all students at Fond du Lac Ojibwe School by the time they reach fifth grade.
5. Provide infrastructure to support biking in Fond du Lac Reservation.\*
6. Extend education about sharing the road to all road users in the Fond du Lac community.
7. Enact and enforce policies that support students who bike to school.

# Project Sheet #1

## Bike Programs

### (Encouragement Strategy)

Goal: Offer programs that encourage students to bike to school.



Strategy: Design “handlebar” maps of popular bike routes in Fond du Lac and distribute them to Fond du Lac Ojibwe School students; pair distribution of map with an in-class group bike ride of the route(s).

Strategy: Participate in National Bike to School Day (first Wednesday in May) and encourage students to bike to school on International Walk to School Day (first Wednesday in October); provide a remote drop-off option for students who live too far away to walk or bike. Offer a special treat for participants to encourage participation.

Strategy: Create and implement a program that awards students and school staff who log bicycling (or general activity) miles outside of school. Consider creating it with the goal of logging miles that connect two familiar places, like “from Sawyer to Brookston”.

Strategy: Design posters (for display at Fond du Lac Ojibwe School) that demonstrate to students that school staff members and community leaders ride bikes too.

Strategy: Create and implement an incentive program that awards bicycle equipment to students and staff who bike to school on a regular basis. Also explore the feasibility of a program that connects students with equipment (i.e. reclaimed/refurbished bikes).\*

# Project Sheet #2

## Youth Engagement

(Engagement Strategy)

**Goal: Empower students to be involved with public decision-making processes on a continuing basis.**



Strategy: Create and facilitate a youth council to help students learn about and shape local public decisions being made about roadways; consider basing the youth council around the school's existing student council.

Strategy: Engage with students who bike to school (or wish to bike to school) about which routes they take (or would take) and why.

## Project Sheet #3

# Walk Infrastructure

## (Engineering Strategy)

**Goal: Provide infrastructure around the Fond du Lac campus to support outdoor physical activity for students during the school day.**



*1. Intersection of Big Lake Road and Brevator Road/University Road*

Strategy: Construct sidewalks to enable connections between buildings in the Fond du Lac campus, including a direct connection from Fond du Lac Ojibwe School to the Big Lake Trail.

Strategy: Construct a nature trail connection between Fond du Lac Ojibwe School and the Cloquet Forestry Center.

*(Cont'd on next page)*

Strategy: Work with the Carlton County Transportation Department to explore safety measures for people walking across the intersection of Big Lake Road and Brevator Road.

Action Step: Work with Carlton County to design infrastructure that helps people safely cross the intersection while walking and biking, considering the connection to the new Cultural Center. (Note: Any enhancements to this intersection would require securing funding, and the Manual on Uniform Traffic Control Devices [MUTCD] does not support the use of traffic lights at this type of intersection based on traffic counts of the Federal Highway Administration.)

Action Step: To help understand the impact of roundabouts on encouraging walking and biking, support Carlton County's work to complete "before and after" ped/bike counts in coordination with the Washington Avenue roundabout project in Cloquet scheduled for 2022.

Action Step: Work toward making the segment of Big Lake Road adjacent to the Fond du Lac campus feel more like a "downtown" destination that provides cues (through curbs, sidewalks, trees, etc.) for drivers to slow down.

Strategy: Work with the Carlton County Transportation Department to explore safety measures for people walking across the intersection of Big Lake Road and Trettel Lane.

Strategy: Provide interpretive signs along trails that share about native culture of the area.

## Project Sheet #4

# In-School Bike Education

## (Education Strategy)

Goal: Provide in-school bike education to all students at Fond du Lac Ojibwe School by the time they reach fifth grade.



Strategy: Continue implementation of BikeMN's Bike Fun! curriculum during gym class.

Strategy: Assemble a bike fleet, and develop a plan to maintain the bikes year-to-year; consider using maintenance as an opportunity for older students to learn bike maintenance. (Note: If additional bikes are needed for education purposes, utilize Carlton County's bike fleet.)

Strategy: Utilize online educational tools about bike safety from Safe Kids Northeast Minnesota.

Strategy: Bring in guest speakers to reinforce bike safety lessons, share the positivity of biking, and join a group ride with the students.

Strategy: Incentivize students to participate by offering students who complete their bike safety studies a field trip to bike trails in the area (i.e. Munger Trail, Duluth Lakewalk).

# Project Sheet #5

## Bike Infrastructure

### (Engineering Strategy)

**Goal: Provide infrastructure that supports biking in Fond du Lac Reservation.**



Strategy: Provide opportunities for students to transport their bikes on/with the school bus. (A student may need to bus to school but wish to bike home, or vice versa.)\*

Strategy: Provide safe and secure bike parking at Fond du Lac Ojibwe School and at every community center in Fond du Lac Reservation.

Strategy: Construct a nature trail connection between the Fond du Lac Ojibwe School and the Cloquet Forestry Center.

Strategy: Work with local jurisdictions to construct safe bike connections (i.e. road shoulder, bike lane, trail) from the Fond du Lac campus northward to the old Language House and Orchard.

Strategy: Work with local jurisdictions to construct safe bike connections (i.e. road shoulder, bike lane, trail) along Airport Road (including N-S connections to Big Lake Road [Trettel Lane, Ombendam Road, Pinewood Drive]) to make safe alternate connections between the Tribal Center campus, Clinic, Supportive Housing, and Gas and Grocery.\*

## Project Sheet #6

# Road Safety Education

(Education Strategy)

Goal: Extend education about sharing the road to all road users in the Fond du Lac community.



Strategy: Work with driver's education agencies in the area to ensure lessons about sharing the road with people biking and walking are in the curriculum. Also, explore the feasibility of bringing driver's education instruction back to Fond du Lac Reservation.

Strategy: Work with local bike shops to provide bike safety lessons to the Fond du Lac community on an as-needed basis. Particularly work to reach adults who drive motor vehicles on the roadway.

Strategy: Whenever a road project includes elements that support biking, work with the Fond du Lac Human Services Division to include information in public project materials that share how bicycling supports independence of people without the ability to drive and how the bike elements will support safety of people biking.

# Project Sheet #7

## Public Policies

### (Enforcement Strategy)

**Goal: Enact and enforce policies that support students who bike to school.**



*2. A Walk! Bike! Fun! Curriculum Training at Fond du Lac Ojibwe School in 2016*

Strategy: Support enforcement of speed limits within the Fond du Lac Reservation, and continue to advocate for lower speed limits in the Tribal Center area on Big Lake Road.

Strategy: Increase presence of patrol officers at the intersection of Big Lake Road and Brevator Road during student arrival and dismissal times.

Strategy: Create a health policies group (instead of several smaller focus groups) that discusses future policies that support biking in Fond du Lac Reservation, in addition to other policies that support native food and breastfeeding.

Strategy: Explore possibility of instituting a no-bus zone (within a mile of the school) and explore if this policy would cause more families to choose to bike to school (or simply force them to drive).

# Section 5: Evaluation Plan

This section provides a plan to evaluate the effectiveness of SRTS efforts in the Fond du Lac community. Strategies to assess the impact of implementing the SRTS Team's vision are outlined below.



Strategy: Conduct pre- and post-surveys during bike education lessons at Fond du Lac Ojibwe School.

Strategy: Track progress of walk/bike infrastructure development during all future planning efforts (i.e. Fond du Lac Reservation Transportation Plan).

Strategy: Use automated trail counters (through program managed by ARDC) to quantify use of sidewalks and trails leading to the Tribal Center and community centers.

Strategy: Continue to track participation at walk/bike encouragement events by counting how many participation prizes (i.e. t-shirts) are given out.

# Appendices

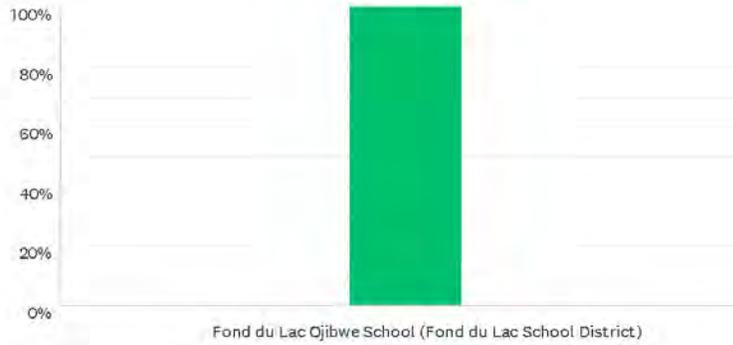
This section brings together miscellaneous materials that aided the development of this document. These materials include parent survey results, school travel tally results, school environment and policy assessment results, school assessment results, walk audit results, school zone hazard observation results, and SRTS funding resources.

# Appendix A: Parent Survey

Caregiver Survey About Walking and Biking to School

Q1 School Name:

Answered: 19 Skipped: 0



ANSWER CHOICES		RESPONSES	
Fond du Lac Ojibwe School (Fond du Lac School District)		100.00%	19
TOTAL			19

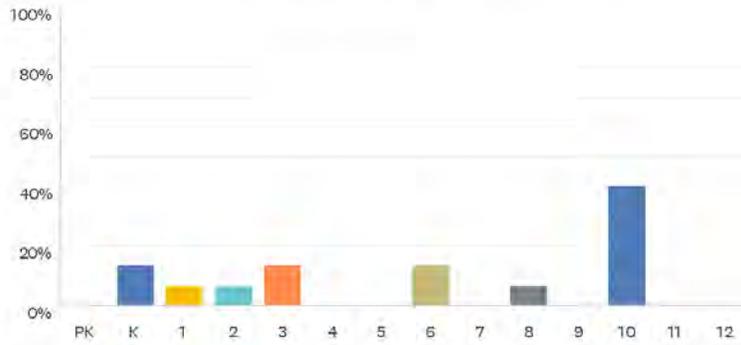
  

#	OTHER (PLEASE SPECIFY THE SCHOOL NAME)	DATE
	There are no responses.	

Caregiver Survey About Walking and Biking to School

Q20 What is the grade of your child?

Answered: 15 Skipped: 4

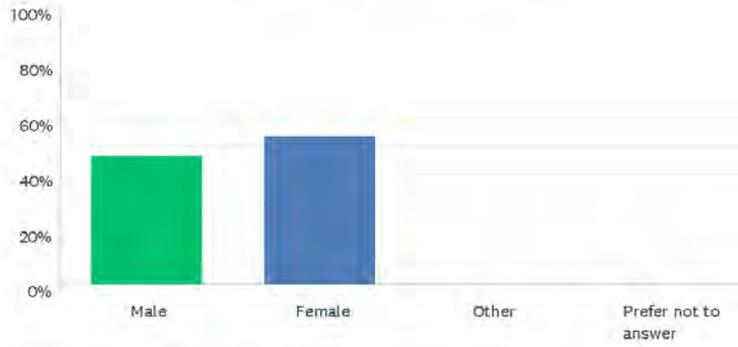


ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	13.33%	2
1	6.67%	1
2	6.67%	1
3	13.33%	2
4	0.00%	0
5	0.00%	0
6	13.33%	2
7	0.00%	0
8	6.67%	1
9	0.00%	0
10	40.00%	6
11	0.00%	0
12	0.00%	0
<b>TOTAL</b>		<b>15</b>

Caregiver Survey About Walking and Biking to School

Q21 What is the gender of your child?

Answered: 15 Skipped: 4

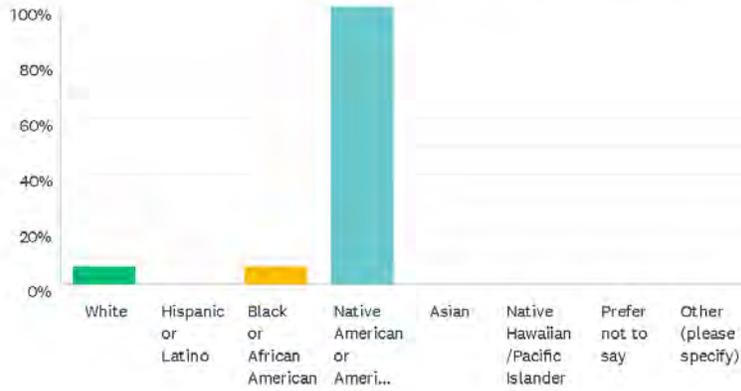


ANSWER CHOICES	RESPONSES	
Male	46.67%	7
Female	53.33%	8
Other	0.00%	0
Prefer not to answer	0.00%	0
TOTAL		15

Caregiver Survey About Walking and Biking to School

Q22 What is the race/ethnicity of your child? (check all that apply)

Answered: 15 Skipped: 4

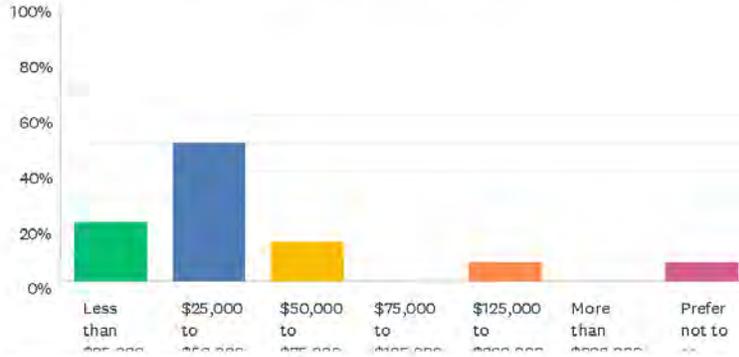


ANSWER CHOICES		RESPONSES	
White		6.67%	1
Hispanic or Latino		0.00%	0
Black or African American		6.67%	1
Native American or American Indian		100.00%	15
Asian		0.00%	0
Native Hawaiian/Pacific Islander		0.00%	0
Prefer not to say		0.00%	0
Other (please specify)		0.00%	0
Total Respondents: 15			
#	OTHER (PLEASE SPECIFY)		DATE
	There are no responses.		

Caregiver Survey About Walking and Biking to School

Q23 What is your annual household income?

Answered: 14 Skipped: 5



ANSWER CHOICES	RESPONSES	
Less than \$25,000	21.43%	3
\$25,000 to \$50,000	50.00%	7
\$50,000 to \$75,000	14.29%	2
\$75,000 to \$125,000	0.00%	0
\$125,000 to \$200,000	7.14%	1
More than \$200,000	0.00%	0
Prefer not to say	7.14%	1
<b>TOTAL</b>		<b>14</b>

Caregiver Survey About Walking and Biking to School

Q24 What language(s) do you speak at home? (check all that apply)

Answered: 15 Skipped: 4



Caregiver Survey About Walking and Biking to School

ANSWER CHOICES		RESPONSES	
English		100.00%	15
Spanish		0.00%	0
Hmong		0.00%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)		0.00%	0
German		0.00%	0
Vietnamese		0.00%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)		0.00%	0
French (includes Patois and Cajun)		0.00%	0
Russian		0.00%	0
Laotian		0.00%	0
Arabic		0.00%	0
Amharic		0.00%	0
Hindi		0.00%	0
Kru, Ibo, Yoruba		0.00%	0
Korean		0.00%	0
Mon-Khmer, Cambodian		0.00%	0
Tagalog		0.00%	0
Telegu		0.00%	0
Norwegian		0.00%	0
Ojibwa		13.33%	2
Karen		0.00%	0
Swahili		0.00%	0
Other (please specify)		0.00%	0
Total Respondents: 15			
#	OTHER (PLEASE SPECIFY)	DATE	
	There are no responses.		

Caregiver Survey About Walking and Biking to School

Q25 What is the street intersection nearest your home?

Answered: 13 Skipped: 6

ANSWER CHOICES		RESPONSES
Street 1		100.00% 13
Street 2		100.00% 13

#	STREET 1	DATE
1	Pine Drive	3/30/2021 11:39 AM
2	Jackpine	3/30/2021 11:37 AM
3	18th Street	3/30/2021 11:33 AM
4	Big Lake Road	3/4/2021 12:09 PM
5	Santti	3/4/2021 12:06 PM
6	East Superior Street	3/4/2021 12:04 PM
7	Big Lake	3/4/2021 12:02 PM
8	Big Lake Road	3/4/2021 11:57 AM
9	Jarvi	3/4/2021 11:54 AM
10	Jarvi	3/4/2021 11:52 AM
11	Nicolette	3/4/2021 11:50 AM
12	County Road 4	3/4/2021 11:47 AM
13	14th Street	3/4/2021 11:45 AM

#	STREET 2	DATE
1	Brookston Road	3/30/2021 11:39 AM
2	White Spruce	3/30/2021 11:37 AM
3	Avenue G	3/30/2021 11:33 AM
4	Woulette Road	3/4/2021 12:09 PM
5	Simon	3/4/2021 12:06 PM
6	19th Avenue East	3/4/2021 12:04 PM
7	Ditch Bank	3/4/2021 12:02 PM
8	Wuollet Road	3/4/2021 11:57 AM
9	Brevator	3/4/2021 11:54 AM
10	Scotty	3/4/2021 11:52 AM
11	57th Avenue West	3/4/2021 11:50 AM
12	County Road 5	3/4/2021 11:47 AM
13	20th Avenue	3/4/2021 11:45 AM

Caregiver Survey About Walking and Biking to School

Q26 How far does your child live from school?

Answered: 15 Skipped: 4

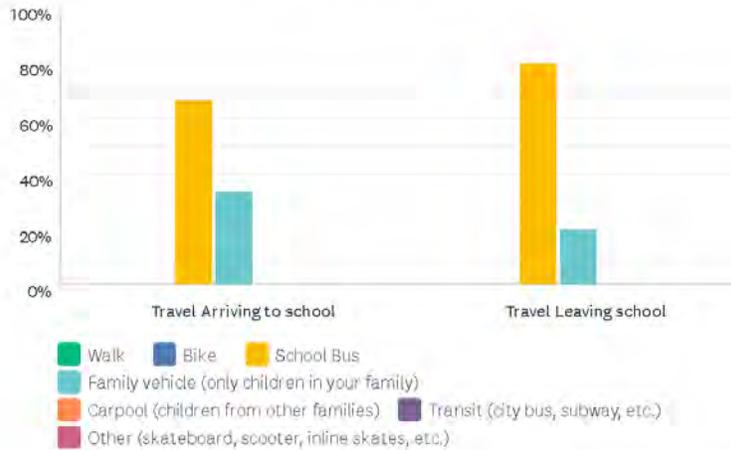


ANSWER CHOICES	RESPONSES	
Less than 1/4 mile	0.00%	0
1/4 mile to 1/2 mile	0.00%	0
1/2 mile to 1 mile	6.67%	1
1 to 2 miles	26.67%	4
More than 2 miles	60.00%	9
Don't know	6.67%	1
<b>TOTAL</b>		<b>15</b>

Caregiver Survey About Walking and Biking to School

Q27 On most days, how does your child travel to and from school?

Answered: 15 Skipped: 4



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	0.00% 0	0.00% 0	66.67% 10	33.33% 5	0.00% 0	0.00% 0	0.00% 0	15
Travel Leaving school	0.00% 0	0.00% 0	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00% 0	15

Caregiver Survey About Walking and Biking to School

Q28 Has your child asked you permission to walk or bike to/from school in the last year?

Answered: 15 Skipped: 4

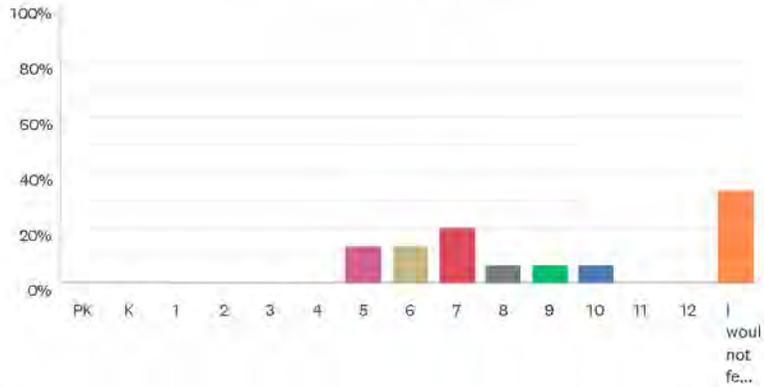


ANSWER CHOICES	RESPONSES	
Yes	6.67%	1
No	93.33%	14
TOTAL		15

Caregiver Survey About Walking and Biking to School

Q29 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 15 Skipped: 4

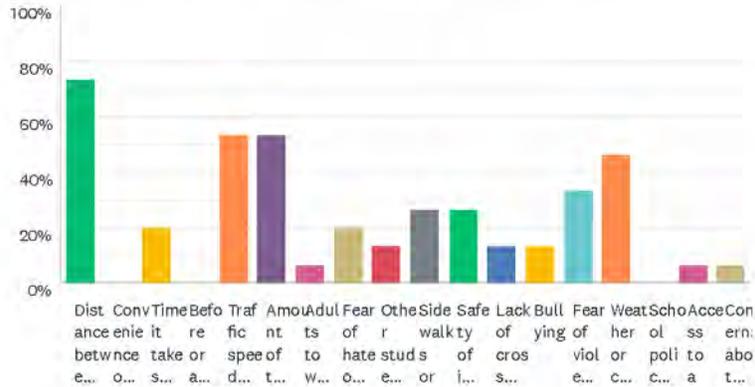


ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	0.00%	0
3	0.00%	0
4	0.00%	0
5	13.33%	2
6	13.33%	2
7	20.00%	3
8	6.67%	1
9	6.67%	1
10	6.67%	1
11	0.00%	0
12	0.00%	0
I would not feel comfortable at any grade	33.33%	5
<b>TOTAL</b>		<b>15</b>

Caregiver Survey About Walking and Biking to School

Q30 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 15 Skipped: 4



ANSWER CHOICES	RESPONSES	
Distance between home and school	73.33%	11
Convenience of driving	0.00%	0
Time it takes to walk/bike	20.00%	3
Before or after-school activities	0.00%	0
Traffic speeds along route	53.33%	8
Amount of traffic along route	53.33%	8
Adults to walk or bike with	6.67%	1
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	20.00%	3
Other students to walk or bike with	13.33%	2
Sidewalks or pathways	26.67%	4
Safety of intersections and crossings	26.67%	4
Lack of crossing guards/student patrols	13.33%	2
Bullying	13.33%	2
Fear of violence or crime	33.33%	5
Weather or climate	46.67%	7
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	6.67%	1
Concerns about COVID-19 transmission	6.67%	1
Total Respondents: 15		

Caregiver Survey About Walking and Biking to School

Q31 What would help your child walk or bike to/from/at school more often?  
(check all that apply)

Answered: 15 Skipped: 4

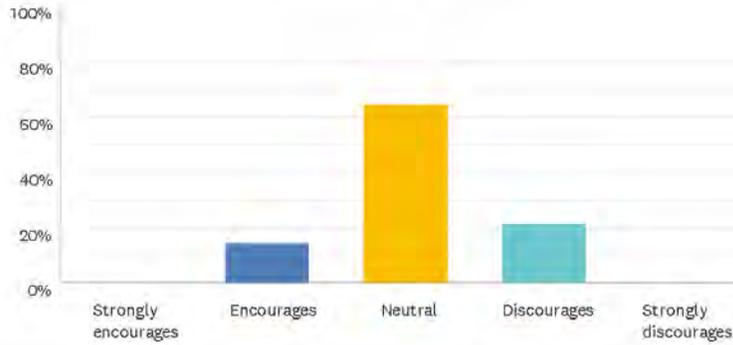


ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	40.00%	6
A shorter distance to walk or bike	66.67%	10
Learning traffic rules and regulations and how to walk/bike safely	13.33%	2
Safer intersections/crossings	26.67%	4
An adult to walk or bike with	26.67%	4
Better/more sidewalks or pathways	40.00%	6
Walking/biking field trips	20.00%	3
Incentives, games, or rewards for walking/biking	20.00%	3
Better snow/ice removal in winter	26.67%	4
School policy that encourages walking/biking	13.33%	2
More information about walking and biking routes	6.67%	1
Less traffic along route	13.33%	2
Slower car speeds along route	26.67%	4
Bullying, hate, and harassment prevention and bystander intervention training	13.33%	2
A school club or after-school program	6.67%	1
Crossing guards/student patrols/corner captains	20.00%	3
Access to a bike, bike lock, or secure bike parking	6.67%	1
Better/more lighting along route	6.67%	1
Total Respondents: 15		

Caregiver Survey About Walking and Biking to School

Q32 How much does your child's school encourage walking and biking to/from school?

Answered: 14 Skipped: 5

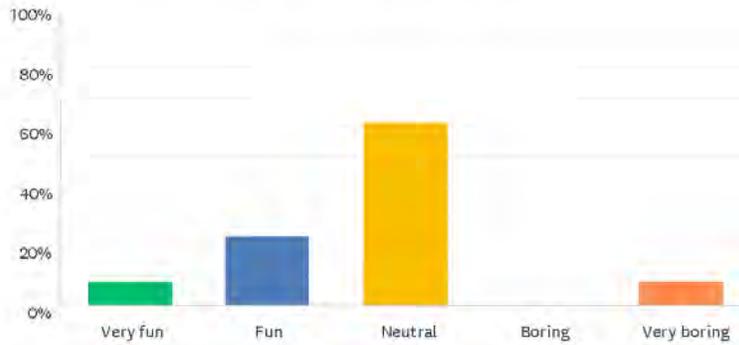


ANSWER CHOICES	RESPONSES	
Strongly encourages	0.00%	0
Encourages	14.29%	2
Neutral	64.29%	9
Discourages	21.43%	3
Strongly discourages	0.00%	0
<b>TOTAL</b>		<b>14</b>

Caregiver Survey About Walking and Biking to School

Q33 How much fun is walking or biking to/from school for your child?

Answered: 13 Skipped: 6

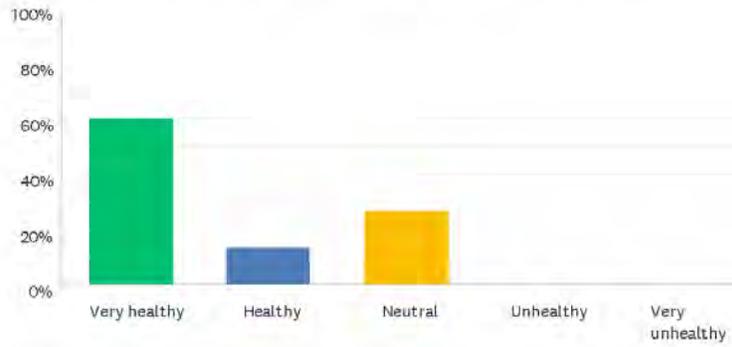


ANSWER CHOICES	RESPONSES	
Very fun	7.69%	1
Fun	23.08%	3
Neutral	61.54%	8
Boring	0.00%	0
Very boring	7.69%	1
TOTAL		13

Caregiver Survey About Walking and Biking to School

Q34 How healthy is walking or biking to/from school for your child?

Answered: 15 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very healthy	60.00%	9
Healthy	13.33%	2
Neutral	26.67%	4
Unhealthy	0.00%	0
Very unhealthy	0.00%	0
<b>TOTAL</b>		<b>15</b>

Caregiver Survey About Walking and Biking to School

Q35 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

Answered: 15 Skipped: 4



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	13.33% 2	26.67% 4	60.00% 9	15
My child bikes...	7.14% 1	50.00% 7	42.86% 6	14
My child travels by car...	13.33% 2	73.33% 11	13.33% 2	15
My child travels by school bus/transit...	7.14% 1	35.71% 5	57.14% 8	14

Caregiver Survey About Walking and Biking to School

Q36 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 10 Skipped: 9



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	30.00%	3
Walking or biking for recreation (no destination)	60.00%	6
Temporary street closures for walking/biking	0.00%	0
Walking/biking distance learning curriculum	20.00%	2
Other (please specify)	0.00%	0
Total Respondents: 10		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Caregiver Survey About Walking and Biking to School

Q37 Please provide any additional comments below:

Answered: 4 Skipped: 15

#	RESPONSES	DATE
1	If we lived closer, bike/walk would be more of an option. Thanks :)	3/30/2021 11:40 AM
2	The new sidewalk/path has really improved. I see people walking/running/biking etc. every day. I think if we create more paths, people would use them.	3/4/2021 11:58 AM
3	It's a good idea, but my student lives in Duluth. So I won't let her bike that far ;) lol	3/4/2021 11:51 AM
4	We live too far away to allow our children to ride/bike. I love that they (OJS) have had bikes available for students to ride.	3/4/2021 11:49 AM

# Appendix B: School Environment & Policy Assessment

Administration at Fond du Lac Ojibwe School completed MnDOT's School Environment and Policy Assessment in December 2020. Below is a summary of results from this assessment.

## Policies and Practices

- School wellness policy promotes walking and biking
- School transportation policy does not address walking and biking
- School collaborates with local law enforcement
- Plan in place for evaluating Safe Routes to School efforts
- School participates in walking/biking programs
- School participates in walk/bike safety curriculum

## Property and Arrival/Dismissal Procedures

- Bus loading/unloading area are separate from parent pick-up/drop-off area
- School arrival/dismissal policy does not address walking and biking

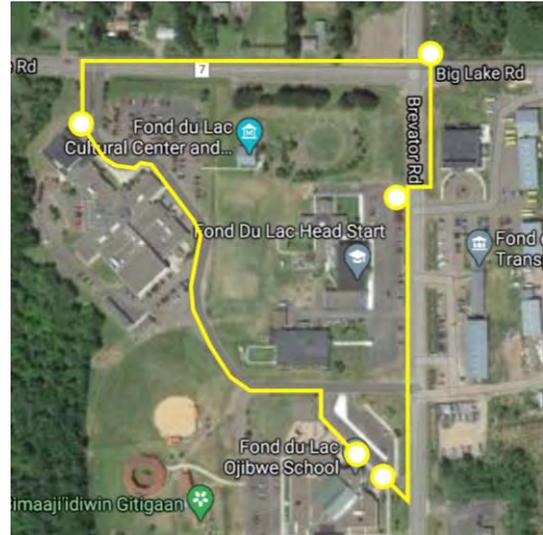
## School Zone

- All speed limits around school are 30 mph or less
- Sidewalks/trails are present near school, but there are gaps
- Some sidewalks/trails are maintained during winter
- Sidewalks/trails are in good condition
- Sidewalks/trails have few or no obstacles
- School does not have designated walking routes
- Some road crossings are marked, but none have pedestrian crossing signals
- Crossing guards and student school patrols are not present

# Appendix C: Walk Audit

Select members of the Safe Routes to School Team participated in a walk audit on January 13, 2021. These SRTS Team members walked a loop near the school (see photo) to observe and discuss walking conditions. Ideas shared during this exercise are listed below.

- Some students whose parents work at the Tribal Center will ride with their parents to work and then walk to school. In cold weather times, sometimes a shuttle is provided for these students. The corner on the east side of the building can be difficult for both pedestrians and drivers to see around, creating a hazard. A future project will add sidewalks and a crossing to the area.
- Most people on the Reservation seem knowledgeable about walking against/facing traffic as a safety practice. But at certain places, like the north entrance to the Tribal Center and going toward the intersection of Big Lake Road and University Road, no road shoulder is available. This is uncomfortable for a person walking.
- Across Big Lake Road, a new cultural center just opened. There currently isn't walking infrastructure to support pedestrian movements to this new community space. Crossing Big Lake Road, which is posted at a 50 mph speed limit, does not feel comfortable for a person walking, and crossing at the intersection, where additional turn lanes widen the travel way, feels even more unsafe. With the potential for additional development along Big Lake Road, participants asked if sidewalks should be constructed after or before more destinations are created. Developing the corridor with trails and trees was noted as an interest.
- Crossing the intersection of Big Lake Road and University Road did not feel safe. This intersection has been studied extensively in the past, and a demonstration project was installed in Fall 2020 with bumpouts, crossing medians, and painted crosswalks. Community members who provided feedback about these temporary changes were not positive about them, but data was not collected on how these people went through this intersection (on foot vs. in a car).
- Some conversations have taken place about how to safely cross roadways in the intersection area. One idea is to have crossings 200 feet or so away from the intersection on each leg, with trail infrastructure and possibly flashing beacons to



support these crossings. There was concern noted about whether drivers would yield to pedestrians, even with a flashing beacon.

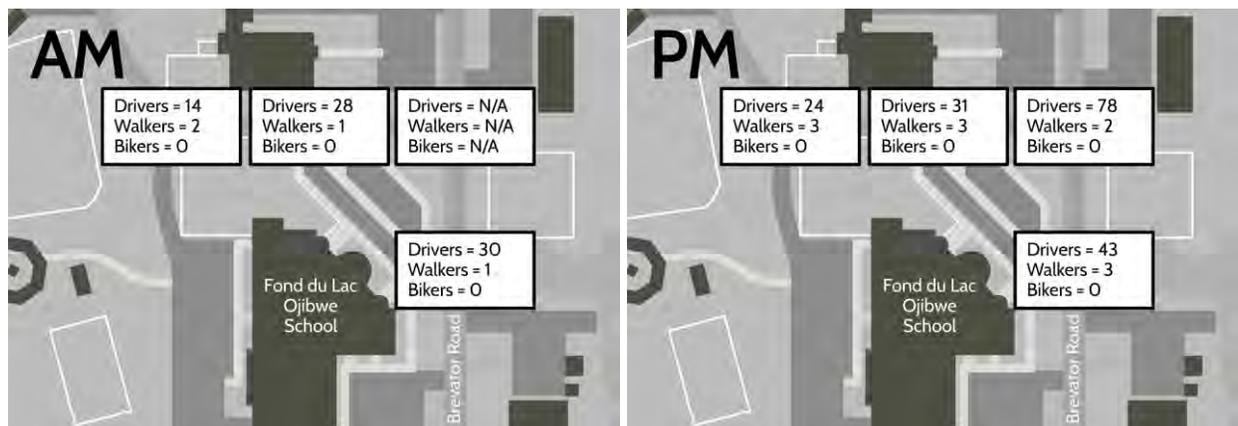
- The Big Lake Trail feels comfortable and safe to use. Participants noted that many different groups and people of all ages use this trail.
- In the winter, most people will walk along University Road, where a wide shoulder is available. An upcoming sidewalk project will construct a path on the west side of the roadway that will be cleared during the winter for use by people walking. This will create a full connection between Fond du Lac Ojibwe School and the Big Lake Trail.

# Appendix D: School Zone Hazard Observational Assessment

On May 12, 2021, the SRTS Team observed the school campus during student arrival and dismissal periods. Traffic counts collected during these observations are outlined below.

During morning arrival, a total of 72 drivers and four walkers were counted entering or passing by the Fond du Lac Ojibwe School campus. Of those, nine drivers demonstrated bad behaviors (distracted driving, driving outside of designated space, stopping outside of designated space, and driving too fast); two walkers demonstrated bad behaviors (wearing headphones/earpieces).

During afternoon dismissal, a total of 176 drivers and 11 walkers were counted entering or passing by the Fond du Lac Ojibwe School campus. Of those, seven drivers demonstrated bad behaviors (distracted driving and driving too fast); three walkers demonstrated bad behaviors (distracted walking, wearing headphones/earpieces).



# Appendix E: SRTS Planning Process Meeting Notes

# Fond du Lac Safe Routes to School Plan Update

SRTS Team Meeting #1  
October 20, 2020, 10:00 a.m.  
Zoom Video/Audio Conference

## SUMMARY

### Introductions

Russell Habermann, Senior Planner at ARDC Planning, welcomed everyone and asked attendees to introduce themselves.

*Attendees:* Jamie Adams (FDL Planning), John Babineau (Fond du Lac Ojibwe School, Physical Education Teacher), Conor Henneberry (FDL/AmeriCorps VISTA), Jason Hollinday (FDL Planning), Alexandra Houchin (FDL Planning), KaRee Lockling (FDL Human Services), Samantha Martin (FDL SHIP Coordinator), JinYeene Neumann (Carlton County Highway Department, Engineer), Valerie Tanner (Fond du Lac Ojibwe School, Principal), Maren Webb (MnDOT D-1), Russell Habermann (ARDC Planning)

### Safe Routes to School 101

Habermann shared about Safe Routes to School and the potential benefits the program has. He then asked the SRTS Team what benefits they see for the Fond du Lac community specifically. SRTS Team members mentioned helping young people learn to appreciate and dress for the season, learning about the community and how the world around you works, and learning about the environment around the school and the services Fond du Lac provides near the school campus.

Habermann also shared about roles and expectations of SRTS Team members (refer to slide deck) and outlined the program's 7-"E" framework (Education, Encouragement, Enforcement, Engineering, Equity, Evaluation, and Engagement).

He then outlined the tentative SRTS planning project schedule as follows:

- October: Kick-off Meeting (Meeting #1)
- November: Data Collection (Ongoing Work/Assistance)
- December: Data Assessment
- January: Action Plan Development (Meeting #2)
- February: Plan Development
- March: Public Plan Review (Meeting #3)
- April: Final Revisions
- May: Plan Completion (Meeting #4)

Habermann then shared what to expect in the completed plan document, which is outlined below. He shared that he would provide a Word document version of this final plan to Jamie Adams, as the SRTS Team Leader, and encouraged the SRTS Team to revisit the plan periodically and make necessary changes.

- Executive Summary
- Introduction
- Vision
- Existing Conditions
- Issue Identification
- Action Plan
- Implementation Steps
- Evaluation Plan
- Appendices

During a check-in to answer any questions, the SRTS Team confirmed that the school is currently all-virtual due to COVID-19. Also, a demonstration project to test out pedestrian improvements at key intersections in Fond du Lac was installed last week; many drivers have provided their feedback already, but the SRTS Team questioned if any feedback was coming from people using the temporary installations while walking, which is the mode the project was designed to improve.

#### Development of SRTS Team Vision Statement

Habermann asked the SRTS Team to brainstorm about what they would like to see in the Fond du Lac community as a result of their work. The SRTS Team brought forward the following:

- “Own it” – be proud of SRTS plan and committee
- There’s buy-in from the community – more students walking and biking that wouldn’t have before
- Infrastructure around school that makes it bike-friendly (bike rack) – support!
- Bike buses/trains – adult-supervised group bike pick-up/drop-off before and after school – support!
- Opportunity to translate kids who were bussed previously to have them join a bike bus
- Kids earning points that will get them better gear (SHIP can help?) for walking and biking – incentives and feeling of accomplishment – make walk/bike to school day every day
- Remote bus drop and walk (for those who live farther away from the school)
- Work around community centers (new trails)
- More events/field trips where walking and biking is included in the activities

- Provide food with events (SHIP can help, too) – promote school breakfast program, invite larger community to participate during special walking/biking events (bike and walk to school days – spring and fall)
- Utilize adult role models that walk and bike – and make it look cool! – male role models? “We’re tough. We’re getting out there. We’re doing hard things.”
- Trail connecting to Cloquet Forestry Center
- Edible landscaping policy – along walking/biking routes
- Getting Big Lake Trail to go into Cloquet/into larger regional trail system
- Workout stations along trails
- Tie-ins to mountain biking culture?

Habermann will take these ideas and create a draft Vision Statement for the SRTS Team to react to at the next meeting.

### Coordination of Data Collection

Habermann shared that the SRTS planning assistance grant requires a number of data collection methods, listed below. The SRTS Team went through the data collection methods and guided how each of these would be carried out, particularly considering COVID-19; notes for each are outlined below.

- School Environment and Policy Assessment – Habermann will call Valerie Tanner, and they will fill out this assessment together in the coming weeks.
- School Hazard Observation – Since school is not in-person currently, there is no distinct hazards at drop-off or pick-up time to observe right now. If school goes to in-person learning later this year, this observation could take place then.
- Caregiver Survey – MnDOT Central Office has provided a digital survey for distribution via email, but the SRTS Team voiced concern about the response to a virtual survey and asked about the possibility of doing paper surveys that would be distributed with lunches. Habermann will check with MnDOT about if they have a paper version of the survey formatted. Habermann will connect with Valerie Tanner and Cc Jamie Adams about distribution of the survey to take place in November.
- Student Transportation Tally – Since school is not in-person currently, students are not travelling to school right now. If school goes to in-person learning later this year, these tallies could take place then.
- Walk Audit – Habermann explained that MnDOT has suggested that SRTS Teams do not meet in-person for walk audits and explore alternative methods. However, the SRTS Team voiced that a walk audit can be done with appropriate health safety precautions and that getting out to do a walk audit would be valuable for the process. Habermann said he would check in about the possibility and work with Jamie Adams to set something up for those who are comfortable with getting together.

### Making Information about Project Publicly Available

Habermann shared that getting the word out about the Fond du Lac SRTS plan project is important for community buy-in. Habermann will work on materials (press release, social media language, poster) for public distribution and work with Jason Holliday to distribute them to the web, social media, newspaper, and radio as seen fit.

#### Next Steps

- Habermann will draft a vision statement to be reviewed at the next SRTS meeting.
- Habermann will connect with Valerie Tanner about filling out the School Environment and Policy Assessment.
- Habermann will connect with MnDOT Central Office and then Valerie Tanner (Cc'ing Jamie Adams) about the Caregiver Survey.
- Habermann will connect with MnDOT and then Jamie Adams about organizing a walk audit for those who are comfortable with the in-person, outdoor meeting.
- Habermann will develop materials sharing about the planning project, run them by the SRTS Team for review, and work with Jason Holliday to release them.

The meeting adjourned at 11:30 am.

# Fond du Lac Safe Routes to School Plan Update

SRTS Team Meeting #2  
January 29, 2021, 10:00 a.m.  
Zoom Video/Audio Conference

## SUMMARY

### Introductions

Russell Habermann, Senior Planner at ARDC Planning, welcomed everyone and asked attendees to introduce themselves.

*Attendees:* Jamie Adams (FDL Planning), Alexandra Houchin (FDL Planning), KaRee Liimatainen (FDL Human Services), Samantha Martin (FDL SHIP Coordinator), Jennifer Murray (Fond du Lac Ojibwe School, Superintendent), JinYeene Neumann (Carlton County Highway Department, Engineer), Valerie Tanner (Fond du Lac Ojibwe School, Principal), Russell Habermann (ARDC Planning)

### Process Overview to Date

Habermann shared that the group first met in October 2020. Since then, ARDC Planning has developed a draft vision statement, coordinated with the school to complete MnDOT's School Environment and Policy Assessment, and helped facilitate a walk audit. Valerie Tanner, Principal at Fond du Lac Ojibwe School, shared that they will be sending out surveys within the coming week.

Habermann said that the main goal of the second meeting is to brainstorm goals for the Safe Routes to School plan. After this meeting, ARDC Planning will use the input to develop draft goals that will be reviewed at a March meeting. After a draft plan document goes out for public review after the March meeting, the SRTS Team will meet one last time near the end of the school year. This may be done in conjunction with school observation activities and student travel tallies, which need to be done when students are attending school in-person.

### Existing Conditions Memo Review

Habermann shared that the data collected so far (findings from MnDOT's School Environment and Policy Assessment and findings from a walk audit) have been compiled into the Existing Conditions Memo. He shared basic findings from the School Environment and Policy Assessment and then asked those SRTS Team members who attended the walk audit to share their thoughts. Those thoughts, along with resulting conversation, included the following:

- Crossing Bike Lake Road is terrifying no matter where you cross.
- The Big Lake Road trail is a great asset.
- Having defined crossing routes would be helpful.
- By the Clinic, cars stop closer to the intersection because they can't see.
- There's a big question about where people should cross Big Lake Road, especially when trying to get to the new Cultural Center; it doesn't make sense to cross at the intersection if going

from the Tribal Center to the new Cultural Center. But the County won't do mid-block (non-intersections) crossings.

- There's an issue of people driving not knowing how to interact with people on bikes or walking. There was a suggestion to do education about interacting with other road users.

The group also briefly spoke about the Big Lake Road demonstration project from October 2020, the ongoing Safe Routes to School engineering study, and the FY2023 sidewalk project that will add sidewalks and crossings around the Head Start building.

## Goal Identification

Habermann then introduced an exercise to brainstorm goals for the plan.

For the first part of the exercise, Habermann sent the SRTS Team an online form that asked four questions about desired Safe Routes to School programs. He gave the members 10 minutes to go through and answer the questions. When the group reconvened, they shared the following ideas:

## Education

- Lessons and student practice during gym class (Note: John has funding to acquire bike fleet)
- Ask community centers how they can participate
- Virtual education (Safe Kids Northeast Minnesota); school and FDL Human Services doing a lot of good things already
- People learn best through doing – group rides? 20-minute one-on-one self-agency lessons – stop, look, listen
- Reach out to kids with videos on Snapchat and TikTok, showing them how to look cool and smart while riding
- Develop graphics, quick tips for walking and biking
- Distance is a big barrier – people would be biking to school, so maybe that's where the focus should be for to-/from-school trips; but we can focus on walking as a during-school activity
- Developing things like flashing lights and bike lanes
- Educating about safe biking and wearing helmets
- Question: how many kids are in vicinity to walk/bike?

## Encouragement

- Incentives/graduated incentives like shoes, bike, etc. (working toward earning something)
- Field trips to Duluth or the Munger Trail (need to meet certain criteria to take part)
- To encourage them to bike not only to school, but outside of school (i.e. log miles to go “from Sawyer to Brookston”)
- Infrastructure that makes people feel safe is good encouragement
- Signage that shares cultural lessons along certain trails
- Safe places for students to store bikes
- Older students, how to engage 12-17 year-olds – collaboration between FDL and Cloquet?
- Bike racks on bus? (Note: Alexandra is working, Samantha can provide funding)
- Get staff and adults interested – could make them better advocates, encouraging kids to walk/bike

- Experiential learning through gym class – reflecting on doing (i.e. “That hill was big, so I got off my bike and walked it up.”)
- Lessons about how a bike is not a toy
- Walking in all seasons – Walk to School Days

#### Enforcement

- Design or provide guidance on best route to get to school
- Engage with students about how they get to school and why – students choose to walk and ride on Airport Road instead of the Big Lake Road trail
- Laminated route maps for bike handlebars
- Grace period for students walking/biking during short-light months
- Explore walk/bike zone – if you’re in a certain distance of the school, you have to walk/bike
- Crossing Big Lake Road to the Cultural Center – SRO could be utilized
- Ongoing conversations about policy (i.e. food, breastfeeding) could be part of conversation about policies needed for walking and biking; a policy group could be created
- Providing bikes to kids that need it – ride to school four times a month to earn a bike
- Getting good equipment is important

#### Engagement

- Signs and lights – which routes are kids taking?
- Education on the parents’ side of things, know what safety programs are being done
- Youth council/representative to speak to decision-making groups
- How do kids safely walk from school to government center – teach adults to slow down in that area
- Demonstration project – drivers need more education to understand why certain infrastructure strategies are being used
- Educate students so they can educate adults
- Having own driver’s education teacher would be helpful – to include biking/walking lessons to new drivers
- Difficulty with drivers adhering to laws

For the second part of the exercise, Habermann sent the SRTS Team an online form that asked one question about physical changes (to school campuses or roadways) they want to pursue. He gave the members 8 minutes to look at Google Maps and answer the question. When the group reconvened, they shared the following ideas:

- Build sidewalks/marked walkways to connect buildings (Underground tunnels?)
- Connect Big Lake Road to school (Note: Will be done with FY23 sidewalk project)
- Stop light at Big Lake Road/Brevator Road (very busy in mornings and evenings)
- Connection north to Language House and Orchard
- Trail around airport and connect to Gas Station
- Make Big Lake Road more of a “downtown” feel with sidewalks/trails on both sides and roadside trees (i.e. Tower Avenue in Superior, but more rural)
- Connect Cultural Center to Language House through the woods
- Standards for trail development make projects nearly impossible to fund (Note: Federal and state funding requires those standards in road rights-of-way)

- Volunteer trail building
- Roundabouts – they seem less safe for people walking/biking, but statistically they're proven to be safer than some other intersection designs; for a program like Safe Routes to School, the question remains whether they discourage people from walking/biking because of intimidation factors. To better understand, do ped/bike counting before and after the Washington Avenue/14<sup>th</sup> Street roundabout is constructed in Cloquet in 2022

### Vision Statement Review

Habermann introduced the draft vision statement, which was created using input at the Team's October meeting:

The Fond du Lac Safe Routes to School Team envisions a community where more kids choose to walk and bike to school. It envisions a community where roads, trails, and sidewalks give kids a safe and attractive place to walk and bike. It envisions a community where programs and adult role models inspire young people to learn about and live alongside the environment around them. It envisions a community that knows about Safe Routes to School and uses this plan as a guide to bring about this vision.

The SRTS Team shared that it seems too long (would be nice to limit it to two sentences), that "kids" should be changed to "children and young adults", and that "envision" is used too often. ARDC Planning will revise the vision statement using this feedback, and the group will review it again with the draft action plan at the next meeting.

### Next Steps

- ARDC Planning will develop a meeting summary and distribute it to the SRTS Team.
- ARDC Planning will develop a draft action plan using ideas shared at the meeting.
- ARDC Planning will reach out to the SRTS Team about setting a third meeting date, tentatively for March.

The meeting adjourned at 12:00 pm.

# Fond du Lac Safe Routes to School Plan Update

SRTS Team Meeting #3  
March 26, 2021, 10:00 a.m.  
Zoom Video/Audio Conference

## SUMMARY

### Introductions

Russell Habermann, Senior Planner at ARDC Planning, welcomed everyone and asked attendees to introduce themselves.

*Attendees:* Jamie Adams (FDL Planning), John Babineau (Fond du Lac Ojibwe School, PE Teacher), Miyah Danielson (FDL Executive Director), Antonio Flores (Fond du Lac Ojibwe School, Community Services Director), Conor Henneberry (FDL Americorps VISTA), Alexandra Houchin (FDL Planning), KaRee Liimatainen (FDL Human Services), Samantha Martin (FDL SHIP Coordinator), Jennifer Murray (Fond du Lac Ojibwe School, Superintendent), JinYeene Neumann (Carlton County Transportation Department, Engineer), Rick Norrgard (Carlton County Transportation Department, Assistant Engineer), Fred Petite (FDL Police), Valerie Tanner (Fond du Lac Ojibwe School, Principal), Maren Webb (MnDOT District One), Russell Habermann (ARDC Planning)

### Action Plan Review

Habermann started by presenting a revised vision statement. Habermann then directed the group to review the goals and strategies in the draft action plan. Below are comments for each project sheet.

#### *In-School Bike Education*

- Maintenance of the forthcoming bike fleet should be mentioned; there are possibilities with teaching students bike maintenance by having them perform bike maintenance. The plan for maintaining the fleet should be further explored.
- Carlton County's bike fleet could be kept in mind if needed for use as well.

#### *Road Safety Education*

- Youth should also be included in community education.
- A comment was made about a portion of driver's education requiring parents to be involved, but it was clarified that this parent involvement only pertains to parents being educated about new driver restrictions.
- There was concern that bringing a driver's education class to Fond du Lac would involve a lot of work and expense. These details, including the feasibility of having a designated class, can be explored further.
- Related to education during road projects, it was noted that education takes place for students, but education aimed toward adults should be expanded.

#### *Bike Programs*

- With the incentive program, John Babineau (PE teacher) said he would station himself near the bike rack in the morning and help with that program.
- It would be a good idea to incentivize staff to bike to school too.
- Related to “renting out” equipment, it was noted different possibilities would need to be explored, specifically for bicycles. Could these bikes be housed in the bike fleet trailer? Is it too much work to administer the system and maintain the bikes? It was noted that 30 bikes could be reclaimed from the FDL Police, but the bikes would need extensive maintenance.
- It was clarified that “handlebar” maps would be laminated maps that could be fastened to the handlebars of a bike; it would be like a no-tech GPS. It would be good to pair distribution of this map to students with having an adult ride the routes with them, perhaps during a group ride.

#### *Public Policies*

- Related to the health policy group, it was noted that there have been pop-up groups that deal with things as they are brought up; a group that meets regularly to discuss and move forward multiple health-related items may be helpful.
- It would be difficult to figure out late arrival/early departure; it would be better to focus energy on getting bike racks on school busses.
- More than 90% of students live more than a mile and a half away from the school.

#### *Youth Engagement*

- The student council could be the basis for the youth council.

#### *Bike Infrastructure*

- Bus bike racks have turned out to be more complex than previously thought. It was suggested to reach out to Mike Quam from the school to discuss; the Duluth Transit Authority (DTA) also put bike racks on the front of a few buses, and contacts could be made there.
- Off-road and nature trails for bikes should be added to this list as well.

#### *Walk Infrastructure*

- Any projects would require funding that Carlton County currently doesn't have. Securing external funding would need to be a part of this conversation.
- Speed limits along Big Lake Road are set by the Commissioner of Transportation, and stop lights would not be allowed at the intersection of Big Lake Road and Brevator Road based on national regulations for traffic control.
- Crossings at the intersection of Trettel Lane and Big Lake Road should also be included.
- Infrastructure along Airport Road should also be included.
- Toucan traffic signals (i.e. high-intensity activated crosswalk or rectangular rapid flashing beacons) should be explored for enhancing crossing safety.

Habermann will revise the plan document based on these comments and reach out to individuals to address strategies under the *Walk Infrastructure* section.

#### Spring SRTS Activities

Habermann shared that a couple evaluation tools still need to be completed before the end of the school year: Student Travel Tallies and School Zone Observation. If students aren't participating in in-person learning, it will be okay if these tools are only partially completed or not completed.

KaRee Liimatainen, FDL Human Services, also mentioned that work is currently being planned for bike education and encouragement, but how they look will depend on COVID-19 restrictions. She will be meeting with other members of the SRTS Team on Monday to discuss steps going forward. They may include K-5 virtual education, a Walk/Bike to School Day with incentives, a bike rodeo, and development of the forthcoming bike fleet.

#### Next Steps

- ARDC Planning will develop a meeting summary and distribute it to the SRTS Team.
- ARDC Planning will reach out to individuals on the SRTS Team to talk about directions for strategies under the Walk Infrastructure section.
- ARDC Planning will connect with the school in May to work on Student Travel Tallies and School Zone Observation work.
- ARDC Planning will reach out to the SRTS Team about setting a fourth and final meeting date, tentatively for May.

The meeting adjourned at 11:11 am.

# Fond du Lac Safe Routes to School Plan Update

SRTS Team Meeting #4  
May 20, 2021, 10:00 a.m.  
Zoom Video/Audio Conference

## SUMMARY

### Introductions

Russell Habermann, Senior Planner at ARDC Planning, welcomed everyone and asked attendees to introduce themselves.

*Attendees:* Jamie Adams (FDL Planning), John Babineau (Fond du Lac Ojibwe School, PE Teacher), Antonio Flores (Fond du Lac Ojibwe School, Community Services Director), Conor Henneberry (FDL Americorps VISTA), KaRee Liimatainen (FDL Human Services Division), Samantha Martin (FDL SHIP Coordinator), JinYeene Neumann (Carlton County Transportation Department, Engineer), Rick Norrgard (Carlton County Transportation Department, Assistant Engineer), Valerie Tanner (Fond du Lac Ojibwe School, Principal), Maren Webb (MnDOT District One), Russell Habermann (ARDC Planning)

### Plan Document Review & Prioritization Exercise

Habermann outlined the draft plan document and asking the SRTS Team for revisions that should be made. The SRTS Team provided the following notes:

- Revise SRTS Team list with correct titles and agency names
- Get a copy of the document from the SRTS Demonstration Project
- Replace non-local pictures with local pictures

Habermann then asked the SRTS Team to fill out a form to identify the importance of each of the project sheets in the plan. The idea of the exercise was to give the SRTS Team direction on what the group felt was a priority as they move toward implementation of the SRTS plan. The results of the exercise are as follows, with the project sheet that people identified as most important on top:

- Bike Programs (tied for first)
- Youth Engagement (tied for first)
- Walk Infrastructure (tied for first)
- In-School Bike Education
- Bike Infrastructure
- Road Safety Education
- Public Policies

### Evaluation Strategies

Habermann shared a few of MnDOT's standard SRTS evaluation tools and then asked what strategies the SRTS Team would like to pursue for Fond du Lac. Their responses are as follows:

- Pre- and post-surveys for education
- Documenting infrastructure changes through other planning efforts (i.e. Fond du Lac Transportation Plan)
- Use automated trail counters (available at ARDC) on sidewalks and trails, especially those that connect to Tribal Center area and the community centers
- Track event participation by counting how many event prizes (i.e. t-shirts) are given out, which is already done to meet existing grant reporting requirements

Another idea was to launch an "bike/activity log" (like a reading log, but for physical activity). An activity log program could be done for students and staff during a particular month of the school year or for students and staff in the building during summer months. (This item may be documented underneath a project page other than the Evaluation Plan.)

### Transitioning to Implementation

Habermann noted that the real work for SRTS begins in implementation. He invited the SRTS Team to share their thoughts about moving into implementation of the ideas documented during the SRTS planning process. The ideas brought forward were as follows:

- There was a reminder that the school isn't in it alone for education strategies. KaRee (FDL Human Services Division) and Sam (FDL SHIP) are educators and will continue partnering with the school.
- The FDL Planning Department is always looking for infrastructure grants and working with partner agencies (i.e. Carlton County Transportation Department) to apply for them.
- The group would like to continue meeting, perhaps twice a year – once near the start of the school year and then once just before the beginning of spring. Jamie Adams and John Babineau will work together to identify dates and set up the first meeting.

### Next Steps

- ARDC Planning will develop a meeting summary and distribute it to the SRTS Team.
- ARDC Planning will revise the plan document and send out a final draft for review.
- Jamie Adams will reach out to Dave Cowan about the SRTS Demonstration Project document.
- Jamie Adams and John Babineau will work together to identify a time at the beginning of school year that the SRTS Team will connect again.

The meeting adjourned at 11:08 am.

# Appendix F: Funding Resources

**Planning Assistance Grants:** Through MnDOT, communities can apply for planning assistance to develop SRTS plans. If a community is awarded, MnDOT contracts with regional development organizations or a statewide SRTS consultant to facilitate the process. Since 2006, MnDOT has funded more than 200 schools.

**Bicycle Fleets and Boost Grants:** Through MnDOT, communities can apply for small grants to start or expand SRTS school programs (crossing guards, bike trains, Walk to School Day) or develop a bicycle fleet. These programs are announced periodically and do not follow a regular schedule.

**Infrastructure Grants:** Through MnDOT, communities can apply for funds to construct infrastructure that improves access and safety around schools. Past grants have funded sidewalks to schools, trails along state highways, and improved crossings on school walking routes. A SRTS plan is required to apply.

**Transportation Alternatives Program:** MnDOT coordinates the solicitation of projects for this federal funding program, for which all Safe Routes to School projects are eligible to apply. For more information, visit MnDOT's [TA and future Minnesota TA solicitations page](#). These federal funds require a 20 percent local match.

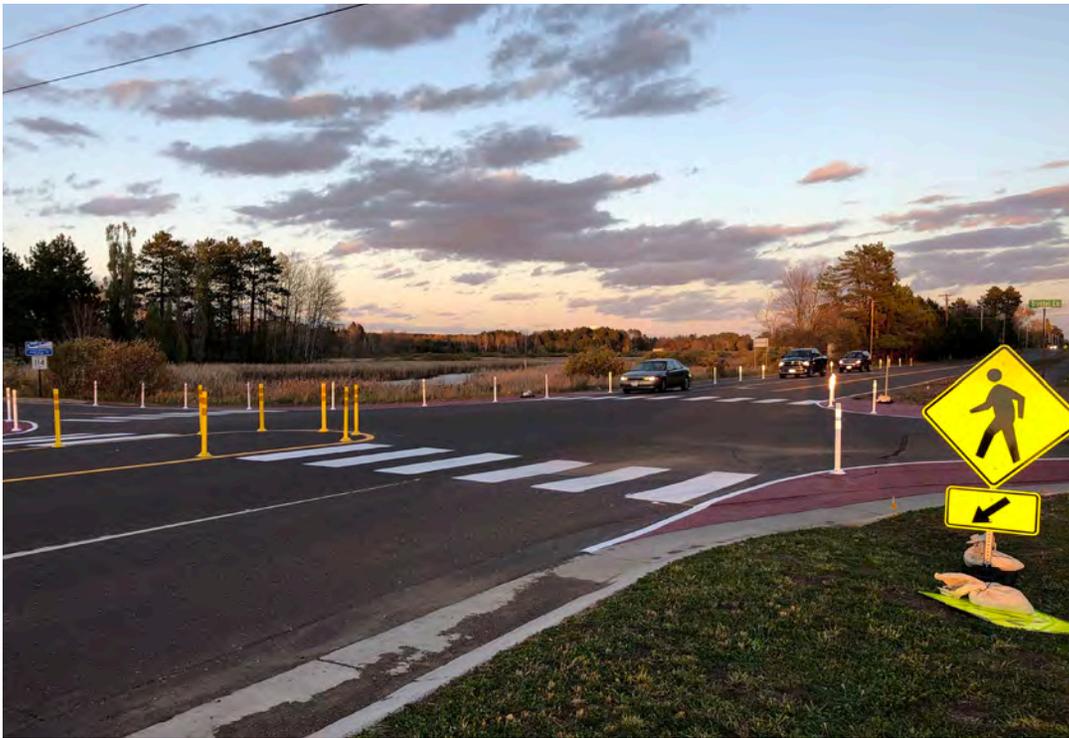
**Minnesota Department of Natural Resources Recreation Grants:** At the end of each year, the DNR announces a solicitation for recreation grant applications. Applications are usually due at the end of February. For more information, visit [MN DNR's Recreation Grants page](#).

## Other Funding/Support

Communities are successful at creating positive changes and implementing comprehensive SRTS programs when they have sources of funding and support on multiple levels. Examples of regional- and local-level support for SRTS-related work include:

- **Local Community Organizations:** Cloquet Educational Foundation, Cloquet Area Chamber of Commerce, etc.
- **Health organizations:** Carlton County Public Health, Blue Cross and Blue Shield Center for Prevention, Blue Cross and Blue Shield of Minnesota Foundation, etc.
- **Regional Organizations:** Northland Foundation, Minnesota's Lake Superior Coastal Program, Arrowhead Regional Development Commission, Safe Kids Northeast Minnesota, etc.

# Appendix G: Fond du Lac SRTS Demonstration Project



# Fond du Lac Band of Lake Superior Chippewa Big Lake Road Safe Routes to School Demonstration Project Project Summary and Evaluation



OCTOBER 2020 (UPDATED APRIL 2021)

## ACKNOWLEDGMENTS

Thanks to Carlton County, Fond du Lac Ojibwe School, and Fond du Lac Band of Lake Superior Chippewa (FDL) staff for contributing time and expertise to this project. In particular, we are grateful for the participation of the following:

- Jamie Adams, FDL Economic Development Planner
- Jason Holliday, FDL Planning Director
- KaRee Lockling, FDL Injury Prevention Coordinator
- Samantha Martin, SHIP
- Jennifer Murray, Superintendent
- JinYeene Neumann, Carlton County Engineer
- Carlton County Sign Shop staff



# TABLE OF CONTENTS

Introduction ..... 2

Project Overview ..... 3

Evaluation and Results ..... 7

Recommendations for Long-Term Change ..... 9

## More Local

### Two Safe Routes to School demonstration projects to open along Big Lake Road

Starting in mid-October, two intersections along Big Lake Road will look a bit different. The Tribe is working with state and county partners to install temporary street improvements to provide more comfortable spaces for people walking and biking. The two installations, referred to as "demonstration projects," will be installed at the intersections of Big Lake Road and University Road/Brevator Road and at Big Lake Road and Trettel Lane/Reservation Road. Demonstration projects use low-cost and temporary materials like traffic paint and flexible plastic posts to test and evaluate potential long-term roadway changes.

Over the past several months, the Tribe has been working with the Minnesota Department of Transportation (MnDOT) and Carlton County to identify the challenges faced for people walking and biking across Big Lake

Road (also known as Carlton County Road 7). The two intersections were chosen based on nearby destinations in the area, including the Fond du Lac Ojibwe School. The June 30 crash that left a 13-year old bicyclist seriously injured reinforced the need for changes to the roadway. "Several projects over the years have identified these intersections as dangerous. Tribal members have told us that drivers are going too fast on Big Lake Road and it makes it very hard to cross," said MnDOT Project Manager Hannah Pritchard.

The goal of the project is to make walking and biking across Big Lake Road easier, safer, and more comfortable. It will use paint and flexible plastic posts to reduce crossing distances, narrow the roadway to slow traffic, and increase visibility of people walking and biking. "A demonstration project gives the Fond du Lac community

a chance to try things out before they become permanent. It also raises awareness of some of the challenges for people walking and biking in the area," Pritchard said.

The outcomes from this demonstration project could influence more permanent changes, too. Next spring, Carlton County plans to resurface this section of Big Lake Road and will be considering how to make it more welcoming to people walking and biking. Project staff plan to evaluate the installation by measuring speeds and administering a public perception survey.

The design shown with this article is scheduled to be installed the week of Oct. 12. People driving in the area should expect to slow down on Big Lake Road as crews install the project. Once installed, one of two turn lanes in each direction at both intersections will be closed, though drivers will



still be able to make all turning movements from a shared lane. "The left and right turn lanes were just installed at these intersections a few years ago, but we thought it was important to find space for people crossing Big Lake Road to be able to cross one direction at a time. We're hopeful that drivers will adapt to the change easily," said Pritchard.

This project is funded by the Minnesota Department of

Transportation through their Safe Routes to School program and is being installed in partnership with Carlton County. To learn more about demonstration projects, visit <https://dot.state.mn.us/saferoutes/demonstration-projects.html> or contact MnDOT Project Manager Hannah Pritchard at [hannah.pritchard@state.mn.us](mailto:hannah.pritchard@state.mn.us).







## Introduction

Demonstration projects are short-term, low-cost, temporary roadway projects used to pilot potential long-term design solutions to improve walking, bicycling, and public spaces. Projects may include, but are not limited to, bicycle lanes, crosswalk markings, curb extensions, and median safety islands.

Demonstration projects allow public agencies, community partners, and people walking, bicycling, taking transit, and driving to evaluate potential infrastructure improvements before potentially investing in permanent changes.

The demonstration project installed on Big Lake Road originated from a Safe Routes to School (SRTS) plan completed in 2015. Working with the County to create the SRTS Plan, the Arrowhead Regional Development Commission (ARDC) identified locations near the Fond du Lac Ojibwe School that were barriers for students and families walking and biking to school. The plan recommended to meet with Carlton County to review the existing conditions for students walking or bicycling through these intersections. Safety issues were identified as well as potential improvement measures.

In an effort to build momentum toward permanent implementation, MnDOT worked with local stakeholders to pilot recommendations at two high-priority locations using a demonstration project.

This summary describes the planning, design, and implementation of the Big Lake Road demonstration project, and includes findings from the project evaluation.



## Project Overview

The 2015 Fond du Lac Ojibwe School SRTS Plan identified locations on surrounding streets where students were facing challenges when walking and biking to school. Often, these challenges were due to wide streets and lack of separated space, resulting in high vehicle speeds, reduced visibility, and poor driver yielding behavior.

The intersections of Big Lake Road (CR 7) at Brevator/University Rd and Reservation Rd/Trettel Ln were observed to be particularly challenging for students walking to and from the School. Additionally, the UMN Road Safety Institute identified pedestrian safety as FDL's top concern, and noted Big Lake Road as a "hot spot." Furthermore, the Fond du Lac Tribal Transportation Safety Plan identified Big Lake Road "at-risk," including the intersection of Big Lake Road & Trettel Lane. The UMN Humphrey School identified 31 crossings per day at Big Lake Road & Trettel Lane and recommended to consider equity in future roadway improvements, not just efficiency.

There has been general interest in this geographic area from other partners after a June 2020 crash; this includes MnDOT Office of Traffic Engineering, State Aid (Statewide), MnDOT District 1, MnDOT District 1 State Aid, and Carlton County (with a focus on upcoming work on Big Lake Road). There is a parallel SRTS Engineering Study happening on this corridor, which started in the summer of 2020.

The photos on the right show long crossings across multiple lanes, large corner radii, and unmarked crosswalks without crossing signs (top left: Big Lake Road & Reservation Rd/Trettel Ln; top right: Big Lake Road & Brevator/University Rd). The bottom photo shows a recently completed sidepath on the south side of Big Lake Road between University Rd and Trettel Ln.

Because of their proximity to the school and the documented challenges, these two intersections were selected by local stakeholders and the County Engineer to pilot high visibility crosswalks, lane reductions, median refuge islands, and curb extensions using traffic paint and flex posts.









## Evaluation and Results

Thoughtful evaluation can help to build support for active transportation and achieve long-term goals around equitable street design. Carlton County and FDL can use information and data collected before and after the installation to inform changes to the project design. This section discusses evaluation tools used and the results received.

### IN-PERSON OBSERVATION AND PHOTOS

During installation, project staff and partners observed the demonstration project area while noting and discussing conflicts, circulation patterns, and the behavior of people sharing the road. Following the installation, the team observed again and concluded the following:

- School bus drivers and private vehicles appeared to approach the intersection and make turning movements at slower speeds
- People waiting to cross Big Lake Road were able to stand within the temporary curb extensions and median refuge islands for increased visibility
- During the time the demonstration project was installed, a few flex posts were damaged at the curb extensions due to large vehicles making the turns.

### MOTOR VEHICLE DATA COLLECTION

Tubes were set on October 13 at four locations along Big Lake Road. The posted speed limit on Big Lake Road is 50 MPH. The purpose of the data collection effort was to collect weekday bi-directional speed data on the roadway immediately after the completion of the Demonstration Project installation at the two intersections.

Three of the four locations retrieved speed data, and only one site retrieved data for the full three days. The inconsistent amount of data retrieved between each site is likely attributed to several external factors, including a truck or heavy vehicle pinching the tube or the tube not being taut enough.

A summary of the speed data is shown in the table and figure below and on the following page. The data summarizes the total amount of time the tubes were in-place, including time that overlapped with the demonstration project installation

Location on Big Lake Road (CR 7)	Data Retrieved	85 <sup>th</sup> Percentile Speed		Average Speed	
		Eastbound	Westbound	Eastbound	Westbound
1. West of Kitola Rd	0 hours				
2. East of Johnson Rd	30 hours	48 MPH	63 MPH	43 MPH	57 MPH
3. East of Brevator Rd/University Rd	18 hours	49 MPH	45 MPH	43 MPH	39 MPH
4. East of Reservation Rd	3 days	43 MPH	65 MPH	38 MPH	57 MPH



which occurred throughout the full day on October 13.

Overall, the eastbound travel speeds were lower than the 50 MPH posted speed limit, especially at the location east of Reservation Rd. Westbound travel speeds exceeded the 50 MPH posted speed limit near the Johnson Road and Reservation Road intersections. Lower westbound speeds were experienced near the University Road intersection, which may have been impacted by the demonstration project installation activity and traffic control.

### PUBLIC SURVEY AND COMMUNICATION

Carlton County and project partners provided a press release and informational signs to invite community members to engage with the project and provide input. The informational signs included a short description of the project, contact information, and a QR code and link to access a public perception survey.

There were a limited number of recorded surveys; however, the majority of respondents indicated that traveling feels easier and safer with the changes, it is easier to see other road users, and driver speeds are lower. Overall, most people felt positive about the temporary changes becoming permanent. Respondents indicated that they like the following about the demonstration project:

- "It slowed down the traffic which is a plus"
- "It brought attention to the fact that something else is needed to ensure better safety to this intersection"
- "Crosswalks for pedestrians"

Ideas for improvement included lowering the speed limit, additional signage to encourage motorists to slow down, and a need to "continue the study to ensure that safety for all residents, both pedestrian and vehicles, is addressed."

# Recommendations for Long-Term Change

Carlton County and partner stakeholders are interested in improving active transportation safety and connectivity in the near- and long-term. This demonstration project is a step towards safer and more comfortable walking and biking to and from Fond du Lac Ojibwe School, as well as other origins and destinations on either side of Big Lake Road. The designs evaluated during the demonstration project can provide several long-term benefits:

- Shorter pedestrian and bicyclist crossing distances
- Better pedestrian and bicyclist visibility at corners
- Slower driver turning movements and approach speeds
- Increased space for landscaping and other site furnishings

## WHAT ASPECTS OF THE PROJECT WORKED WELL?

- The project was a chance to quickly and efficiently plan, design, install, and evaluate the project.

- The project made it easier and safer to walk and bike in the area through:
  - Shortened crossing distances and increased visibility of people crossing the street.
  - Potential for increased yielding by motorists, due to slower speeds and increased conspicuity of the crosswalks
  - Engagement around new ideas to promote active transportation

## WHAT ASPECTS OF THE PROJECT COULD BE REFINED FOR LONG-TERM CHANGE?

- Share illustrative concepts of more permanent designs with the public. This could help avoid confusion by showing residents what long-term changes to the site could look like and could better communicate the project's intent.
- Educate families that drive to school about the importance of Safe Routes to School and appropriate driving behavior near schools.

- Consider using thermoplastic to create pavement markings. This material lasts longer than traditional traffic paint.

## WHAT COULD BE CONSIDERED LONG-TERM?

- **STREET RESURFACING:** Carlton County plans to resurface 16th Street NE in the near future. It is recommended that more permanent elements of the demonstration project are incorporated into the scoping of this project.
- **WINTER MAINTENANCE:** Long-term design should consider winter maintenance and allow snow plows to navigate through curb extensions and median refuge islands. Reflective markers on poles and painted curbs can provide additional guidance. Street maintenance leaders should be included in the design of long-term intersection changes.

## RECOMMENDED NEXT STEPS

- Coordinate with local leaders to discuss permanent changes
- Use the findings presented here and other data to develop additional design documents for a long-term concept
- Gather public and stakeholder input regarding the proposed long-term project