



PARKS AND RECREATION COMMISSION MEETING

February 07, 2022

7:00 PM

**Fridley Civic Center - 7071 University Avenue
N.E.**

AGENDA

Call to Order

Roll Call

Approval of Agenda

Approval of Meeting Minutes

- [1.](#) January 4, 2022 Parks and Recreation Commission Minutes

New Business

- [2.](#) Anoka County SHIP Grant for Fridley Bike Fleet

Old Business

Staff Reports

- [3.](#) Fridley Parks and Recreation Division Report
- [4.](#) Springbrook Nature Center Report
- [5.](#) Park Maintenance and Construction Report

Adjournment



AGENDA REPORT

Meeting Date: February 7, 2022

Meeting Type: Parks and Recreation Commission

Submitted By: Mike Maher, Community Services Director

Title

January 4, 2022 Parks and Recreation Commission Minutes

Background

Attached are the meeting minutes of the January 4, 2022 Parks and Recreation Commission.

Financial Impact

None.

Recommendation

Staff recommend the approval of the January 4, 2022 Parks and Recreation Commission minutes.

Attachments and Other Resources

- January 4, 2022 Parks and Recreation Minutes.

Vision Statement

We believe Fridley will be a safe, vibrant, friendly and stable home for families and businesses.



PARK COMMISSION MEETING

January 4, 2022

7:00 PM

Fridley Civic Campus, 7071 University Avenue N.E.

MINUTES

CALL TO ORDER

Chair Heinz called the Parks and Recreation Commission meeting to order at 7:00 p.m.

PRESENT

Mike Heintz
EB Graham
Peter Borman
Ryan Gerhard
Shanna Larson
Mike Maher, Community Services Director
Margo Numedahl, Recreation Program Manager

APPROVE PARKS & RECREATION COMMISSION AGENDA FOR JANUARY 4, 2022

MOTION by Commissioner Graham to APPROVE the January 4, 2022 meeting agenda. SECONDED by Commissioner Borman. The MOTION PASSED unanimously.

APPROVE PARKS & RECREATION COMMISSION MINUTES FOR DECEMBER 6, 2021

MOTION by Commissioner Larson to APPROVE the December 6, 2021 meeting minutes. SECONDED by Commissioner Graham. The MOTION PASSED unanimously.

NEW BUSINESS/ACTION ITEMS

A. Park System Improvement Plan Task Force Progress Update and Discussion

Community Development Director Mike Maher provided background information on the Park System Improvement Plan, the development of the two related task forces, the progress that has been made, and reviewed the two options for implementation.

The Commission commented on how well staff did organizing the work throughout this process. It was noted that this is a proposal and additional input will be solicited as this moves forward. The Commission expressed support of the recommendations and plan within the report.

OLD BUSINESS

STAFF REPORTS

A. Springbrook Nature Center Report

Mr. Maher provided an overview of the report and highlighted upcoming events, winter hours, summer camp registration, and grants received for new programs.

B. Fridley Parks and Recreation Division Report

Recreation Program Supervisor Margo Numedahl reviewed the Recreation Division Annual Report highlighting the different recreational program offerings for 2021. She also recognized staff, both past and present, for their efforts during 2021.

The Commission commented that it is great to see so many recreation program opportunities following COVID and thanked staff for the excellent work. It was confirmed that some of the virtual programming will continue because of the success.

C. Park Maintenance and Construction Report

Mr. Maher summarized the written report.

ADJOURNMENT

Commissioner Graham made the MOTION to adjourn the meeting at 7:45 p.m., SECONDED by Commissioner Larson. The MOTION PASSED unanimously.

Respectfully submitted,

Amanda Staple
Recording Secretary



AGENDA REPORT

Meeting Date: February 7, 2022

Meeting Type: Parks and Recreation Commission

Submitted By: Mike Maher, Director of Community Services

Title

Anoka County SHIP Grant for Fridley Bike Fleet

Background

The City of Fridley has an opportunity to accept an Anoka County SHIP (Statewide Health Improvement Partnership) grant in the amount of \$30,000 for a bicycle fleet and enclosed trailer to transport the bikes. The Springbrook Nature Center and Fridley Parks and Recreation teams have completed a study of possible programs, events and services that could be accomplished through a mobile bike fleet, which would be sized to accommodate users ranging from about age eight through adult.

Financial Impact

Nominal costs would be required to maintain the bike fleet including the occasional replacement of parts and components of the bicycles as well as annual tune-ups. Expected annual maintenance costs, depending upon where bikes are purchased, may be included for up to two years. We would incorporate a \$100 per bicycle per year maintenance budget after the initial warranty and service period.

Recommendation

Staff recommends that the Parks and Recreation Commission endorse the attached Memorandum of Understanding (MOU) with Anoka County to accept the reimbursement grant for purchase of a bicycle fleet and enclosed trailer. Staff believes that this program will provide an important launch point of a more widespread outdoor recreation program for the Community Services department, which aligns with feedback gathered from residents in the Park System Improvement Plan engagement.

Attachments and Other Resources

- Anoka County Bike Fleet Grant Memorandum of Understanding
- BIKE MN Bicycle Fleet Guide – Acquiring, Managing and Maintaining your Fleet
- Bike Fleet Program Ideas – Fridley Community Services Department

Vision Statement

We believe Fridley will be a safe, vibrant, friendly and stable home for families and businesses.



Anoka County

HUMAN SERVICES DIVISION

Community Social Services and Behavioral Health

Item 2.

December 28, 2021

City of Fridley
Attn: Mike Maher
7071 University Ave NE
Fridley, MN 55432

Dear Mr. Maher:

Enclosed is your 2021/2022 contract with Anoka County. Please review the contract and complete the signature portion using DocuSign. If applicable and ready, please attach the necessary insurance information using the attachment link in the DocuSign document. If insurance is not ready and you will be sending this information at a later date, please send to:

Angela.Rodine@co.anoka.mn.us

or

Angie Rodine
County of Anoka
2100 3rd Avenue, 5th Floor
Anoka, MN 55303

PLEASE NOTE: The following information is required as part of your contract. If the contract is signed and executed without receiving this information in a timely manner, it may be referred to the County Attorney's Office for possible Breach of Contract and/or payments may be withheld until information is received.

CERTIFICATE OF LIABILITY INSURANCE - Required

No insurance information is needed for this contract.

CONTRACTOR INFORMATION SHEET - Required

Please update/complete and sign this page and return with your contract.

DocuSign will automatically forward a copy of the signed contract to you, once completed. If you have questions regarding the contract, please call your Contract Manager, Laurie Brovold, at 763-324-4202.

Sincerely,

Angie Rodine
Administrative Secretary, Planning and Operations Support Services

**STATEWIDE HEALTH IMPROVEMENT PROGRAM
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into by Anoka County, a political subdivision of the State of Minnesota, 2100 Third Avenue, Anoka, Minnesota 55303 ("County"), and City of Fridley, 7071 University Ave NE, Fridley, MN 55432 (Contractor).

RECITALS:

- (1) As Grantee, County has accepted grant funds from, and entered into a Grant Agreement with, the Minnesota Department of Health based on Grantee's Work Plan.
- (2) County included grant activities associated with implementing policies and practices that result in development of Community Active Living strategies.
- (3) Contractor represents that it is qualified and willing to furnish these services.
- (4) County wishes to establish a Memorandum of Understanding (MOU) with Contractor for these services.

It is agreed and understood as follows:

1. TERM

- 1.1 The term for this Memorandum of Understanding begins on **11/1/2021** and ends on **10/31/2022**, regardless of date of signature.

2. JOINT EFFORT

- 2.1 County and Contractor will work together to increase opportunities for physical activity, especially biking for residents visiting the local park system.
- 2.2 Activities may be guided by input from the Community Leadership Team.
- 2.3 County and Contractor staff agree to meet jointly as needed to resolve issues that may arise.
- 2.4 Activities will be developed based on SHIP guidelines.

3. COUNTY RESPONSIBILITIES

- 3.1 County agrees to:
 - 3.1.1 Provide technical assistance and support.
 - 3.1.2 Reimburse Contractor for purchase of a bike fleet including appropriate storage, tools and accessories in an amount not to exceed \$30,000.

4. CONTRACTOR RESPONSIBILITIES

- 4.1 CONTRACTOR agrees to:

- 4.1.1 Purchase bike fleet and related supplies.
- 4.1.2 Have dedicated staff to work with County and provide services described in Attachment A.
- 4.1.3 Activities and services will be developed based on SHIP guidelines.
- 4.1.4 Assist County with any documentation, evaluation and reporting necessary.
- 4.1.5 Retain possession of bike fleet and related supplies and continue ongoing maintenance, upkeep and access.

CONTRACTOR having signed this Contract and the proper County officials having signed this Contract, the parties agree to be bound by its provisions.

COUNTY OF ANOKA

CONTRACTOR

By: _____
Cindy Cesare
Human Services Division Manager

Dated _____

By: _____

Print Name: Mike Maher

Title: _____

Dated: _____

By: _____
Rhonda Sivarajah
County Administrator

APPROVED AS TO FORM:

Assistant Anoka County Attorney

Attachment A

Scope of Services

Active Living:

Active living integrates physical activity into daily routines such as walking or bicycling for recreation, occupation, or transportation. Active Living policies and practices in community design, land use, site planning, and facility access have proven effective to increase levels of physical activity. SHIP activities include:

- **Comprehensive plans** that include active living as an important component of local governments' overall infrastructure, land use, zoning and transportation planning.
- **Active living assessment** that includes a baseline assessment of active living opportunities in the community. Assessment activities could include review of current comprehensive plan and relevant policies, identifying gaps in access or service. It could also include assessments focused on a specific activity, such as how bicycle friendly a community is.
- **Master plans and feasibility studies** that provide a framework to increase access to safe walking and bicycling options.
- **Community engagement** is public participation that involves groups of people in problem-solving and decision-making process. The engagement should emphasize participation from target populations, such as seniors, diverse groups and low-income populations. Examples of community engagement includes: community meetings, key informant interviews, focus groups and walkability and bikeability workshops.

To support active living in the community setting, Anoka County SHIP will reimburse the City of Fridley up to \$30,000 for a mobile bike fleet and appropriate storage, tools and accessories.

Deliverables: The City of Fridley will

- Have dedicated staff to champion and coordinate SHIP grant activities.
- Within the action plan(s) create an organizational plan that includes community engagement, communication, and goals to achieve desired outcomes within the areas of Policy, Systems, and Environmental (PSE) changes.
- Assist in developing a budget
- Conduct community engagement related to healthy communities
- Facilitate walk and/or bicycle friendly communities' assessments, identification of activities to increase walkability and bikeability for residents and safe routes to parks, development of action plans, which will include steps for implementation, evaluation and maintenance of Policy, Systems, and Environmental (PSE) change
- Work with Anoka County SHIP staff and/or Coordinator to
 - Identify activities to increase bikeability in the City of Fridley
 - Receive required financial approval as necessary
- Reduce financial barriers to participation of bicycle fleet programming, such as, but not limited to: offering scholarships, waiving fees, and/or offering free community programs
- Facilitate and assist with Anoka County SHIP team on reporting and evaluation, which may include, but it not limited to bike/pedestrian counts, participant attendance counts, photo/video documentation and/or surveys of participants on their interaction and experience with the bike fleet.

Contract# C0009030

Item 2.

**ANOKA COUNTY HUMAN SERVICES
CONTRACTOR INFORMATION SHEET**

Please review the following information for accuracy and completeness, indicate any changes, sign and return to:

Angie Rodine
Anoka County Human Services
2100 3rd Ave, Suite 500
Anoka, MN 55303

LEGAL NAME FOR CONTRACTOR: Fridley, City of

(Legal name and name on Certificate of Insurance must be exactly the same in order for County Signatures to be obtained on the Contract.)

Doing Business As: Fridley, City of

Business/Corporate Address: 7071 University Ave NE

Fridley, MN 55432

National Provider Identification (NPI) #: _____

Federal Tax Identification #: 41-6007700

NOTICE: Federal Business Tax ID/Social Security Number is needed for tax purposes as mandated by Section 1211 of the Tax Reform Act of 1976 and Minn. Stat 270.66. This information will be shared with the Minnesota Department of Revenue, the Minnesota Department of Human Services, the Internal Revenue Service, and the U.S. Department of Health, Education and Welfare for the purposes of administering the income tax, child support obligation and social security tax programs.

Individual who Contractor is designating to receive notice under the contract and to act as the responsible authority for data requests under the Minnesota government data practices act (Minn. Stat. Chap. 13):

Name:	Phone:	Fax:	Email:
<u>Rachel Workin</u>	<u>763-572-3594</u>	<u>763-571-1287</u>	<u>rachel.workin@fridleymn.gov</u>

Signature (Required): _____ **Date:** _____

Insurance Agency: _____ **Name of Agent:** _____

Telephone Number of Insurance Agent: _____

Person Completing this Form:

Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

Certificate Of Completion

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Angie Rodine

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Anoka, MN 55303

angela.rodine@co.anoka.mn.us

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Mike Maher

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mike.maher@fridley.mn.gov

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Cindy Cesare

Cindy.Cesare@co.anoka.mn.us

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Company Name: Anoka County

Rhonda Sivarajah

Rhonda.Sivarajah@co.anoka.mn.us

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(Optional)**Electronic Record and Signature Disclosure:**

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Company Name: Anoka County

Nancy Norman

Nancy.Norman@co.anoka.mn.us

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(Optional)**Electronic Record and Signature Disclosure:**

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Company Name: Anoka County

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Item 2.

Angie Rodine

Angela.Rodine@co.anoka.mn.us

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Company Name: Anoka County

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Jill Rykhus

Jill.Rykhus@co.anoka.mn.us

Security Level: Email, Account Authentication
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Jill Rykhus

Jill.Rykhus@co.anoka.mn.us

Security Level: Email, Account Authentication
(Optional)**Electronic Record and Signature Disclosure:**

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changing an email address, please include your prior email address as well as your new address. If you no longer wish to receive future documents in electronic format, please include that request in the body of your email.

Email: helpdesk@co.anoka.mn.us

Phone: (763) 324-4110

Address: Anoka County Government Center
Attn: Information Technology, #300
2100 3rd Avenue
Anoka, MN 55303

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- Until or unless you notify Anoka County as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Anoka County during the course of your relationship with Anoka County.

BICYCLE FLEET GUIDE

Acquiring, managing, and maintaining your fleet.



The **Bicycle Fleet Guide** was developed by the Bicycle Alliance of Minnesota through a Safe Routes to School contract provided by the Minnesota Department of Transportation.

April 1, 2016
Version 1.0



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I. Background and Introduction

This document is intended to provide a guide for assembling a fleet of bicycles for educational purposes. Broadly defined, a bicycle fleet is a number of bicycles, typically between 5-50, which are meant to be shared between individuals. A fleet is centrally managed (i.e. individuals are not responsible for equipment outside of the time in which they are using it) to account for all aspects of the equipment, including the assembly, usage, storage, maintenance, and insurance. Bike fleets may be shared between multiple organizations.

Developing, operating, and sharing a bicycle fleet allows the community greater and more equitable access to the benefits of cycling, with the confidence of safe, reliable equipment. A fleet may be used to provide education on cycling, for recreation, as transportation, or for other uses. Teaching and developing the habit of cycling – especially at a younger age – creates lifelong benefits.

For schools and organizations that want to share the benefits of bicycling with their students and community, the State of Minnesota has a pedestrian- and bicycling-safety curriculum available called *Walk! Bike! Fun!* (<http://www.walkbikefun.org>). The curriculum includes 12 detailed lesson plans that are aligned with state academic standards for health and fitness. The plans are intended to instruct students in grades K-8 about proper techniques to safely walk and bike in their communities.



MINNESOTA

WALK! BIKE! FUN!

This resource was developed with funding from Minnesota Department of Transportation and the Safe Routes to School program. In order to implement the bike safety lessons, the school or organization needs access to properly fitting and functioning bicycles. Because of concerns about the reliability and equity of students bringing and using their own equipment, using a bike fleet can be highly advantageous.

Teachers and instructors should be trained and competent in the skills and knowledge necessary to effectively lead the lessons from *Walk! Bike! Fun!*. To learn more about the curriculum, attend or apply to host a training, request technical assistance support or supplemental resources, please visit: <http://www.walkbikefun.org>.

II. Designing Your Bike Fleet Program

Once the decision to acquire a bike fleet has been made, there are considerations that should be discussed in order to get a fleet that is best suited for the needs and interests of the community that will be sharing the bikes. Some considerations in making your final selection of bikes include:

- What is the primary purpose of the fleet? (Section II)
- Who will be the primary users of the fleet during the school year and in the summer? (Section II)
- How many users will the fleet accommodate in a given program, and overall? (Section II)
- Who will own and manage the fleet? (Section II)
- What type and size bikes will be in the fleet? (Section III)
- What will be the range in age/size for users of this fleet? (Section III)
- How will the bikes be secured during the school year when they're being used and in the winter when they will be stored? (Section IV)
- Where will the bike trailer be stored in-between use and during the winter? (Section IV)
- What will be required of those who use the fleet? E.g. training in *Walk! Bike! Fun!* curriculum, training in basic bike maintenance, memorandum of understanding with fleet owner, and liability waivers? (Section V)
- How will use of the fleet be coordinated among the various users? (Section V)
- How will the fleet be maintained mechanically? How will routine maintenance and repairs be handled? (Section VII)
- Is there a local bike shop that has the capacity for a maintenance agreement to keep the bikes in good repair? (Section VII)
- How much usage/wear is expected on the bikes? Is the equipment designed for this use? (Section VII)
- How will insurance be handled? How will liability and risk be minimized? (Section VIII)

Sharing the Fleet

In order to realize the greatest value from owning and operating a fleet of bicycles, it is important to develop strategies to maximize the usage of the bikes. Developing partnerships with other schools, organizations, groups, or communities can be hugely beneficial in expanding the reach and effectiveness of the fleet program. Clearly defining objectives for the fleet program will help with identifying effective partners. For example, if the primary users of the fleet will be students during the school day, partnering with after school and/or summer programs could engage other participants when the fleet would not otherwise be used. Equity factors including disparities in health, education, and income should also be considered to ensure that resources are directed in such a way that the entire community has access to this opportunity. The age, size, and number of participants will help determine the size and quantity of fleet bikes needed. (See Section 3 for information on selecting bikes.) **The roles for each of the contributing partners, particularly who has final responsibility for maintaining and coordinating the fleet, should be clearly established and understood by all parties during the planning process.**

CASE STUDIES

In Minneapolis Public Schools, the district owns and has exclusive use of several bike fleets. The fleets are requested and reserved by particular schools, typically for two weeks at a time. The bikes are transported in a trailer by the district and remain on-site for the whole reservation time.

In Perham-Dent and Battle Lake school districts, a fleet is shared between the districts; in this case, they have arranged that one district will use the bikes during the fall season and the other during spring.

Another model for sharing the fleet is where a single organization owns and maintains the fleet, but shares the bikes with schools or others to meet the goals for the fleet. This will be the case for the Duluth Area Family YMCA, for example, which is partnering with area schools and youth programs to educate students in the community throughout the school-year and summer.

Planning Partnerships

Depending on the objectives of the fleet program, the population of the community served, the size of the bike fleet, and other logistical factors, it can be a challenge to find an appropriate number of partners to collaborate with on a fleet. The goal is to maximize utilization of the resource without over-extending the ability of the fleet and its managers to meet the demand. Identifying key stakeholders in the community and engaging them early in the process is critical. This will likely include not only those directly responsible for managing and using the fleet, but also supervisors, administrators, bike advocates, local public health, and others as identified with the scope and goals of the program.

Considerations for Building a Fleet Usage Schedule

- Seasonal changes in weather: Most WBF programs throughout Minnesota minimize the risk factors associated with snow and ice, as well as prefer warmer temperatures for outside lessons. This means that most school year, on-bike classes happen between in spring between April and June and in the fall between September and October. Some programs go further into winter, realizing that colder temps and snow/ ice are more likely to affect class.
- Number of students sharing bikes: Fleet size will be finite and your school and school district will have students per class that may exceed number of bikes. If this is the case, it may take multiple class periods to ensure all students get bike access and on-bike time to learn. This can be compounded by shorter class periods and WBF classes fitting into PE classes that only happen once a week. Creative class room scheduling with other classes and teachers can sometimes help to alleviate this issue.
- Number of classes/ grades at school: Be sure to factor in how many grades and classes will be taking the bike portion of WBF at your school. For example, if a K-5 elementary school with two classes per grade and the plan is to teach all fourth and five grade students, then that's four classes for the fleet to serve. As long as the number of students per class is less than the number of bikes in the fleet, the calculation for scheduling only needs to factor in how many total lessons are planned times the four classes.
- Spring/ fall academic schedule: The first few weeks of the school year can be challenging to schedule a biking lessons due to the adjustment of student body and staff as well as beginning of year activities. Additionally, all schools have different testing and end of year trip schedules that need to be accounted for when planning the use of a fleet. One benefit of a bike unit at the end of the school year is that the final off campus trip(s) can actually be used as an end of year field trip/ reward for students.

Educational Programming with *Walk! Bike! Fun!* Curriculum

One of the most complete and robust safe-cycling education curricula for students available is *Walk! Bike! Fun!*, a two-part curriculum that helps children ages five to thirteen learn traffic rules and regulations, skills to walk and bike effectively, and more. (Download the curriculum at www.walkbikfun.org). Currently schools across Minnesota are implementing this curriculum in a variety of ways. The simplest way to deliver this education is for a certain grade level to complete an entire unit during consecutive class periods. For example, a school may decide that fifth grade is the best fit in that setting for implementing the Bike! Fun! unit. During each class' scheduled Physical Education time, students would learn one of the eight lessons until each is completed. The lessons are planned for 30-45 minutes of instructional time; there are additional activities and lessons to further extend the learning. Given a class period of 45 minutes meeting every other day, this would require about four weeks to fully implement the curriculum.

Because not all of the lessons are “hands-on” or require the use of a bicycle, some lessons could be taught before the fleet is used at the school. Alternatively, the classroom lessons could be led by students' regular teacher and the P.E. teacher could lead the “on-bike” lessons. Either of these best-practice approaches would greatly reduce the length of time required for reserving access to the fleet.

Another approach is to divide the lessons across multiple grade levels, rather than implementing the curriculum with only one grade level. For example, third graders might learn Lessons 1 and 2, fourth graders would learn Lessons 3 and 4, and so on. This approach has the advantage of dramatically shortening the time frame for teaching the unit (assuming the curriculum is implemented for all grade levels during the same time of year). Because the lessons are sequential, it is strongly recommended to spend an additional class period reviewing previous lessons before beginning the unit for that year. An even more effective plan is for students to repeat some or all of the curriculum at different grade levels (e.g. complete Lessons 1-8 in fourth grade and eighth grade, or complete Lessons 1-4 in fourth and seventh grades, and Lessons 5-8 in fifth and eighth grades). The *Walk! Bike! Fun!* curriculum is designed and intended to be flexible in order to meet the needs of both students as well as educators.

Communities who acquire a bike fleet will want to fully utilize the bikes during the season as much as possible to benefit from the work that goes into acquiring and maintaining the fleet. When the primary users are not using the bikes, there is opportunity for the bikes to be used for other purposes. Some communities, such as Minneapolis and Bemidji, have partnered with local bike share programs to prescribe bikes to patients for increased health. There may also be an opportunity for this type of partnership through local bike fleet programs. Here are other ideas for using or sharing the bike fleet outside of its main intended purpose:

- Field trips – e.g. using bikes rather than buses for field trip transportation
- Afterschool clubs
- Summer bike programs - e.g. camps, Community Education classes, Parks and Recreation programming
- Academic enrichment - e.g. “Tour de France” field trip in French class
- Bike rodeos/open streets events
- Summer rental at local parks

However the fleet program is designed and partnerships coordinated, it is critical that each of the individuals responsible for overseeing the bikes and their usage be given appropriate training for their role.

Recommended Training:*

- Providing instruction to users
- Performing safety checks on all equipment
- Trouble-shooting basic maintenance issues
- Planning/leading group-riding activities

*More detailed information on each of these, as well as resources for getting trained, is included in this guide.

III. Acquiring Fleet Bicycles

This section includes information on selecting and acquiring bicycles for use in the fleet program.

A. Recommended Specification:

- Hybrid/multi-use style bicycle
- Rigid frame with no suspension
- A range of sizes suitable for the intended audience (Image 4 on pg 5)^{1,2}
- Pavement and trail friendly tires; no mountain bike tires (Image 1)^{3,4}
- Strong but not heavy frame: (prefer aluminum or lightweight high-quality steel - chromoly or similar - not heavier or Hi-Ten steel)
- Durable, easy to maintain unisex bicycle; must have low standover (Image 2)⁵
- Quick release seat adjustment (Image 3)⁶
- Hand brakes with free hub (no coaster brakes on 24" and greater wheel size)
- Direct pull; v-brakes preferred with adjustable reach levers
- Strong wheels with alloy rims
- Handlebars with upright riding position
- Multi-speed with only rear derailleur
- Twist shift
- Chain guard (or chain ring guard)
- Kickstand
- Bottle cage
- Basic bell
- Standard Manufacturer Warranty of no less than one (1) year
- Numbered stickers or unique identifiers for each bicycle

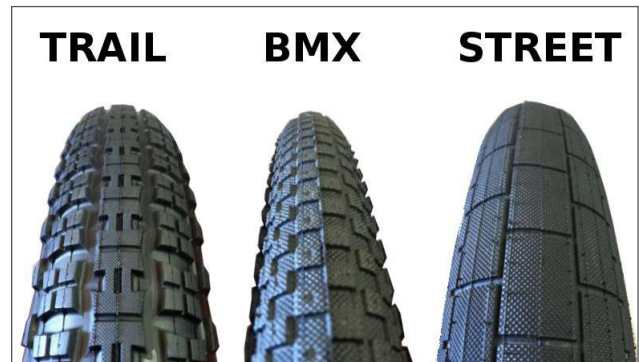


Image 1



Image 2

These recommendations have been carefully specified to provide bikes for maximum durability and functionality. Bikes with suspension and front derailleur have more components that need to be maintained. The quick release adjustments make it easy to fit the bike. Low standover height allows students with various abilities and attire to use the bikes.

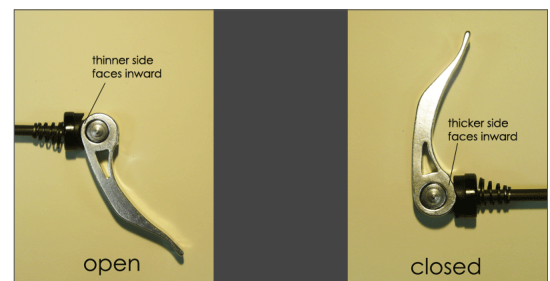


Image 3

¹ <http://www.greenville.k12.sc.us/FBLA/StateProject/chose.htm>

² <http://www.imgneed.com/image/bike-size-chart-for-kids/if-your-preferred-kids-bike-is>

³ <http://concertsched.com/health-wellness/how-to-get-bmx-bikes-for-adults/>

⁴ http://www.bikesdirect.com/products/mercier/images/tires_1600.jpg

⁵ <http://totalwomenscycling.com/commuting/urban-bikes/stylish-commuter-bikes-for-under-1000-25759/8/#JPCihbXZW0M12ev7.97>

⁶ <http://bikebro.com/e2.php>

FRAME

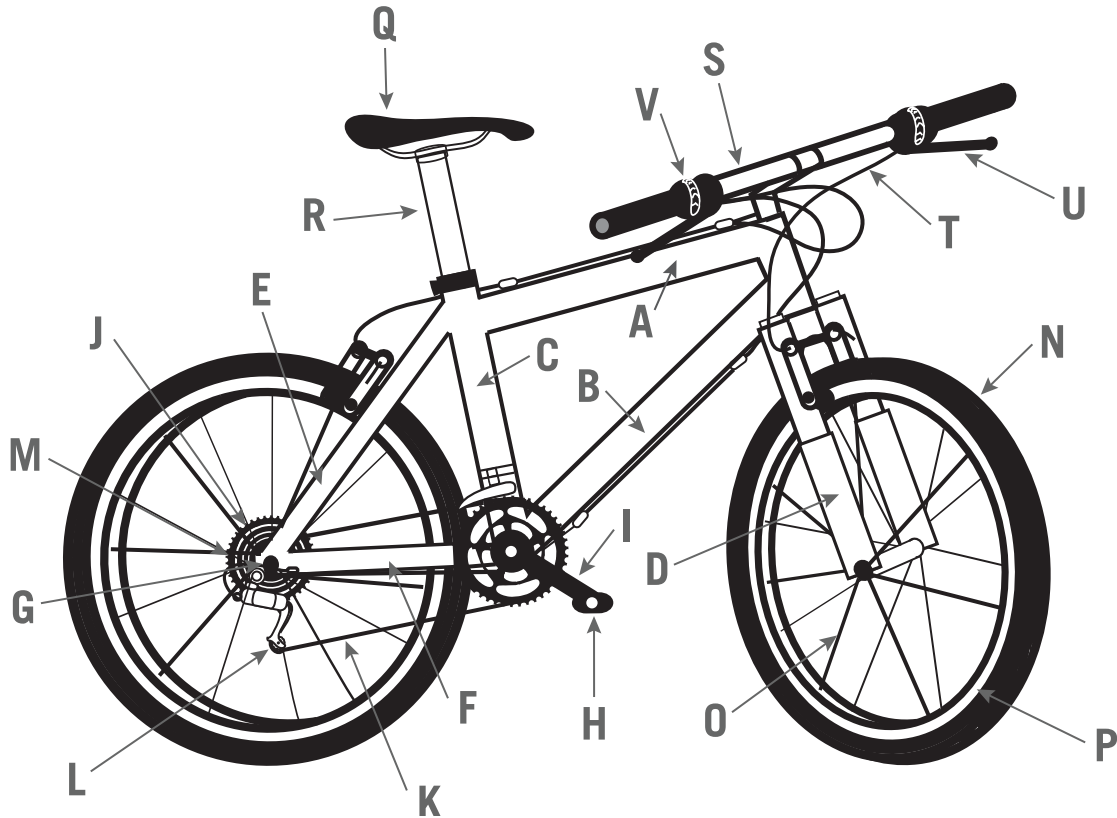
- A top tube
- B down tube
- C seat tube
- D front fork
- E seat stays
- F chain stays
- G wheel dropouts

DRIVE TRAIN

- H pedal
- I cranks
- J chainwheel
- K chain
- L rear derailleur
- M cassette

OTHER COMPONENTS

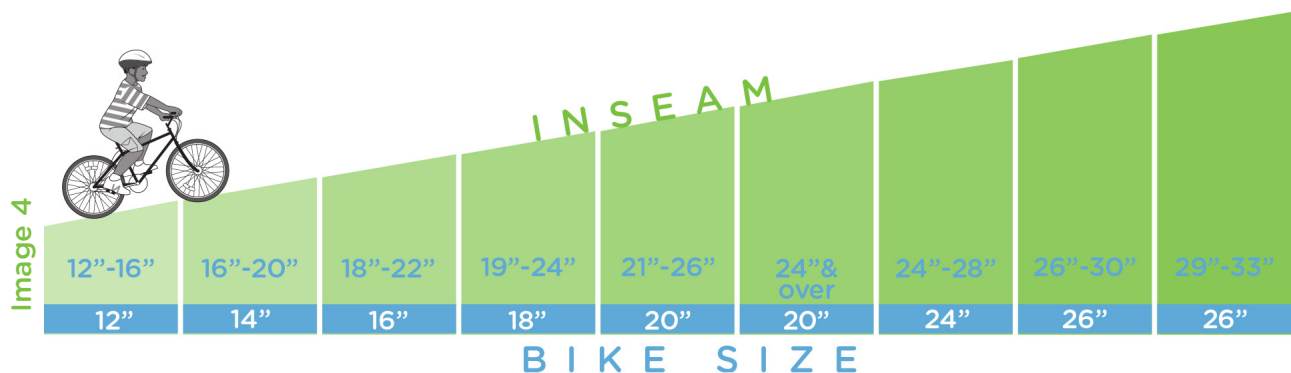
- N tire
- O spokes
- P rim
- Q seat
- R seat post
- S handlebars
- T brake cables
- U brake levers
- V shift levers



Bike Sizing: The Right Fit

Be sure the bike is the correct size. Bikes that are too big for the rider can be dangerous. There should be at least 1 inch between the rider's inseam and the top tube. Riders' hands should comfortably reach the handlebars with arms extended less than 90 degrees from the body, and feet should easily be able to reach the ground when sitting on the saddle with the height adjusted properly. Use the chart below to help you find the right fit for standard bikes.

WHAT IS YOUR INSEAM?



B. How and Where to Acquire Bikes

1. New Bikes

New bicycles have minimal mechanical issues and are often accompanied by a warranty and some limited period of free service. The primary drawback of buying new bikes is the upfront investment of capital. If buying new, it is wise to develop arrangements with a local bicycle shop to provide the bicycles at reduced cost or with extended services. If you do seek to acquire new bikes, purchase a homogeneous fleet, which will allow for easier ongoing maintenance (similar parts) and reduce conflict between students over which bicycle they get to ride.

New bicycles can be purchased direct from the manufacturer, from any supplier, or from any of the state-approved vendors. Always compare multiple quotes before making a purchasing decision. Standard bikes are models that employ a traditional frame design and conventional components. This style of bicycle is readily available from a variety of shops and suppliers, usually at a lower cost than specialty equipment. The standard design means people will more likely be familiar with how to operate and maintain these bikes, potentially reducing the amount of training or instruction needed. The range of user sizes that a standard bike will safely accommodate is more limited than compared to the “fleet bikes.” The following are examples of models that meet recommended specifications.

Standard Bikes:

- 20” wheels - SPECIALIZED HOT ROCK STREET or equivalent
- 24” wheels - SPECIALIZED HOT ROCK STREET or equivalent
- 26” wheels - TREK SHIFT 1 WSD or equivalent

Fleet Bikes: Size adjustable - Bike Friday OSATA

Bike Friday is a specialty bicycle manufacturer based in Eugene, OR, that has designed and produces a bike for use as a fleet bike, especially for students participating in education as part of the Safe Routes to School (SRTS) program. This size-adjustable model is called “OSATA.” A key advantage to this model is that the same bike can be shared and made to fit riders varying in height between 4’2” to 6’2” thanks to the telescoping design of the frame, seat-tube, and head-tube. This size range is roughly equivalent to a 20” wheel kids bike, up to a large (21” frame) adult-style bike. This is particularly important if the bike fleet is intended to be shared with riders of different ages/sizes, including high school students and adults, rather than simply accommodating the size/height variation within a group of people the same age. Rather than keeping a few bikes of each size as part of the fleet, the OSATA model allows all of the fleet bikes to transform to any size bike.



Aside from this major difference, there are a few other considerations to take into account regarding these bikes for use in a fleet. Due to the unconventional design of the bicycle – especially the relatively small 20” wheels and comparatively short wheelbase – some users need extra time to familiarize themselves with the handling and operation of these bikes. In addition, the cost for these bikes is somewhat-to-significantly higher (depending on the quantity purchased) than standard bikes with equivalent component specification. For a fleet program where versatility is desirable, the Bike Friday OSATA (or similar bike if available) should be strongly considered. One economic strength of the OSATA concept is that 30 bikes will fit all users, where as standard bikes may not fit everyone in a class. This leads to the need for a higher number of bikes (extras of each size) to fit the same number of users.

If you choose to purchase bicycles through a bicycle dealer, consider the following:

- Cost – obtain itemized quotes for equipment and service; consider bike quality when comparing quotes
- Willingness to provide on-site maintenance training for fleet owner and partners, and ability to prioritize service needs for fleet bikes (especially during peak usage)
- Ability to arrange on-going maintenance (see section on Fleet Maintenance for details and examples)
- Relationship of shop in community – a shop that is invested in the community is likely to offer better support than one which is seeking a one-time profit

Here's a table illustrating the difference between standard and fleet bikes.

Item 2.

Bonus: Standard vs Fleet Bike Differences Illustrated		
	Standard Bike	Fleet Bike (e.g. OSATA)
Standard size parts; easy to maintain	X	X
Lower cost per unit	X	
Fewer units needed to serve same number of students in class/fits 4'2"-6'2"		X
Designed for school fleet use	*	X
Made in USA of US steel and meets federal Buy America clause		X
Commercial use warranty		X
Can be purchased at local dealer	X	
Comes fully assembled	X	(Can be assembled in 20 minutes by bike mechanic or volunteer)
Comes with time limited service or maintenance	*	
Only needs a seatpost adjustment (no tools) to be sized properly	X	
All bikes have same parts	*(If ordering the same size/model)	X
Can be fully customized (e.g. reflective or puncture resistant tires, certain width handlebar, particular saddle)		X
Can be ordered and received quickly	*	*(Usually requires 6-8 weeks minimum)

2. Used Bikes

The biggest advantage of choosing to source used bikes is a reduced up-front investment of capital. Used bicycles may be acquired through donations, build-a-bike programs, your local bicycle advocacy group, or ride clubs. If you already have an established, robust maintenance plan or are starting from scratch with very little money, used bicycles are a good choice. Used bicycles are good for getting a program started and allowing you to implement your program until you are able to acquire additional funds. Be aware that used bikes typically have higher associated maintenance costs as parts may be damaged or worn and need replacement sooner than a comparable new bike. See below for additional ideas on sources for acquiring used bikes.

3. Acquiring Funding

Following are ideas and/or examples of ways to fund or acquire new or used bicycles for a fleet:

- Donations (e.g. solicitations or a bike drive)
- Free Bikes 4 Kidz, a nonprofit that distributes bicycles to kids in need (<http://fb4k.org/apply/>)
- Parent or community-led fundraising efforts such as a bicycle ride event or bake sale
- Police auctions (recovered or impounded bikes)
- Grant opportunities
- Used bike sales or "trade-ins" at shops
- Safe Routes to School, Transportation Enhancements and other federal or local funding sources
- Foundations whose goals include addressing childhood obesity, active lifestyles, environment, etc.
- Local corporations or retail businesses such as bicycle clubs, teams, shops, or outdoor retailers
- Community wellness initiatives
- Healthcare providers
- Service organizations (e.g. Lion's Club, Kiwanis, Rotary, etc.)
- Minnesota Department of Health – Statewide Health Improvement Program (SHIP)

IV. Storing and Transporting the Fleet

When not in use, the bikes should be stored where they are secure and protected. The equipment should be kept dry, be isolated from movement and contact, and prevent unauthorized users from accessing the bikes. Preferably, the bikes would have a dedicated covered and locked space, with a storage system to prevent accidental movement of the bikes. This could include an outdoor storage shed, utility closet, garage, or any other identified space that meets these recommendations. Depending on the model of bike and storage system used, each bike will need about 12-18" of lateral space, and occupy 54-78" of length (4.5-10sq ft per bike); this space can be reduced by staggering the bikes and/or hanging them vertically, as depicted below in the trailer schematic.

If the fleet is intended to be transported and used at different locations, a dedicated enclosed trailer is strongly recommended. This will include a storage system inside to secure the bikes for transit. This can also provide secure storage for the bicycles and related equipment when not in use. Our research suggests that optimal fleet size is between 25-40 bikes. A fully loaded trailer should weigh less than 2,500lbs (depending on exact specifications. Most mid-size and larger vehicles will be able to tow this weight if they are properly equipped with a hitch and electronics. A trailer meeting this specification is available for purchase on the Minnesota state contract (see Appendix 5). Following are recommended specifications for a trailer suited to this use:

Size (up to 40 bikes): 20'L x 8'6"W x 6'6"H standard specs:

- Electric brakes on all axles
- Ramp door w/semi-style cambar-latch door holdbacks w/ grease port hinges
- 2 dome lights (1 wall switch)
- Roof vent
- 3/8" plywood liner
- 24" stoneguard
- 3/4" plywood floor
- .030 exterior aluminum metal
- Under-coated frame
- 2 5/16 coupler
- DOT approved truck lights
- Welded safety chains
- Electrical wiring for towing connection



Options:

- 32" (app.) side door
- 4 D-rings on floor (2 front, 2 rear for locking bikes), flow-thru vents, fiberglass front cap
- Anti-theft locks



Bicycle Alliance of Minnesota

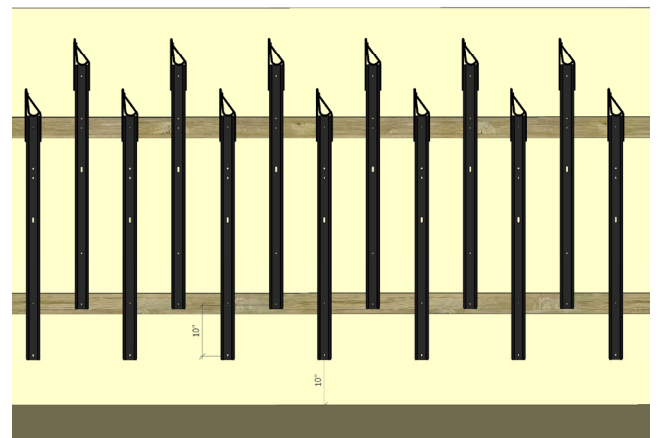
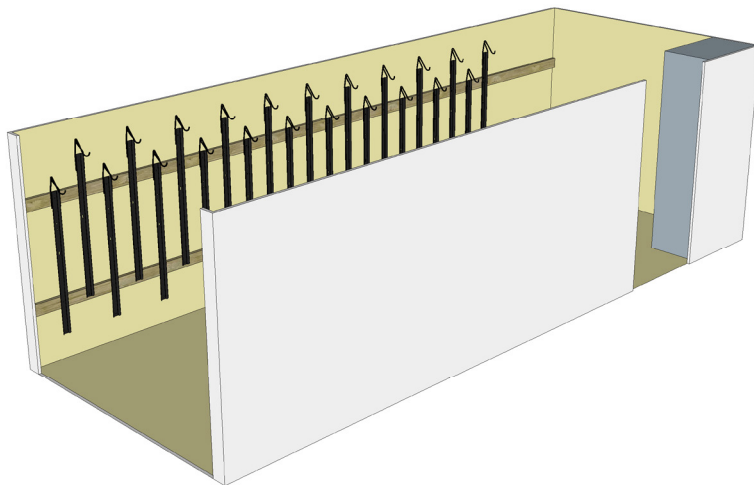
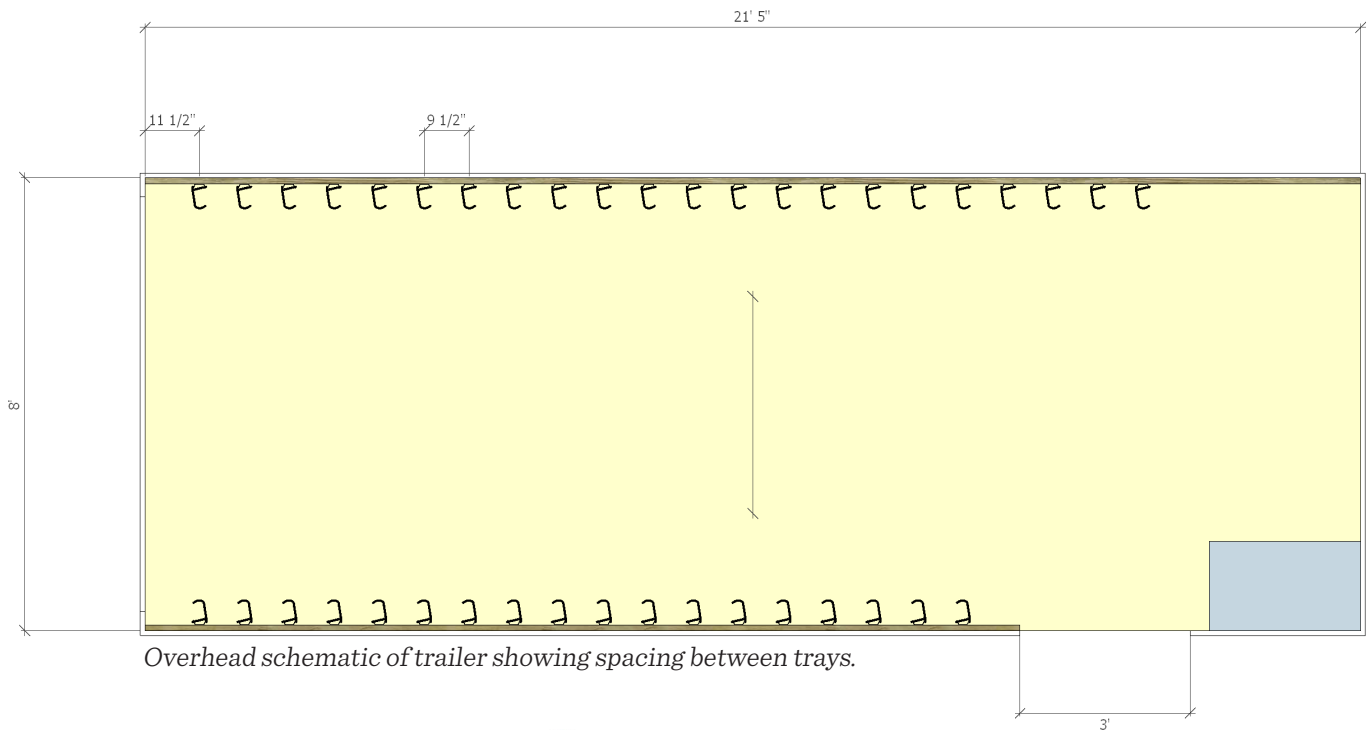
Assemble bicycle rack system on interior of trailer to meet specification provided by the Bicycle Alliance of Minnesota.

Recommended Trailer Bicycle Rack System

- 40 - Saris Bike Rack Tray (item #6003T)
- Antisway Strap (item #123980)

The above system comes with detailed part, hardware, and installation instructions and guidelines.

Note: Length of two-by-fours needed may vary based upon trailer and number of bikes. Two-by-four mounting



Schematic showing staggering between trays.

Note: Minimum floor height may need to increase over wheel well.

Installation



Bare trailer with 2x4" rails to be installed on walls.



Installation of 2x4" rail to the interior wall.



Leveling of the rail.



The interior finish may require notching to allow the rails to sit flush against the wall surface.



The bike trays are mounted on the 2x4" rails.



Measuring to ensure the trays are mounted evenly and perpendicular to the floor.



V. Fleet Management and Logistics

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This section describes best practices and other suggestions based on experience with organizing and managing a fleet among multiple partners. For bike fleets used by only one group or organization (e.g. a school fleet used only for 5th grade PE), some of the procedures described here will not be necessary.

A. Coordinating the Fleet

For bike fleets being shared with multiple user groups and/or partner organizations, a robust system for tracking reservation requests and details is essential. A calendar and/or spreadsheet is a useful tracking tool. One week is generally an adequate duration of time for a group to utilize a bike fleet, but this could be shorter or longer depending on factors such as the demand for the fleet bikes from other users or the intended use of the bikes (i.e. multiple lessons over several days vs. a single-day event). It is also important to factor in time for transportation and maintenance between each usage as needed. Typically one full day should be expected for routine maintenance and inspections between each usage. User-identified issues will be identified as per established check-out procedures (see below). It is also important to set a clear expectation that all bikes may not be available for a given group as promised depending on maintenance needs.

Establishing a clear and consistent protocol for collecting requests for the fleet will greatly facilitate the task of managing fleet usage. Depending on the method of taking requests (i.e. via phone, email, web form, etc), there should be a mechanism for collecting and recording pertinent details; in addition to basic contact information, this should also include the requested dates, specific location and time of day, number of bikes, total number of participants, and intended usage of the fleet bikes. A sample fleet checkout protocol is included in Appendix 2.

B. Commitment Agreements

It is strongly recommended that fleet managers and partner organizations clarify expectations, roles, and responsibilities relating to all aspects of the fleet program. This should include not only logistic information, but also expectations for behavior and safety, care for the equipment, and detailed procedures (e.g. checking bikes, loading the trailer, etc). Sample Memoranda of Understanding (MOU) is included in Appendix 1. Sample Participant Waiver is included in Appendix 8.

C. Check In/Out Procedures

As part of the written agreement, it is helpful to have detailed instructions for checking equipment in and out. This should include at a minimum a basic accounting of equipment, any necessary instructions for setup, usage and storage, and a basic inspection process (e.g. “A-B-C-Quick-Check”) to affirm the safe operation of equipment. This procedure should also be documented. An example of a check-in form used by one school district is included in Appendix 2.

VI. Other Recommended Supplies

In addition to the bicycles and the transport/storage trailer, we recommend the following equipment (final selection will depend on the chosen specification and intended use of the bike fleet):

- Yellow ANSI Class 2 Economy Lightweight Safety Vests (for students) Sm/Md. Safety Smart Gear or equivalent
- Orange safety vests (for teachers/volunteers)^{7,8}
- First aid kits
- 1-2 large plastic storage bins for supplies
- CPSC-certified helmets of various sizes based on intended audience. Discount sources for helmets:
- MN Safety Council - elastic quick-fit or basic dial system. These are good quality Bell helmets, at an approximate cost of \$10 or under. Contact: Erin Petersen (Erin.Petersen@minnesotasafetycouncil.org)
- Helmets R Us - several styles to choose from. Priced from \$8.45 to \$15+⁹
- ProRider - least expensive but less-adjustable very basic helmets. \$3.95 to \$7.95¹⁰
- Large mesh soccer bags for helmets



For instructing *Walk! Bike! Fun!* safety and education, the following items or their equivalents are recommended:

- Traffic cones, minimum of twelve, 8 to 10-inch cones
- Surgical caps (prevent lice; request from local healthcare facility)
- “To control lice in helmets, The National Pediculosis Association recommends vacuuming and wiping out the helmets, noting that a louse can survive less than 24 hours away from a human host, but the nits on a hair left in the helmet could survive up to 10 days. The best solution we have heard of for schools is the one the Washington Area Bicyclist Association uses for their education program. They buy surgical caps from Moore Medical, at a cost of 10 cents each. The caps work well, but there are obvious caveats: keep the cap in place and make sure it covers the whole head. The main problem would be heat buildup in hot weather, but the caps are “lightweight but durable spunbonded fabric that permits increased airflow, keeping the wearer cool and comfortable during long surgical procedures.” (<http://www.bhsi.org/louse.htm>)
- “The extent to which head lice are transmitted to others via headphones or helmets is unknown. Ideally, risk of transmission can be eliminated by making sure children have and use their own equipment. If this is not possible, you can clean the items between children by wiping them with a damp paper towel. An additional measure would be to encourage each child to wear a baseball cap to help shield the hair from contact with the item. Helmets and headphones should never be sprayed. Most importantly - and best for the entire community - all parents should screen their children regularly and before sending them into the group setting where helmets or headphones will be shared.” (<http://www.headlice.org/faq/questions.htm>)
- Rope (4) 100' lengths of basic brightly colored rope for marking “lanes”
- Cans of spray chalk, spray chalk roller, sidewalk chalk
- Clip boards
- 1 box pens
- Measuring tape - 25' or more
- Whistle or megaphone
- Reflective bike gear (teachers should have one demonstration kit that may include but is not limited to: zipper pulls, leg strap, jacket or pants with reflective piping, bag or backpack with



⁷ <http://www.aliexpress.com/popular/reflective-vest-bicycle.html>

⁸ http://www.teamestrogen.com/prodJL_8015A.html

⁹ <https://www.helmetsrus.net/>

¹⁰ <http://www.prorider.com/>

VII. Fleet Maintenance

Safety Checks and Routine Maintenance

Any person authorized to use the fleet should be trained to perform basic safety checks on the bicycles to determine their proper function and suitability to be ridden. Preferably this training would include information on how to perform simple adjustments and repairs (e.g. changing seat height, positioning handlebars, replacing an inner tube, aligning brakes – see Appendix 3 for detailed information). Routine repairs will be identified through safety checks before/after each usage, as established in the User Agreement (Appendix 1). This will include at a minimum performing an “ABC Quick Check” and checking tightness of stem and axle bolts. (Appendix 7)

BEFORE YOU GO:

Do the ABC Quick Check

A is for Air

B is for Brakes

C is for Cranks, Chain & Cassette



Take a quick ride to check it all before you go!

Annual Maintenance

Ideally the bikes would have a regular maintenance cycle performed by a professional bicycle mechanic. The frequency of this regular cycle is based on usage and need, but should be performed at least annually. Many schools or organizations using bike fleets have been able to arrange with local bike shops for a maintenance contract, including some amount of as-needed repair work and a regular service, frequently performed during the winter months. There may be other non-profit service organizations in the community with interest and capacity to perform this work. Some school districts have set up a class or afterschool program for students to learn bicycle maintenance skills and help maintain the fleet for use in the district. A detailed maintenance procedure is outlined in Appendix 3; note that this should only be completed by a person with training and experience in bicycle maintenance and repair.

Existing Fleet Maintenance Contracts:

For SRTS partners that are currently running a fleet program, there are a range of service models and agreements in place. Those surveyed budgeted approximately \$40-80 per bike for annual service work, which generally covers a standard “tune up” package, including basic adjustments, lubrication, and safety checks. The more costly service agreements included a budget for replacement parts as needed, while the less expensive plans did not include these costs in the agreements. An example of included service is here:

- Safety inspection
- True wheels
- Tighten and adjust bearings, headset, hubs, and bottom bracket
- Inflate tires to proper pressure
- Adjust brakes and shifting
- Quick lube of drivetrain
- General cleaning of drivetrain and frame

Each of these service agreements from those surveyed is contracted with a professional bike shop.

Recommended Replacement Parts, Tools, and Supplies

In order to perform basic adjustments and repairs on the bike fleet, the following list of replacement parts, tools, and supplies is recommended:

- 4 pair handlebar grips
- 2 replacement chains
- 4 extra-long seat posts with seats (to fit specified bikes)
- Spare front and rear wheel for each size bike, one each
- At least 2 spare inner tubes for each size tire used in the fleet
- 4 patch kits
- Shop grade floor pump with Presta/Schraeder valve, easy read gauge, easy effort pumping chamber(s)
- Bike repair stand (Park Tool or similar) - optional
- 2 bicycle specific chain lubes
- 7 sets tire levers
- 1 container cable tips (brake size)
- 1 box mechanic/shop vinyl gloves
- 1 portable tire repair kit and frame pump
- Tool Kit:
 - Option A (basic tools): Pedal wrench, large adjustable wrench set, screwdriver with interchangeable heads (large/small each of Phillips and flat-head), metric combination wrenches (including at least 8 to 15 millimeter), 1 each Y tool for Allen hex (2-2.5-3 millimeter and 4-5-6 millimeter)
 - Option B (advanced set): Tool Kit (Park Tool Advanced Mechanic Kit AK-40) <http://www.parktool.com/product/advanced-mechanic-tool-kit-ak-40>



VIII. Insurance and Liability

A. Property Insurance

Often a bicycle fleet can be covered under an existing property insurance policy. This may vary depending on whether the bicycles are used/stored on- or off-site, and under what conditions. It is important to check with your provider to have the fleet listed on the policy and find out any restrictions on the coverage. Most school-owned fleets in Minnesota currently use existing property insurance policies.

B. Liability Insurance

Managing liability and risk is crucial for several reasons, including the desire to ensure safety of children and others under your direction or care, concerns about financial risks, and potential fallout for a school or organization when injuries occur. Schools and other organizations already manage risk across a wide range of activities, and the risks of any new activity relating to bike fleets should be considered in the context of the existing liability risks. It is worth noting that introducing new activities (e.g. an off-site field trip, or a remote drop-off day) could introduce a new liability where previously none existed; in these cases, providers should consider whether the benefits outweigh potential risks, and focus on taking reasonable actions to manage foreseen hazards. In general, supportive policies (including SRTS initiatives) do not expose schools or organizations to greater risk; often times they reduce existing risk due to new management strategies being implemented. The following short discussion will include suggestions for risk management strategies, and protections from liability exposure (see Section IX, C and D for more resources).

Risk Management

To avoid unnecessary exposure to liability, it is essential to identify potential dangers and hazards and take reasonable actions to militate against these risks. Effective risk management does not require that every conceivable danger is identified, nor that every possible action is taken to reduce or eliminate those risks. Instead it requires that “reasonable” care is provided to identify and reduce risks. An excellent starting point for risk management from an organizational level is the development and adoption of a policy that covers the proposed activities (see Section IX for a specific example). Any known history of injuries occurring (e.g. at a particularly dangerous intersection), community complaints and responses about specific safety issues, and any relevant safety inspection results (e.g. poor sidewalk condition) should also be considered in risk assessment. In addition to complying with your organization’s activity policies, the following are some simple risk-mitigation steps that can increase safety and reduce liability:

- Provide instruction on riding safety.
- Require use of a helmet
- Restrict usage to daylight hours
- Perform basic safety checks on bicycles and equipment prior to each usage

This image from the Public Health Law Center shows some broader risk management strategies.



Image Credit: Public Health Law Center

Immunity, Indemnification, and Insurance

Insurance, immunity, or indemnification should be considered as last steps in protecting an organization and/or individual from liability resulting from injuries, after pro-active risk management steps. In Minnesota, governmental organizations and services – including cities, counties, school districts, and state agencies – and employees, officers, agents, and often even volunteers acting within the scope of their official duties are protected by Sovereign Immunity. The following graphic from the Public Health Law Center shows the specific statutes most relevant for Safe Routes to School activities:



Image Credit: Public Health Law Center

If immunity does not apply to your organization or activity, it is important to have adequate insurance. Find out what kind of existing coverage your organization already has in place. Often times there are simple requirements or steps followed that can allow an existing policy to extend to bicycle-related activities. If partnering with another organization, it is possible to use an “indemnification clause” as part of a written agreement. Such a clause would state that one party does not accept any responsibility or liability for the activity in question, and effectively transfers all liability to another party. This may be desirable when one partner cannot obtain their own coverage (e.g. financial limitations) or when one partner has particularly strong coverage (e.g. sovereign immunity).

See Appendix 6 for example of a third party owned fleet working with a community for additional insured liability coverage. Third party/partnership agreements vary. Consult with potential partners on insurance needs early in the process.

IX. Other Resources

A. <http://saferoutespartnership.org/resourcecenter/SRAM-Bicycling-Webinars/bike-fleets>

An online resource with a slideshow presentation and audio commentary prepared by the Safe Routes to School National Partnership. Discussion includes strategically funding, thoughtfully organizing, and systematically maintaining fleets of bicycles for use in the classroom.

B. http://saferoutespartnership.org/sites/default/files/pdf/TIP-SHEET4_high.pdf

A short overview about starting a fleet program, as presented by the National Safe Routes to School Partnership. A good introduction for those unfamiliar with bike fleet programs.

C. <http://saferoutespartnership.org/resources/webinar/liability-201>

An online resource with a slideshow presentation and audio commentary prepared by the Safe Routes to School National Partnership. Features a discussion of legal definitions and how these are applied in practice. Also features suggestions for active risk management relating to SRTS activities.

D. <http://publichealthlawcenter.org/webinar/safe-routes-school-srts-initiatives-and-liability-opportunities-perceptions-realities>

An online resource with a slideshow presentation and audio commentary prepared by the Public Health Law Center. Features a discussion of liability and risk management strategies relating to SRTS activities in the state of Minnesota.

E. <http://www.arrowheadplanning.org/mooselakesrts>

A community SRTS assessment from Moose Lake, MN, prepared by the Arrowhead Regional Development Commission. Includes an example of school district Bicycle and Walking Policy.

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Appendix 1

Sample Memorandum of Understanding

Sample MOU between the fleet owner and fleet user/s (e.g. one school district sharing with other districts), and fleet coordinator and fleet owner (e.g. local public health working with a school district to assemble a fleet that the district will own).

Memorandum of Understanding

Assumption of the Risk of Loss

Recipient assumes and shall bear all risk of loss and damage to the borrowed property from any and every cause whatsoever during the term of this loan. No loss or damage shall diminish Recipient's obligations under this agreement. In the event of loss or damage to borrowed property, BikeMN may, at its option; (a) apply any security deposit toward the loss or damage, (b) require Recipient to repair such damage or replace the property at Recipient's expense, (c) require Recipient to pay BikeMN the stipulated loss value of the property, and/or (d) charge Recipient for the value of lost/damaged items, such value hereby agreed to is:

\$800.00 for bicycle, \$25.00 for helmet. In the event of loss or damage cannot recouped by the recipient, BikeMN will require contracting party, [User's Organization], to repair such damage or replace the property at contracting party's expense.

Owner, BikeMN, will provide the following:

1. (40) bikes with helmets, delivered on site for event.
2. [Event details: Date, Time, Location]
3. Preventative safety checks on all equipment.
4. Trailer storage with locks for all equipment.
5. Instructions on basic usage of equipment.
6. Instructions on sizing adjustments for equipment.
7. Day-of-event contact information (primary and backup) for technical assistance.
8. Printed releases for participants to complete at event.

Contracting party, [Name of User's Organization], will provide the following:

1. Space to deliver, store, and utilize bikes.
2. Secure storage of equipment (locked indoors or in trailer) for duration of reservation.
3. Any necessary permits for space above.
4. Perform "ABC Quick Check" on all bikes prior to use.
5. Provide safety instruction using *Walk! Bike! Fun!* Curriculum to all participants.
6. Ensure proper helmet usage.
7. Instruct and assist with fit adjustments on bikes and helmets.
8. Provide supervision of equipment usage.
9. On-site contact name(s) and cell phone number(s) for day of event.

I have read, understand, and agree to the terms of the Contract and MOU.

Print Name: _____ Title: _____

Sign Name: _____ Date: _____

Company/Organization Name: _____

Appendix 2

Sample bike fleet check-out form

Using a procedure such as described in this sample form can serve as a checklist to ensure that vital information is shared. The check-list provides an accounting for all equipment used, and with the MOU helps to provide a common understanding for any issues related to the fleet. This can also be an opportunity to collect evaluation data on how the equipment is used.

Bike Fleet and Check-out Form

Organization Name: _____

Organization Type: ☐ School ☐ Community

Contact Person: _____

Contact Phone Number: _____

Date(s) Reserved: _____

Training Date: _____

Training Completed: ☐ Yes ☐ No

Date Memorandum of Understanding (MOU) Submitted: _____

Number of individuals using bikes: _____

Where will the bikes be used? _____

What will the bikes used for? (e.g. Physical Education Class, Community Bike Rodeo, Track Team Cross-training):

Additional Comments: _____

Equipment Checklist: Bikes # _____ Helmets # _____ Safety Vests # _____

Tools (list): _____

Other Equipment (Specify: e.g. traffic cones, signs, etc.): _____

Appendix 3

A. Detailed Maintenance Procedures

This section describes a procedure for completing detailed maintenance on the fleet bikes including any needed repairs. This maintenance should be performed on all bikes on a regular cycle – at least annually – and anytime it is indicated, as determined by check-in/check-out inspections and/or user's report. This maintenance should always be performed by a trained and experienced bicycle mechanic.

To begin, test ride the bicycle, shift through all gears, and test both brakes. Make sure both front and rear lights are working while front wheel is spinning. Notice any performance issues while riding.

1. **Wheels:** Lift front (or back) of the bicycle and spin front (or rear) wheel. Check for the wheel rubbing against the fender or frame, or any movement of the rim side to side. The wheel should spin freely for several full rotations before slowing to a stop. If the wheel moves side to side, determine if the cause is the wheel out of true or a loose hub.
 - a. **Wheel True:** With the wheel stopped, grip the tire and push the wheel side to side to feel if there is any play in the hub. If there is no movement side to side when the wheel is not spinning, the hub is not too loose. Next spin the wheel forward. If there is movement side to side as the wheel spins, the wheel is out of true. Squeeze each pair of spokes to test for loose or broken spokes.
 - b. **Hub:** With the wheel stopped, grip the tire and push the wheel side to side to feel if there is any play in the hub. If there is movement side to side when the wheel is not spinning, the hub is too loose. The hub can also be too tight. If the wheel does not spin freely, but halts itself before one or two full rotations, the hub may be too tight. Note: this can also be caused by the brake being over-tightened. To determine if this issue is caused by the hub or the brake, first disengage the brake cable tension. If the wheel still is slow to turn, the hub is too tight. Also notice any unusually loud clunking or knocking sounds coming from the hub, which can indicate a bearing issue.
 - c. **Air Pressure:** Squeeze front and back tires. Tires should be very firm. Set the nitrogen tank to 65 psi to fill each tire if they feel low. If a tire is completely low, bring back to shop for a flat tire repair.
2. **Brakes:** If there are no issues with the wheels to hinder rotation, the bike should roll forward smoothly with no feeling of drag on the wheel from the brakes. Brakes should be neither too tight nor too loose. When braking with both levers, the bike should come to a reasonably quick stop. If the brakes are too tight, the bike will either stop too quickly with too little pull from the brake lever, or the wheel will be unable to spin forward at all. If the brakes are too loose, the bike may stop too slowly or not at all. The brake lever should not be able to hit the handlebar grip when pulled, but should stop the bike with about 2 inches of space between the lever and the grip. Both levers should pull about the same distance.
3. **Shifting /Drivetrain:** While pedaling the bike, use the grip shift to transition through all gears. Check for a smooth transition and three distinct gear ratios. You should not feel the gear shift on its own or slip between gears while riding. Make sure the chain is set on the chainring, and not rubbing loudly against the chain guard. The chain tensioner should be effectively keeping excess slack out of the chain. If the freewheel does not move the wheel forward when pedaling, the gear may be stuck between gears and needs adjustment. Also check the condition of the chain: look for rust or still links which will cause the drivetrain to catch while pedaling.
4. **Headset and Bottom Bracket Bearings:** Test for play or over-tightening in the headset and bottom bracket. For the headset, the front of the bike should be able to turn side to side without binding (indicates too tight). Grip the handlebar and front fork and push side to side to test for play. For the bottom bracket, grip the cranks and push side to side to test for play.
5. **Condition of Parts and Accessories:** Check for missing grips, handlebar end caps, axle covers, and bell. Check the condition of the fender, tightness of fender stays in the frame, wheel skirt, seat, seat post collar, bell, and general frame. Clean and remove any graffiti, replace any broken or rusted parts. Handlebar and pedal bolts should be tight.
 - a. Keep truck equipped with repair tags, tools, and parts for on-street repairs.

Training for Specific Repairs

SEAT REPLACEMENT:

Replace seats with sun damage, rips, or un-removable graffiti.

Tools: Phillips screwdriver, hex wrench (4, 5, or 6 mm)

1. Remove old seat by loosening bolt under the seat clamp with size x security bit and ratchet.
2. Remove reflector and install it on the new seat using Phillips screwdriver.
3. Install new seat and securely tighten bolt under seat clamp with hex wrench (4, 5, or 6 mm).

SEAT POST COLLAR REPLACEMENT:

Replace collars that are too rusted to function properly or if the rubber washer is worn away.

Tools: Hex wrench (5 or 6 mm)

1. Remove entire collar by loosening the security bolt at the rear of the collar. Open and remove collar, replace new collar and tighten the same bolt.
2. To remove just the quick release skewer remove the security bolt at the end of the security bolt nut, using the hex wrench. Remove the quick release nut by hand and remove the entire skewer. Replace with new skewer and tighten both quick release nut and security bolt. The quick release lever should be able to compress backwards completely against the seat post by hand, with enough force to leave an impression in the palm of your hand. The seat post should not be able to move at all when the lever is compressed.

BRAKE ADJUSTMENT:

Tools: 10mm wrench

The roller brake is attached directly to the hub, and controlled by hand brake levers. Stopping power is transferred from the brake lever to the roller brake by the brake cable. The head of the cable is seated in the brake lever, the cable is routed through the housing, passes through the barrel adjuster, and the end of the cable is secured to the roller brake arm by the anchor nut. The cable tension dictates whether the brakes are too tight or too loose. The main cable tension is adjusted by allowing more or less slack in the cable with the anchor nut. The barrel adjuster allows for finer tuning of the cable tension, and is the easiest way to adjust the brakes on the street.

1. Make sure the cable is tightly secured in the anchor nut (10mm wrench), and housing/cable is generally undamaged and routed properly.
2. Loosen the locking nut on the barrel adjuster with a 10mm wrench to allow the barrel to turn by hand. If the cable tension is too tight (see notes about diagnosing brakes), allow more slack into the cable by turning the barrel adjuster clockwise, threading it into the brake arm. If the cable tension is too loose, tighten the cable by turning the barrel adjuster counter-clockwise, threading it out of the brake arm. Test the adjustment by spinning the wheel forward to make sure the brake is not too tight – it should spin freely without dragging. Pull the brake lever to make sure the tension is not too loose. Both front and back brake levers should feel the same when pulled. Lock the adjustment by tightening the lock nut on the barrel adjuster.
3. If you are not able to adjust the cable tension with the barrel adjuster because it is already threaded too tight or loose, you may have to completely release the cable tension by loosening the anchor nut. Adjust the barrel adjuster in or out as needed, then re-tighten the anchor nut before making tension adjustments with the barrel adjuster. Cable tension can only be adjusted and tested when the cable is secured by the anchor nut.

Training for Specific Repairs (Continued)

DRIVETRAIN ADJUSTMENT:

Tools: Hex wrenches (4, 5, and 6 mm)

10mm wrench

The drivetrain consists of several components, including: (a) derailleurs, (b) crankset, (c) bottom bracket, (d) chain, (e) cassette or freewheel, aka “cogs”, and (f) shift cables. Each of these components needs to be in good operating condition and adjustment for the drivetrain system to properly function.

1. Visually inspect the drivetrain system, looking for obviously cracked or broken components.
2. Check bottom bracket adjustment. Hold one crankarm and attempt to move the arm in-and-out against the bicycle frame. If you can detect movement, the bottom bracket should be tightened or replaced before riding. Spin the cranks forward and backward (this is best done with the chain removed from the chainrings). If there is excessive resistance preventing the cranks from spinning easily, the bottom bracket should be cleaned, loosened, or replaced.
3. Check that the drivetrain components move freely. With the rear wheel off the ground, pedal forward. The chain should cycle smoothly with no excessive noise or rubbing. (Note that if the gears were shifted when the cranks were not in motion, the first pedaling strokes might result in gear shifts.)
4. Check that the limit screws for front and rear derailleurs are properly set. Both derailleurs will have two screws marked for “High” and “Low” limits, which adjusts the range of motion available to the derailleurs. The limit screws should allow the chain to reach all gears without allowing the derailleur to move the chain past the highest or lowest gears.
5. Check the cable tension of shifter. Shift the rear shifter to the smallest cog. While pedaling forward with rear wheel off the ground, shift one gear and observe that the rear derailleur moves the chain to the next largest cog. When cable tension is properly set, each shift of the shifter will move the chain one gear (must be pedaling). The rate of change should be even when shifting to either larger or smaller cogs. If the shift does not move the chain, more cable tension is needed – twist the barrel adjuster on shifter or derailleur counter-clockwise by small increments. If the shift moves the chain more than one gear or results in rubbing (from the derailleur attempting to move the chain to a gear other than the one intended), there is too much cable tension – twist the barrel adjuster on shifter or derailleur clockwise. After making an adjustment, return the chain/shifter to the smallest cog and repeat.

Other Resources:

<http://www.parktool.com/blog/repair-help/rear-derailleur-adjustment>

<http://www.parktool.com/blog/repair-help/front-derailleur-adjustment>

Training for Specific Repairs (Continued)

FLAT TIRE:

Tools: security bit set, ratchet with security axle nut socket, end cap remover, 10mm wrench, tire levers.

Remove and replace the rear wheel

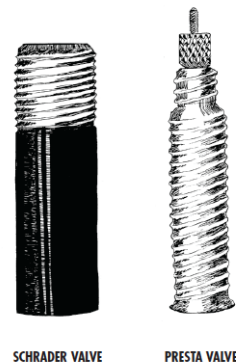
1. Open the quick release and loosen it at least three full turns. Use a crescent or box/openend wrench for wheels without quick releases. Loosen the nut sufficiently to allow wheel removal. It may help to shift into the smallest gear, which releases tension on the chain and provides a reference point when replacing the wheel.
2. Taking care to pull the derailleur back, pop the wheel free, and guide the chain off the gears and away from the axle.
3. Replace the wheel by reversing the procedure. Rear wheels can only be replaced one way. If replacing a front wheel, make sure the quick release is on the left side of the bicycle. (Compare with the rear wheel.)
4. Adjust the quick-release tension by tightening the knob on the other side of the clamp. Correct tension is achieved when the clamp leaves a slight impression in your palm when closed.
5. Visually check that the wheel is centered in the frame and brake calipers. If not, open the quick release and gently push the wheel into the center while closing the clamp again.

Fix a flat tire by following these steps:

1. Remove the rear wheel as described.
2. Remove any remaining air in the tire.
3. Starting at the valve stem, slip the flat end of the tire lever over the rim and under the bead. The end of the lever should be between the inside of the tire and tube. Clip the lever on one of the spokes. Insert another tire lever a few inches away (clockwise) in the same manner.
4. Slide this lever away from the valve stem and carefully around the edge of the rim (clockwise), guiding the bead up and over the wheel rim. After a few more inches, the bead should easily slide up and over.
5. Continue until the bead on one side of the tire is completely off the rim. This is enough to gain access to the tube and tire.
6. Pulling the tire aside, push the valve stem through the wheel and remove the tube, taking care to not lose the reference point of where the tube was installed in the tire.
7. Make a visual inspection of the tire. Look for punctures, holes, cuts, or debris inside the tire. If any are found, turn the tire inside out and carefully probe the area. If the foreign object is still embedded, remove it. Avoid sweeping the inside of the tire with your fingers, as any object still embedded can cause severe injury. If there is no apparent damage to the tire, turn your attention to the tube.
8. Find the hole by filling the tube with air. Its location, for most purposes, will tell you why it went flat.

Installing the new tube:

1. Unwrap the new tube and add just enough air to “round it out,” so the tube has enough air in it to hold its shape, but not so firm its difficult to manipulate. Do not overinflate!
2. Dust a very small amount of baby powder all around the inside of the tire.
3. Line the valve stem up with the hole in the rim. Pull the tire aside and insert the valve stem down into the rim. Put the valve cap on (Schrader) or screw the washer on loosely (Presta).
4. Carefully, working clockwise, tuck the tube up over the rim and into the tire. Keep the valve stem straight (ninety-degree angle to the rim). If you need to let some air out, go ahead. Take your time!



SCHRADER VALVE

PRESTA VALVE

B. Sample Bicycle Repair Checklist

Sample bike maintenance report form. A form such as the following example can be used by fleet managers to identify and communicate known maintenance issues on any of the fleet bikes. It can also serve as a detailed checklist for deep maintenance cycles.

<u>Bicycle Repair Checklist</u>			
Make _____	Model _____	Type _____	Color _____
Serial Numbers _____		Date _____	
Inspected by _____		Bike Mechanic _____	
☐ <u>Frame & Fork</u> ○ Inspect for dents, cracks, bends & structurally compromising rust ☐ <u>Bottom Bracket, Cranks, & Pedals</u> ○ Disassemble, clean, inspect, replace damaged parts, re-assemble ○ Check & adjust bracket, crank and pedal: rotation and side play ○ Check cranks, chain rings for teeth condition, true and secure. ☐ <u>Front Hub</u> ○ Disassemble, clean, inspect, replace damaged parts, re-assemble ○ Check & adjust free rotation and bearing play ☐ <u>Rear Hub</u> ○ Disassemble, clean, inspect, replace damaged parts, re-assemble ○ Check & adjust free rotation and bearing play ☐ <u>Freewheel or Cassette</u> ○ Clean, inspect - Check ratchet & bearing play, install spoke protector ☐ <u>Headset</u> ○ Disassemble, clean, inspect, replace damaged parts, re-assemble ○ Check & adjust free rotation and bearing play ☐ <u>Front Rim & Tire</u> ○ Check rim for dents and true wheel – centered & secure in dropout ○ Check spokes – too loose, too tight, missing, bent, or broken ○ Check tire wear, inflation, seating, valve stem angle & cap ☐ <u>Rear Rim & Tire</u> ○ Check rim for dents and true wheel - centered & secure in dropout ○ Check spokes - too loose, too tight, missing, bent, or broken ○ Check tire wear, inflation, seating, valve stem angle & cap ☐ <u>Front Brakes</u> ○ Cables & Housings –wear, rust, bends, caps, ferrules, fraying ○ Cables - lubricate, stretch/seat & readjust ○ Check caliper for secure and centered mounting ○ Adjust brake pads (position & clearance) – Check wear ☐ <u>Rear Brakes</u> ○ Cables & Housings –wear, rust, bends, caps, ferrules, fraying. ○ Cables - lubricate, stretch/seat & readjust ○ Check caliper for secure and centered mounting ○ Adjust brake pads (position & clearance) – Check wear ☐ <u>Chain</u> ○ Clean, measure length, link tightness, twists, bends, sprocket compatibility - lubricate ☐ <u>Front Derailleur & Cable</u> ○ Cables & housings –wear, rust, bends, caps, ferrules, compatibility ○ Clean, inspect, & adjust derailleur - lubricate ☐ <u>Rear Derailleur & Cable</u> ○ Cables & housings –wear, rust, bends, caps, ferrules, compatibility ○ Clean, inspect, & adjust derailleur - lubricate ☐ <u>Handlebars, Stem, Grips, & Levers</u> ○ Levers correct angle – securely fastened ○ Handlebars & Stem – securely fastened ☐ <u>Seat & Seat Post</u> – position, height, fastened, post greased ☐ <u>Reflectors</u> – silver front, red rear, and silver wheel spokes			

Credit: Community Bicycle Center, Biddeford, ME

Appendix 4

Sample protocol for reserving the fleet.

A form like this can be useful for scheduling and coordinating fleet requests and reservations.

ISD #544 Bike Fleet Reservation Protocol

Fergus Falls Public Schools has received a bike fleet consisting of 40 bikes, bike helmets, maintenance equipment, and a trailer from PartnerSHIP 4 Health. This fleet is for both school and community use.

ISD 544 teachers and coaches may use the bike fleet for classroom and/or extracurricular activities. Community Groups will be allowed to rent the fleet for a modest fee after signing a liability agreement. Private parties are not allowed to reserve the bike fleet.

Those interested in reserving the bike fleet must:

- Contact the superintendent/business manager for approval
 - Phone: XXX-XXX-XXXX
 - Email: xxxxx@fergusotters.org or xxxxx@fergusotters.org
 - Mailing Address: ISD 544, 601 Randolph Ave, Fergus Falls
- Schedule training, pick-up, and return dates and times
- Be at least 21 years of age if moving the trailer from school grounds
- Have the following if moving the trailer from school grounds:
 - A 2-5/16" ball for the hitch
 - A half-ton or larger vehicle
 - Current Driver's License
 - Proof of Insurance
- Community Group - Additional Requirements:
 - Deposit: \$100 (if there are no damages, this deposit will be returned)
 - Daily Fee: \$50 (separate check)
 - Checks must be made payable to ISD 544
 - Signed Joint Use Agreement submitted prior to use of the fleet

[illegible]

Appendix 5

State Contract Instructions

This Appendix describes the conditions and contract information by which eligible parties can purchase equipment at rates pre-negotiated by the state of MN. Governmental agencies or organizations and most nonprofits will be eligible.

The Minn. Stat. § 16C.03, subd.10, allows eligible entities to purchase goods, certain services and utilities from contracts established by the Materials Management Division (MMD) for Minnesota state agencies. MMD contracts with vendors to provide goods, services and utilities to state agencies. This program creates a legal relationship so that eligible governmental entities can use these contracts just like state agencies. Minnesota Statutes § 471.59, subd. 1, known as the Joint Powers Act, defines the governmental entities that may join the CPV program. They include counties, cities, towns, townships, and school districts, as well as other entities. Minn. Stat. § 16C.105 adds certain tax-exempt, non-profit entities and charitable organizations to the list of entities eligible to use these contracts. Legislation passed in the 2009 Legislative Session encourages all municipalities defined in Minn. Stat. § 471.345 to utilize the state's contracts available under the Cooperative Purchasing Venture.

List of state contracts from Materials Management Division:

<http://www.mmd.admin.state.mn.us/coop.htm>

Trailers

Trailer Contract Release T-603 changes every 12 months and the options to purchase trailers are contingent upon CPV membership. 'CPV' members have a designated procurement person in their organization to access the most current Contract Release and to process their Purchase Order. Check with your administrators for eligibility.

Entities needing trailers and not currently a CPV member may apply for CPV membership by following the membership application process at: <http://www.mmd.admin.state.mn.us/cpv2.htm>

Trailer supplier: Information on State Contract T-603 (Trailers)

TRAILER SUPPLIER:

ACE Trailer Sales
12090 Margo Ave S
Hastings, MN 55033
contact: Marc
ph# (952) 445-7043 email: Marc@acetrailersales.com

BIKE RACK SUPPLIER:

Saris Cycling Group
5253 Verona Rd
Fitchburg, WI 53711
contact: Emelye Sturges
ph# (608) 729-6154 email: esturges@saris.com

It is possible for ACE Trailer to perform the installation of the Saris rack system in the trailer. When ordering the trailer, be sure to request this option. When ordering the rack system, ask to have the order delivered directly to ACE if you choose for them to do installation.

Appendix 6

Sample Liability Insurance Policy

CERTIFICATE OF LIABILITY INSURANCE						DATE (MM/DD/YYYY) 8/9/2012															
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).																					
PRODUCER 				CONTACT NAME: _____ PHONE (A/C No. Ext): _____ FAX (A/C. No): _____ E-MAIL ADDRESS: _____ ADDRESS: _____																	
INSURED 				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">INSURER(S) AFFORDING COVERAGE</th> <th style="width: 20%;">NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : ABC Ins Co</td> <td></td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>				INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : ABC Ins Co		INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :	
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INSURER C :																					
INSURER D :																					
INSURER E :																					
INSURER F :																					
COVERAGES CERTIFICATE NUMBER: 12/13 Master REVISION NUMBER: THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.																					
INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS														
A	GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER ☒ POLICY ☐ PRO-JECT ☐ LOC			A1234	8/16/2012	8/16/2013	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPROP AGG \$ 2,000,000														
A	AUTOMOBILE LIABILITY ☒ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Uninsured motorist combined \$														
	UMBRELLA LIAB EXCESS LIAB DED: RETENTION \$ WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE/OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			C03167229			EACH OCCURRENCE \$ AGGREGATE \$ E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$														
A	Rented/Leased Equipment			A1234	8/16/2012	08/16/2013	Limit: 50,000 ded: 500 example limit and ded.														
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required) Certificate holder is included as loss payee with respect to leased/rented equipment.																					
CERTIFICATE HOLDER 				CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE																	

Appendix 7

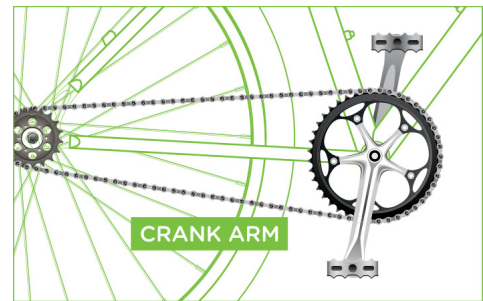
“ABC Quick Check”

A: stands for Air

Check tire pressure: squeeze front and back tires. They should be firm, not soft or squishy. If a tire does not have the appropriate amount of air in it, it could damage the tire and you may get a flat or in a crash. Tires should be inflated to a rated pressure printed on the sidewall (pounds/square inch, or PSI) of the tire. Check for damage to the sidewalls and tread. Damage to the sidewall is common if the brakes are not adjusted properly. If the fabric of the tire shows below the surface, replace the tire immediately and do not go for a ride.

B: Stands for brakes

Check the brakes. Squeeze the brake levers. There should be a finger width between the handle bar and brake lever. Hold down the brakes and try to move the bike back and forth. If it doesn't roll, you are good. Look closely at the brake pads. The brakes are positioned properly when the pads are parallel to and aligned with the side of the rim, not rubbing on the tire.



C: Stands for Chain and Crank Set

Look at the chain—it shouldn't be rusty or orange but instead have a light coat of oil on it. Also, check that the chain fits snugly and is not kinked. If the chain appears too loose or drooping, it may need adjustment. Do not ride a bike with a loose chain.

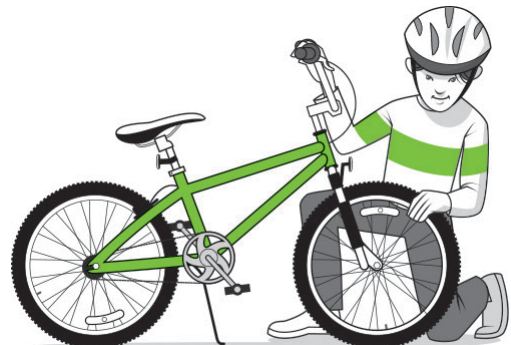
Check the crank set. The crank set consists of the bottom bracket, crank arms, pedals and chain rings. Take the left and right crank arms in your hands and attempt to move them sideways. If both cranks move side to side, you have a problem. If only one moves, one crank arm is loose and must be tightened before riding the bike.

Quick: Stands for QUICK Release or bolts

The quick release (QR) lever is located on the hub and when closed, acts like a clamp to hold the wheel in place. Some bikes don't have a quick release but have nuts on each end that also should be tight. Before going on a ride, check the quick release or bolts to make sure they are tight enough to hold the wheel in place. If the QR lever leaves a slight imprint in our hand when you try and close it, it is tightened properly. When closed, the QR lever should not overlap the frame or fork, so it is accessible to open.

Check: Stands for CHECK

Check the bike. Lift the bike a couple inches off the ground and carefully let it go while listening for any unusual rattles or sounds. Then ride the bike slowly for a short distance to check that the bike is working properly.



Appendix 8

Bicycle Lease/Rental Waiver

Recipient Agrees to Indemnify, Hold Harmless and Disclaim Warranties Against BikeMN and [Name of User Organization]

For and in consideration of the loan of property to Recipient, Recipient does hereby release, acquit, and forever discharge the Bicycle Alliance of Minnesota (henceforth known as “BikeMN”) and [Name of User Organization] from any and all claims or causes of action of any kind whatsoever, at common law, statutory or otherwise, which the undersigned Recipient has or might have, known or unknown, now existing or that might arise hereafter, directly or indirectly attributable to the above described agreement or Recipient’s use, possession, operation and return of the loaned property, it being intended to release all claims of any kind which the undersigned Recipient might have or might hereafter acquire against those hereby released.

Bicycle Rider Assumption of the Risk of Loss

Recipient assumes and shall bear all risk of loss and damage to the borrowed property from any and every cause whatsoever during the term of this loan. No loss or damage shall diminish Recipient’s obligations under this agreement. In the event of loss or damage to borrowed property, BikeMN may, at its option; (a) apply any security deposit toward the loss or damage, (b) require Recipient to repair such damage or replace the property at Recipient’s expense, (c) require Recipient to pay BikeMN the stipulated loss value of the property, and/or (d) charge Recipient for the value of lost/damaged items, such value hereby agreed to is: \$800.00 for bicycle, \$25.00 for helmet.

Bicycle Rider Injury Indemnification

In consideration of the services of BikeMN and [Name of User Organization] their agents, owners, officers, volunteers, participants, employees, and all other persons or entities acting in any capacity on their behalf, I hereby agree to release, indemnify, and discharge BikeMN and [Name of User Organization], on behalf of myself, my children, my parents, my heirs, assigns, personal representative and estate as follows:

1. I acknowledge that bicycling entails known and unanticipated risks which could result in physical or emotional injury, paralysis, death, or damage to myself, to property, or to third parties. I understand that such risks simply cannot be eliminated without jeopardizing the essential qualities of the activity.
2. I expressly agree and promise to accept and assume all of the risks existing in this activity. My participation in this activity is purely voluntary, and I elect to participate in spite of the risks.
3. I hereby voluntarily release, forever discharge, and agree to indemnify and hold harmless BikeMN and [Name of User Organization] from any and all claims, demands, or causes of action, which are in any way connected with my participation in this activity or my use of BikeMN, [Name of User Organization] equipment or facilities, including any such Claims which allege negligent acts or omissions of BikeMN [Name of User Organization].
4. Should BikeMN and [Name of User Organization] or anyone acting on their behalf be required to incur attorney’s fees and costs to enforce this agreement, I agree to indemnify and hold them harmless for all such fees and costs.
5. I certify that I have adequate insurance to cover any injury or damage I may cause or suffer while participating, or else I agree to bear the costs of such injury or damage myself. I further certify that I have no medical or physical conditions which could interfere with my safety in this activity, or else I am willing to assume - and bear the costs of -- all risks that may be created, directly or indirectly, by any such condition.
6. In the event that I file a lawsuit against BikeMN and [Name of User Organization], I agree to do so solely in the state of Minnesota, and I further agree that the substantive law of that state shall apply in that action without regard to the conflict of law rules of that state. I agree that if any portion of this agreement is found to be void or unenforceable, the remaining portions shall remain in full force and effect.

By signing this document, I acknowledge that if anyone is hurt or property is damaged during my participation in this activity, I may be found by a court of law to have waived my right to maintain a lawsuit against BikeMN and [Name of User Organization] on the basis of any claim from which I have released them herein. I have had sufficient opportunity to read this entire document. I have read and understood it, and I agree to be bound by its terms.

Signature of Participant: _____ Date: _____

Print Name: _____

Street Address: _____

City/State/Zip: _____

E-Mail: _____ Phone: _____

BikeMN, PO Box 5078, Saint Paul, MN 55101; info@bikemn.org; www.bikemn.org

Office Use Only:

Return Date: _____ Bike Number: _____ Equipment Damaged: ____Yes ____ No Needs Maintenance: ____Yes ____ No

If yes, briefly explain: _____

Appendix 9

Fleet Check-in and Usage Report

Please complete this report when you are finished using the fleet.

Location [city/ zip] _____

Program Name _____

Number of Students Served _____

Date(s) of Program _____

Length of on-bike use [approximate to quarter hours; e.g. 1.75 hrs] _____

Learning Objectives covered:

- _____ Helmet Safety
- _____ ABC Check
- _____ Rules of the Road [straight line, two abreast, following traffic signals]
- _____ Start/ Stop [power pedal/ using brakes]
- _____ Scan/ Signal/ Turn
- _____ Riding on bike paths with intersection crossing practice
- _____ Riding on streets with intersections turning practice
- Other: _____

Please ensure the following are completed before leaving the Bike Fleet:

- _____ Trailer keys are accounted for and placed in key box
- _____ All wood blocks for wheel chocks and trailer jack are accounted for
- _____ Bikes are hung on storage racks- no loose bikes in the trailer allowed unless tied down
- _____ Bikes that are not operational are marked with caution tape and issue is noted on the bike

The following equipment is accounted for and put away:

- _____ Pumps
- _____ Helmets
- _____ Tools and toolbox
- _____ Cones and supplies

Incident Reporting:

_____ Crashes [Y/N]

If yes please describe _____

_____ Injuries [Y/N]

If yes please describe _____

_____ Bicycle Damage [Y/N]

If yes please describe _____

Bike Fleet

Program Ideas

Fridley Community Services Department



Introduction

Fridley Community Services Department

The following is a list of program ideas and future vision the Community Services Department has for a mobile fleet of bicycles. This document will outline program ideas from both Fridley Recreation and Springbrook Nature Center Divisions with the purpose of conveying intended usage.

The bike fleet is an amazing opportunity for not only the city of Fridley but the greater Fridley area, there will be opportunity to partner with organizations (to enhance the quality and quantity of programs) such as:

- Other recreation departments (Spring Lake Park, Columbia Heights, Blaine, New Brighton)
- Fridley Historical Society
- Bike MN
- Elementary schools
- Boy/girl Scouts troops
- Local Bike shops
- Sport Shops
- Trainers / coaches in the Fridley Area
- Watershed Districts
- North Suburban Center for the Arts.

The Community Services Department has assessed age demographics for services and programs and found that improvement can be made in serving teenage demographics. A bike fleet will allow the Department to provide enhanced programming for teenage participants. Fridley Recreation perceives this bike fleet as an opportunity to take its first major steps into providing action sports and outdoor exploration programming to the public. Springbrook Nature Center sees this bike fleet as an opportunity to expand summer camp programming to teen audiences and to utilize the bike fleet to aid in completing their mission of cultivating connections between people and nature in a unique way.

The programs listed below are examples of how each division envisions utilizing the bike fleet and is not intended as an exhaustive list.

Fridley Recreation:

Program Ideas (Kindergarten – 5th Grade)

Bike City

Create a 'city' on the hard surfaced hockey rinks for little bikes, trikes, and balance bikes to be used. Locker system for storage.



Biking in 49ers/Parades

To advertise the fleet to get more attention, we can have kids ride the bikes in the parade.

- Kids love being part of a parade and people love seeing kids smiling ear to ear riding bikes. This will not only be a feel-good moment, but it provides the bike fleet with public marketing, brings attention to the program and what we can offer all ages!

Summer Rocks – Events / Field Trips

Fridley Parks and Rec hosts a summer camp that could greatly use these bikes. Firstly, every Wednesday we go on field trips and having bikes would expand our options. We also have classes every morning for certain age groups, a bike class would fit in great.

Program Ideas (Middle School Aged)

How to Bike on the Road

This is an informational class that teaches students about the proper way to bike on the road.

- Signaling
- Proper equipment to have
- Precautions

Biking to School

This is a meeting that can be held in afterschool programs. Provides a fun opportunity to learn about the best way to ride your bike to school. Can set up biking groups for kids to ride to school and back with their friends.

Trip to Bike Parks – Create a Fridley Bike Playground

Carver Lake Park has a great bike park that would be perfect to take kids to, this is a step toward downhill mountain biking. In the future, it would be a goal of ours to create a bike playground in the City of Fridley.



After-school adventures – Bike rides

Simple as it sounds, leading bike rides around Fridley, discovering and showing new areas to local kids! This can be expanded to the greater Fridley area as well. We could also take clubs out, like the boy scouts and girl scouts.

Program Ideas (Highschool Aged)

Bike Club

Minnesota is home to some of the best trail systems in the Midwest. Some close, some far away from the Twin Cities. A high school bike club would be a great opportunity to showcase these areas to kids that might never get the chance to experience it. It could be a range from afterschool trips to more local places, to day trips for more further places.

Mountain Biking

This could also double as an adult class. Here you'll learn shifting, braking, body position, basic safety, and trail etiquette on a closed skills course, and then hit the trails for a group ride. Small group sizes and experienced instructors will ensure you leave the program with the skills you need to ride the trails on your own. We will be able to transport groups to mountain biking areas all over MN.

[I Can Mountain Bike! | Minnesota DNR \(state.mn.us\)](https://state.mn.us/dnr/activities/mountain-biking/)

Competitive Biking

This would be a training program for kids that want to take their biking to the next level. Fridley Parks and Recreation could hire a trainer/coach for kids that want to compete in races. We could help the kids find race opportunities using our bikes and try to get local shops to sponsor the "club".

Program Ideas (Adults)

Bike Tour of Fridley

A high-level bike ride for adults, take them on the beautiful paths that are in Fridley

- Rice Creek
- Mississippi River trail

The bike tours can come in different forms as well. We can bike to parks such as Innsbruck and Springbrook and walk around those parks (and others). We could also visit different businesses and have discounts/free items from them.

Intro to Bike Camping

Minnesota's regional trail system offers great opportunities for bike-friendly camping. Having a portable fleet, we can head out for an overnight adventure. Campgrounds with reservations are available at regional areas like Baker, Lake Auburn and Cleary Lake campgrounds.

- Planned routes to take
 - Where to camp and how to reserve it
 - Bike camping etiquette
- How to set up your bike

Bike Together, Explore Together

Essentially a bike club for adults, each week, they would go to a different park and complete a bike ride. It would be all forms of riding, gravel, road, path, downhill, etc. This could as double as a social club, were they meet after/before the bike ride to talk.

Fridley Forward 50K

Fridley Parks and Recreation has a virtual event called the Fridley 50K. Having the bike fleet would be a great opportunity to offer a chance to complete some of these miles with a bike.

Program Ideas (Family/all ages)

Bike Tour of Fridley with the History Society

This would be a paired activity with the Fridley Historic Society. We would take families around the city of Fridley and talk about Fridley's History.

Rec N Roll Events

This program is designed for serving/providing a recreational service to areas/demographics that might not be that engaged/aware/capable of Fridley's recreation programs. This is mobile recreation for the public. With the bike fleet we would have the possibility of engaging under privilege areas with the opportunity of introducing, learning, and experiencing everything that relates to biking.

- Biking safely around Fridley
- Biking 101
- Open Biking

Bike Safety/Education in cooperation with BikeMN

This would be a paired activity with BikeMN. They have lots of education programs for all ages and even offer teaching classes to have a recreation staff become an instructor.

- MN Bike Laws
- People Friendly Driver
- Courses for Individuals
- Trainings for Communities & Businesses
- School Based Education

Not only can we pair with BikeMN, but we can also use them as a resource for other items. Such as directing others to their classes that we can't offer (fat tire biking, etc).

Springbrook Nature Center

Program Ideas: ages 10-15

Adventure Camp

Campers will go beyond the bounds of Springbrook Nature Center with bike trips, fishing, canoeing, and climbing. Campers aged 10-14.

Bike Camp

Campers will use bicycles to get mobile! Take trips to nearby Coon Rapids Dam Regional Park for on and off-bike adventures, learn bike safety and increase their bicycling skills. Campers aged 10-12.

Bike Skills Program

All campers will learn bike safety, etiquette, and the skills to be safe and successful commuters. Instructors will go over traffic laws and basic maintenance. Campers aged 10-15.

Bike, Launch, Tinker Camp

Campers will study simple machines throughout the camp week, employing them to launch rockets, ride bikes, build forts, catch fish, paddle, and more.

Bike to Camp

A neighborhood-based camp. Don't have a ride to camp? No problem, we'll bring our bike fleet to you and ride to and from camp together. Campers aged 10-12.

Bike GPS

Take Geocaching to a whole new scale! Search for geocaches along our route to increase navigation, teamwork, and bicycling skills! Ages 10-Adult.

Fridley Ecotour

Tour some of Fridley's best ecosystems by bike! Participants will start at Sand Dunes Natural History area to explore dry prairies, then head to Riverview Heights to check out the Mississippi and its associated riparian forest, and finally, end at Springbrook Nature Center to explore oak savannas. Ages 12- Adult.

Adult Programs

Phenology by bike Series

Bike through several habitats starting at Locke Regional Park and ending at Springbrook Nature Center and track the phenology of the habitats contained within.

Pedal and Paint.

In partnership with North Suburban Center for the Arts, participants will meet at a designated location and bike to a painting location, gathering inspiration along the way.

Watershed Tour

Participants will tour Parts of the Coon Creek watershed, experiencing firsthand where their water flows. In partnership with Coon Creek Watershed District.

Progressive Bike Tour

A rolling multi-course picnic, enjoy appetizers at Moore Lake, have a picnic in an oak savannah at Springbrook, and finish with dessert watching the Mississippi at Riverview Heights. Foods will be inspired by local flora and fauna.

Birding by Bike

Get to all the best birding spots in one class! Increasing our mobility will allow the class the opportunity to observe a wide range of bird species and habitats. Ages 15-Adult.



AGENDA REPORT

Meeting Date: February 7, 2022

Meeting Type: Parks and Recreation Commission

Submitted By: Margo Numedahl, Recreation Division Manager

Title

Fridley Parks and Recreation Division Report

Background

Attached are highlights from the Recreation Division from January 2022.

Financial Impact

None.

Recommendation

None

Attachments and Other Resources

- Recreation Division Highlights: January 2022

Vision Statement

We believe Fridley will be a safe, vibrant, friendly and stable home for families and businesses.



HIGHLIGHTS

Recreation Division: January 2022

Winter Programs

Session one of Winter programs began in the end of January. Below is an updated list of January-February programs and participation numbers. We believe the low registration numbers for in-person youth classes is due to the rise in COVID-19 cases, as well as the elementary schools returning to remote learning.

PRESCHOOL & ELEMENTARY

Games Galore (2 classes)	8
Art Classes (4 classes) - cancelled	3
Sports of all Sorts (2 classes) – cancelled	4

ADULT FITNESS & ATHLETICS

Zumba (2 classes)	18
Aqua Zumba	11
Pickleball Skills & Drills (5– Fridley; 5 – SLP)	10
Indoor Volleyball (2 leagues; 1 co-rec – Fridley, 8 co-rec – SLP, 5+ free agents)	1 team

ALL AGES

ROX Box – Fighting the Winter Blues	8
Winterfest Intro to Ice Fishing	30

Parks and Recreation Brochure

The team has completed the content for the March-April brochure, and it is currently being edited with our designer. This edition will also highlight summer programs. We look forward to offering a few new and innovative programs, including a Spring Event, pickleball court reservations, and more.



Winter Lights Contest Analytics

The Winter Lights tour was well received, gaining a total of 124 likes and 50 shares on Facebook! The Recreation team was able to quantify the impact and success of this program by gathering analytics from a variety of sources. By working with the Fridley Marketing division and GIS, we were able to compile the following information from the City Website and QR code scans from the Winter Lights Map that was created:

- 1,225 page views
- 929 different people visiting the page
- 456 different scans to the google maps route
- 297 different scans to the GIS webapp



This data was collected from the Fridley Parks and Recreation Special Events page between the dates of December 13 – January 2 and the QR code generator used by GIS.

Winter Break Field Trips

The 2021 winter field trips were jam-packed with adventure and fun interactions for kids on winter break! Fridley Parks and Recreation in collaboration with Spring Lake Park, hosted two field trips just before the New Year.

On December 28th we supervised a group of 18 kids on a trip to Grand Slam. The first half of the day was filled with mini golf, laser tag, bumper cars, and a ninja course. We then returned to Hayes Gym and played high action games! The fun never stopped!



On December 30th we visited the Loppet Foundation Tubing Hill at Theodore Wirth Park with 18 enthusiastic participants, where we had a BLAST tubing the hills! After that, we continued the fun by participating in a variety of winter activities like ice skating and snow games.

These trips provided an environment that gave kids an opportunity to have a fun new experience. Not only were they smiling ear to ear going down the hill or when bumping bumper cars together, the participants got to experience all the excitement in a socially engaging atmosphere and created memories with new and old friends!

WinterFest

WinterFest was held during the week of January 17 – 22, with the culmination event at Springbrook Nature Center. The weeklong event kicked off with Ice Fishing at Moore Lake, 30 people joined our instructor, Evan Griggs with Fishing for All, to learn all about the safety and fun of ice fishing. The activity was enjoyed by ages 8 to 76, and multiple participants got to experience the excitement of reeling in a fish!



Throughout the week, participants enjoyed racking up points with the Winterfest Passport. Events such as ice skating, sledding, cross country skiing, snowshoeing, take-and-make crafts, and hockey shot contest were available at 13 different park locations. In addition, we partnered with Anoka County Transit to host a Winter Biking Webinar that enlightened 36 participants on winter gear, safety and more! Those that reached 150 points received a fun prize!

The sun came out on Saturday and from 11:00 a.m. – 2:00 p.m. a large crowd joined us at Springbrook for a fun celebration of winter. We estimate that 400-450 people came through to enjoy the many activities including: snow painting, snowshoeing, story walk, snowball launching, kick-sledding, forest bathing walks, campfires, photo ops, Zumba, K9 Demo and the always popular medallion hunt.

This event would not be possible without our many volunteers and partners. A huge thank you to the Fridley Lions that helped sponsor the event as well as brought out a crew of volunteers to help with the bonfire and concession area. In addition, we had a 10 student and adult volunteers that help with the event. The following groups joined us to provide an activity and information about their organizations: Fridley Environmental Planning, Fridley Public Safety, Anoka County Transit, Anoka County Parks, North Suburban Center for the Arts, 49er Days Committee, Coon Creek Watershed District, Fridley ECFE, Anoka County Library Mississippi Branch, Fridley Boy Scouts, Motz Forest Bathing Experiences, and Cool 2 B Kind. We also enjoyed the Rustic Chef food truck, locally owned by Fridley residents.

It was a blast for the Springbrook and Recreation staff to put on WinterFest in-person this year! Although the weather was chilly, the crowd was warm and positive! The

community came together and really enjoyed all that winter has to offer here in Fridley's parks.





AGENDA REPORT

Meeting Date: February 7, 2022

Meeting Type: Parks and Recreation Commission

Submitted By: Tara Rogness, Springbrook Nature Center Manager

Title

Springbrook Nature Center Report

Background

Attached is the January 2022 update from Springbrook Nature Center

Financial Impact

None.

Recommendation

None

Attachments and Other Resources

- Springbrook Nature Center January 2022 Update

Vision Statement

We believe Fridley will be a safe, vibrant, friendly and stable home for families and businesses.

Springbrook Nature Center

Park & Rec Commission Report

Item 4.

January Highlights

- Naturalists have been teaching Stevenson and Hayes third graders about Growth, Survival and Reproduction. They've dressed up students in costumes highlighting their adaptations (Wolf, Crayfish, Red Osier Dogwood, and Cattail) and how they help organisms to grow, survive and reproduce. Third graders will also get to snowshoe at Springbrook (weather permitting) and have learned about inherited and acquired traits through games and art activities.
- Playful Polliwogs (parent-preschool child classes) have been snowshoeing and learning to be cozy outside in the winter.
- Interpretive Program Coordinators, Dina Cyrus and Cody Rossetti are in the process of hiring seasonal naturalist staff. We hope to have new staff starting early next month.
-



Upcoming this Winter

- Snowshoes are now available for rent as long as the snowpack holds. For just \$5 per pair, you can float over snowdrifts and explore new and different areas of Springbrook.
- Mark your calendars for Winterfest! This year's event will be held at Springbrook Nature Center on Saturday, January 22nd from 11am – 2 pm.
- Mark your calendars for the start of summer camp registration! Beginning on January 31st, you can register children ages 5-14 for our outstanding summer camp program. Camp runs weekly from June 13th through August 19th.
- Junior Leaders are back! Do you know a teenager between the ages of 13 and 18 who likes to hang out with kids outside? We are looking for youth to volunteer a week at a time to help with the summer camp program. More information can be found on our website: www.springbrooknaturecenter.org



Grants

- Springbrook is working with the Recreation division on an Anoka County SHIP grant. We are excited to be looking at purchasing a fleet of bikes that will be utilized in all kinds of innovative programming across both divisions.



AGENDA REPORT

Meeting Date: February 7, 2022

Meeting Type: Parks and Recreation Commission

Submitted By: Jeff Jensen, Operations Manager – Streets, Parks, and Facilities

Title

Park Maintenance and Construction Report

Background

Attached is the Park Maintenance and Construction report for January 2022.

Financial Impact

None.

Recommendation

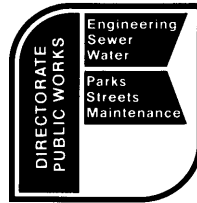
None.

Attachments and Other Resources

- Park Maintenance Report January 2022

Vision Statement

We believe Fridley will be a safe, vibrant, friendly and stable home for families and businesses.



MEMORANDUM

TO: Parks and Recreation Commission

FROM: Jeff Jensen, Operations Manager-Streets, Parks and Facilities

DATE: January, 2022

SUBJECT January Parks Report

The Park Department has been getting good weather for making ice with just a few warm days to deal with in January. All rinks are open and supplies with benches and the hockey all have nets and portable restrooms available. Parks has been keeping up with rink maintenance very well with multiple snow events, plowing streets and sidewalks and grooming cross country skiing trails all going on at the same time.

Jej:jej