Safe Routes to School

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

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

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# TABLE OF CONTENTS

## 01 INTRODUCTION + CONTEXT
- The Vision ........................................ 4
- Plan Development .......................... 7
- Edison High School in Context .......... 9

## 02 PROGRAMS
- Introduction to Programs ............... 13
- Existing Programs ....................... 14
- Program Recommendations .......... 15

## 03 INFRASTRUCTURE
- Introduction to Infrastructure ........ 23
- Existing Infrastructure ................. 24
- Infrastructure Recommendations .... 27

## 04 HOW TO GET INVOLVED
- Using this Plan .............................. 33
- Who are you? ................................ 34
- Next Steps ................................. 37

## A APPENDICES
- A. For More Information ............... 41
- B. SRTS Talking Points ................. 43
- C. Planning Process ....................... 47
- D. Existing Conditions .................. 49
- E. Parent Survey ............................ 55
- F. Student Hand Tally .................... 67
- G. Administrative Survey ............... 71
- H. Hazard Observation ................... 73
- I. Engagement Summary ............... 81
- J. Infrastructure Toolbox ................. 85
- K. Bike Parking for Schools .......... 93
- L. Equity in SRTS Planning ........... 95
- M. Maintenance Planning ............... 99
Why Safe Routes to School?

The percentage of children walking or biking to school has dropped precipitously within one generation.

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

Most kids are not getting enough physical activity.

The percentage of children walking or biking to school has dropped precipitously within one generation.

Roads near schools are congested, decreasing safety and air quality for children.

Kids who walk or bike to school:

- Arrive alert and able to focus on school
- Are more likely to be a healthy body weight
- Are less likely to suffer from depression and anxiety

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

Demonstrate improved test scores and better school performance*

The vicious cycle of increased traffic leading to reduced walking and bicycling:

- Fewer students walking & biking to school
- More parents driving children to school
- Rising concern about safety of walking & biking
- Increased traffic at and around school

*More information, including primary sources, can be found at http://guide.saferoutesinfo.org
THE SIX E’S

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

EQUITY

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

EDUCATION

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

ENCOURAGEMENT

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

ENGINEERING

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

ENFORCEMENT

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

EVALUATION

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

NAVIGATING THIS PLAN

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

PROGRAMS

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

INFRASTRUCTURE

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

HOW TO GET INVOLVED

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

APPENDICES

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

Walking and biking to school is safe, comfortable, and fun for all students at Edison High School.

This plan was made possible with support from the Minnesota Department of Transportation (MnDOT) and was developed in coordination with the City of Minneapolis, Hennepin County, Minneapolis School District, and Edison High School community. Recommendations within this plan are the result of workshops, discussion, and site visits involving city and county representatives, teachers and school administrators, elected officials, students, neighborhood residents, and other stakeholders.

The Edison SRTS Plan identifies program strategies to create a culture of walking and biking and infrastructure recommendations to support a safe and comfortable environment for active transportation near campus. Some recommendations may be implemented almost immediately while others will require more planning, analysis, and funding. While not all of these recommendations can be implemented right away, achieving short-term successes where possible will help build momentum and lay the groundwork for more complex projects in the future.

EQUITY HIGHLIGHT

EQUITY IN SRTS

Equity in SRTS means that walking and biking to school is safe, comfortable, and convenient for every student, regardless of race, cultural identity, immigrant or refugee status, language, gender or sexual identity, income, religion, and whether or not a student receives special education, has a physical or mental disability, or is homeless or highly mobile.

An equitable SRTS program celebrates differences, and recognizes and overcomes avoidable inequities in opportunities for students to walk or bike to school.
Plan Development

The Edison High School SRTS Plan was a collaboration between stakeholders who work with students and transportation at Edison High School and within the City of Minneapolis. For more information related to the planning process, see Appendix C.

• **SRTS Planning Team:** The SRTS Planning Team included representatives from Edison High School, Minneapolis Public Schools, the City of Minneapolis, Hennepin County, Minnesota Department of Transportation, parents, residents, and the broader community. Stakeholders brought varying perspectives and expertise to the team including teaching and learning, school administration, urban planning, engineering, and public health.

• **Rapid Planning Workshop:** The SRTS Planning Team convened for a Rapid Planning Workshop in fall of 2018. It brought together the Edison SRTS Team as well as members of the Edison Green Team to identify issues and opportunities related to walking and biking to Edison High School.

• **Parent/Caregiver Survey:** Surveys collected information from parents and caregivers about habits and barriers related to walking and biking to Edison High School.

• **Administrative Survey:** School administrators completed a school environment and policy assessment to identify policies, practices, and infrastructure that promotes or discourages walking and biking to school.

• **Interactive Online Map:** An interactive online map allowed students, parents, and community stakeholders to identify destinations, routes, and barriers for walking and biking.

• **Student Engagement:** Members of the project team met with Edison’s Green Team, a sustainability focused student group, to discuss their experiences walking and biking to school and to identify routes, barriers, and opportunities for improvement. Discussion during initial student engagement revolved primarily around infrastructure. A deep dive conversation with programs took place when the Green Team joined the Rapid Planning Workshop.

**KEY TAKEAWAYS**

**Challenges**

- Busy corridors and intersections including: Central Avenue, Johnson Street, Lowry Avenue, Central Avenue and 22nd Avenue NE, Hennepin Avenue and 5th Avenue SE, Johnson Street and 18th Avenue NE, Monroe Street and the railroad underpass, Monroe Street and Broadway Street, Stinson Boulevard at New Brighton Boulevard and 18th Avenue.

- Not everyone feels confident riding a bike or planning a route to school. Students stated that additional skills training, route planning assistance, and bike buddy programs would make it easier for new riders to get started.

- Not all students have access to bikes, bike locks, lights, and other supplies necessary for biking to be safe and reliable.

**Opportunities**

- The majority of Edison High School students already travel to school by walking, biking, or taking public transportation. This is a great foundation to build a culture of walking and biking at Edison.

- Many major roadways in Northeast Minneapolis are planned for repaving and/or reconstruction in the coming years, presenting an opportunity to incorporate pedestrian and bicycle safety improvements with upcoming work.

- There are many opportunities to strengthen existing partnerships with local businesses and organizations and build new ones to support in-class and extracurricular activities, mentor and intern opportunities, and career training.

- High school students are in a position to make their own transportation decisions and lead program implementation. Students can be empowered to take ownership of SRTS programs and collaborate to implement strategies that resonate with the student body.
Edison High School in Context

Edison High School is located in the Holland neighborhood of Northeast Minneapolis at the intersection of Monroe Street NE and 22nd Avenue NE across the street from Jackson Square Park.

During the 2018-2019 school year, approximately 1030 students grades 9-12 attended Edison High. While the vast majority of Edison students live in North and Northeast Minneapolis, several travel from South Minneapolis and neighboring cities including Robbinsdale and Columbia Heights.

About 40 percent of Edison’s student body lives within the school’s two-mile walk zone.

TRANSPORTATION

There are several major roadways near Edison including Lowry Avenue NE three blocks to the north, Central Avenue two blocks to the east, Washington Street NE and University Avenue NE to the west, and Broadway Street NE roughly a half mile to the south. Students who live in North and South Minneapolis must also cross the Mississippi River to reach Edison. These roadways, along with other major streets and the Mississippi River, create barriers for comfortable walking and biking to Edison.

In contrast, a number of dedicated bike routes in the area help to improve conditions for students biking to school. 22nd Avenue NE, just north of Edison, is a bike boulevard that runs throughout Northeast from the Mississippi River to New Brighton Boulevard. 18th Avenue NE includes segments of trail, and is likely to become more popular as gaps are filled and the route is completed over time. Bike parking is provided near Edison’s northern main entrance and along the west side of the building.

Instead of providing traditional school bus transportation, Minneapolis Public Schools partners with Metro Transit to provide high school students with Go-To Student Passes. As a result, many students rely on public transit to get to Edison.

A Go-To Student Pass allows unlimited rides on city buses and light rail to and from school. Passes may also be used after school hours for other student activities. To be eligible for a free Go-To Student Pass, students must live within Minneapolis and outside the
two-mile walk zone or qualify for free and reduced lunch. Other students may purchase passes for a reduced rate.

Edison is served most closely by Metro Transit routes 10 and 32. Major student bus stop locations include:

- Lowry Avenue NE and Monroe Street NE
- Central Avenue NE and 22nd Avenue NE
- 22nd Avenue NE and Edison High
- Quincy Street NE and Edison High

Edison is well integrated into the neighborhood street network and uses adjacent neighborhood streets for parent and bus circulation during arrival and dismissal. Metro transit buses drop off on the north side of Edison in the mornings and queue on the north and east sides during dismissal. Special education buses use a designated space on the west side of the school during arrival and dismissal. A small off-street parking lot is used for staff parking. Student drivers, visitors, and caregivers use available on-street parking as needed.

**SCHOOL CULTURE AND STUDENT LEADERSHIP**

Edison High School has a number of local governance and student leadership groups that can guide and implement SRTS initiatives.

**Environmental stewardship and sustainability:** Edison is the greenest high school campus in Minnesota, and has a goal to continue building an environmentally sustainable campus and increase educational programs that center on healthy and sustainable living. A key next step is to encourage and support walking and biking as safe, engaging, and normal ways to travel to school and within the community. Edison’s Green Team advocates for environmental awareness, action, and change within the greater community.

**Entrepreneurship Academy:** Focuses on designing and implementing real-world projects related to business, career planning, English development, and marketing. Students engage in projects that encourage healthy living practices among students and community members, for example marketing the city’s Nice Ride campaign.

**Equity Leadership Team:** Engages in work related to inclusive practices for students and staff who are generally marginalized by the school system.
From top left: Metro buses start to queue up on 22nd Avenue NE north of Edison during school dismissal; the Edison SRTS Team visits a popular yet constrained bus stop located at Lowry Avenue NE and Monroe Street NE; students cross Monroe Street NE and 22nd Avenue NE during dismissal with assistance from an adult crossing guard.
Introduction to Programs

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

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are education programs to give students basic safety skills, encouragement programs to highlight walking and bicycling to school as fun and normal, enforcement against unsafe and illegal motorist behavior, and evaluation of the impact of investments and non-infrastructure efforts. When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities.

Often, programs that help to get more youth walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.
Existing Programs

Edison High School, Minneapolis Public Schools, and the City of Minneapolis have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

Programs already active at Edison:
- MPS/Metro Transit Go-To Student Pass
- Crossing guard at Monroe & 22nd
- Walk & Bike to School Days
- Bike fleet through Free Bikes for Kids
- Bike giveaway (occurred once)
- Staff trained in Walk! Bike! Fun! (WBF)
- School resource officer/Bike Cops for Kids
- Internships/apprenticeships with bike shops
- Walk/bike field trips in coordination with Spark Y and Outdoor Club Wilderness Inquiry
- Existing student groups and classes that can integrate and champion SRTS programs as part of their mission and curriculum

EQUITY HIGHLIGHT

EQUITY IN PROGRAMMING

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

For more information about equity in SRTS planning, see Appendix L.
Program Recommendations

The following programs are recommended to increase the awareness, understanding, and excitement for walking and biking to school. Programs were selected through conversations with school and district staff, parents, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community in the near term (one to five years). Some build on existing programs while others will require new resources and partnerships.

Recommended programs include:

- School Communication
- Walking Biking Field Trips
- Slow Roll Ride
- Bike Buddies
- School-wide Event
- Trip Tracking
- Edison Bike Share Fleet
- Bike Safety/Learn-to-Ride Classes
- Class Curriculum/Career Training
- Bike Shop/Mechanics Class

Programs have been prioritized into implementation timelines based on existing programs, input from local stakeholders, and readiness of the school to launch the program:

- Immediate implementation
- Short-term (1-2 years)
- Medium-term (2-3 years)
- Long-term (3-5 years)

Additional details about each recommended program including a brief description, suggested leads, and an explanation of why the program is recommended are provided on the following pages.
**SCHOOL COMMUNICATION**

Communication could include paper or electronic newsletters, social media blasts, posters or flyers, or announcements through the Edison News Network. Communication could highlight SRTS planning and implementation updates, advertise upcoming events related to walking and biking, or feature students and staff who walk or bike to school. School communication to faculty, students, and families can increase the reach of SRTS, build excitement, and maintain momentum.

**Potential lead/partner:** Edison News Network, student groups, Edison staff

**Timeline:** Immediately

**Why we recommend it:** Students from the Green Team told the planning team that communication can sometimes be a challenge when it comes to building awareness and excitement about school events and activities. Students know best how to communicate with one another and could use existing communication channels at school to promote SRTS events and planning. Through social media and the internal school news network, consider highlighting. Use the art and environment course to brainstorm a creative marketing campaign to promote walking and biking to school. Consider using the graphics class at Edison to create posters, flyers, and other materials.

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**WALKING AND BIKING FIELD TRIPS**

A field trip made by foot gives students a supportive environment in which to showcase the many benefits of walking for transportation, including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the walk itself.

**Potential lead/partner:** Edison staff

**Timeline:** Immediately

**Why we recommend it:** The Outdoor Club and Wilderness Inquiry already lead walking and biking field trips. Because of Edison’s focus on environmental sustainability, walking and biking field trips provide the perfect way to get outside, learn about urban sustainability challenges and solutions, and get physical activity along the way. Consider referencing the Let’s Go!!! walking and biking field trip guide, recently produced by Minneapolis Public Schools. A bicycle fleet stored on site would be a great resource for students and staff to use on organized field trips.

Consider funding key teachers and student leaders to become League Cycling Instructors so that they can build skills and confidence to lead and support group rides.
SLOW ROLL RIDE

Founded in Detroit in 2010, a Slow Roll is a fun, safe, and inclusive bike ride for people of all ages and skill levels. The goal of a Slow Roll is to meet your neighbor, see your community, and be outside. Slow Roll rides take it slow and are “no-drop”, meaning no one will be left behind. The rides can have a destination, or simply be a ride around town. Slow Roll is not meant exclusively for students. Though fifth grade is often the age at which children are considered safe to ride alone, a Slow Roll is a community event that is safe and welcoming to people of all ages.

Potential lead/partner: Student group, Wilderness Inquiry, Bike Cops for Kids, Jenny Bordon

Timeline: Immediately

Why we recommend it: Group rides are already happening with Wilderness Inquiry. Slow Roll Rides could be planned for B3 day, and make use of the Edison bike fleet. For one of the group rides, consider expanding this to include other community groups or individuals. Every May, MPS Culinary & Wellness Services leads a group ride with hundreds of students and staff from several MPS schools. A group of Edison students and staff should consider joining this to learn best practices for group riding. A Slow Roll is a great way to meet neighbors and it gives students the opportunity to lead and organize.

BIKE BUDDIES

Bike buddies is an informal or formal program that pairs students who are newer to bicycling or bicycle commuting with students who have more experience. Students can meet to discuss route planning, safety tips, clothing and gear, basic bike maintenance, or go on a practice ride together so that newer cyclists can get familiar and comfortable with their route to and from school.

Potential lead/partner: Student group, Edison staff

Timeline: Immediately

Why we recommend it: Students on the Green Team mentioned a bike buddy program may help address and overcome challenges that prevent students from riding their bike to school. Partnering a novice commuter with a peer who is more experienced would be a great way to increase the number of students riding in a trusting, comfortable, and culturally sensitive environment. Consider using the bicycles recently donated to the school and involving younger students at neighboring schools.
SCHOOL-WIDE EVENT

A school-wide event highlighting and promoting biking and walking to school could occur at any time, but may be most impactful when school begins in the fall or in spring as the weather improves and walking or biking becomes a more inviting option. Events could include educational and encouragement activities such as route planning assistance, bike buddy pairing, fix-it stations, and skill training. Competitive activities like a bicycle slow race, trivia, or giveaway could also be included to increase participation.

Potential lead/partner: Student group

Timeline: Short term (1-2 years)

Why we recommend it: Edison students enjoy competing and showcasing their talents. Potential events could include a slow bike race, a bicycle decorating/style competition, and could be part of a larger track and field event that promotes physical activity. Consider partnering with Metro Transit to demonstrate how to load a bike on a bus and inviting Nice Ride to talk about the network of shared bicycles in Minneapolis.

TRIP TRACKING

Work with student groups to determine how to track trips and organize a friendly competition between classes or grades. Trips could be tracked by accumulating tokens or stickers or through a custom app developed by Edison’s coding class. Competitions and contests encourage more students to walk, bike, carpool, or take transit more often. Students can compete for prizes, bragging rights, or special privileges like early dismissal. Competitions could be held on an ongoing monthly basis or a couple times a year, incorporated into existing events/competitions or homecoming activities, or fundraiser.

Potential lead/partner: Edison coding class, student group

Timeline: Short term (1-2 years)

Why we recommend it: Students on the Green Team liked the idea of a competition to promote walking and biking to school. Prizes for the most walking and biking to school might include dance tickets, off-campus lunch privileges, early dismissal, or Edison gear or swag. Consider tracking walking and biking trips outside of school so that students who live further away can participate as well. Participate in the National Bike Challenge, Zap Twin Cities, coordinate with Edison’s coding class to build a custom trip tracking app, or develop a low-tech trip tracking program.
EDISON BIKE SHARE FLEET

A school bicycle fleet can be shared by students, families, and staff and used for transportation, programming, skills training, field trips, and special events throughout the year.

Potential lead/partner: MPS Operations Division, Nice Ride MN, Edison student groups

Timeline: Short term (1-2 years)

Why we recommend it: The Edison Green Team was excited about the idea of a bike fleet and lending program to increase student access to bicycles, locks, helmets, and lights. The bikes could be maintained on site by students (see Bike Shop/Mechanics Class below) with the help of an experienced volunteer or staff member. Having a fleet for use by Edison students would give everyone a chance to ride a bike, including students who haven’t before (see Learn-to-Ride classes).

Green Team students also expressed an interest in having a Nice Ride station closer to school to encourage more students to use Nice Ride for their commute. The station at Central and 22nd feels too inconvenient, especially for students and staff who live west of Edison. Consider involving the Green Team or the Entrepreneurship Academy in advocating for a Nice Ride station or dockless hub. Note that Nice Ride does require users to be 18 or over to rent a bike, so the benefits of an Edison Nice Ride hub would be limited to older students.

PROGRAMS

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

There are two great tools to evaluate all the SRTS work in the community:

Parent Surveys: Recommended once every 2-3 years. A hard copy survey or link to an online version can be sent to parents to gather their perceptions of walking and biking to school. Surveys can be distributed through newsletters, school websites, or at conferences.

Student Travel Tally: Recommended in fall and spring of every year. In-class tallies ask students how they traveled to and from school on a given day.
BIKE SAFETY/LEARN-TO-RIDE CLASSES

Student and family biking classes are great tools for educating and encouraging families to ride bicycles. Classes can be designed to meet students where they’re at. Whether a student is learning to ride a bike for the first time, building basic bike handling and traffic safety skills, or learning more advanced group ride or handing techniques. Education trainings can cover safety checks, skills instruction, basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeos, and/or guided bike rides.

Potential lead/partner: MPS for contact to instructors

Timeline: Medium term (2-3 years)

Why we recommend it: Some students never learned how to ride a bicycle because their parent or caregiver never learned. Family classes would help both students and their families become more comfortable. Make sure instructors are familiar with the cultural challenges to biking that Edison families face.

Connect with Biking Northeast Minneapolis, a 2019 pilot program started in conjunction with Our Streets and Pedal Power that provides biking instruction to adults.

CLASS CURRICULUM/CAREER TRAINING

Safe Routes to School events and programming give students a great opportunity to explore interests and build skills. Events require planning and community organizing. Conducting walk assessments or assisting with infrastructure improvements provides exposure to the fields of urban planning, public health, engineering, and landscape architecture. Students interested in being entrepreneurs or pursuing non-profit work can gain valuable experience writing grants to fund program and infrastructure improvements. Attending City of Minneapolis public meetings allows students to experience government and civic processes, and an internal promotion of walking and biking allows students to try their hand in the field of public relations and marketing. Students interested in design or construction could design and build a bike parking shelter.

Potential lead/partner: MPS, student groups

Timeline: Medium term (2-3 years)

Why we recommend it: Students at Edison are smart, creative, and about to make big career-related decisions whether they enter the workforce straight out of high school or pursue higher education. Students can be introduced to professional fields including civil engineering, urban planning, and more through class curriculum, events, mentorship programs, and partnerships with local organizations and agencies.
BIKE SHOP/BIKE MECHANICS CLASS

Bike mechanics classes provide students with hands-on skills to identify and fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes.

**Potential lead/partner:** MPS, Edison staff

**Timeline:** Medium to long term (2-5 years)

**Why we recommend it:** A bike shop or bike mechanics class provides an opportunity for students to learn in visual and kinesthetic ways. Green Team students expressed interest in an elective or after school bicycle maintenance program.

Consider coordinating with Northeast Middle School as they explore the opportunity to open a shop class. Training could start small with a one time after school expo on changing flat tires, raising/lowering the seat post, and adjusting brakes. Contact local bike shops and distributors like Recovery Bike Shop or Quality Bicycle Products about staff who could provide one-off or recurring instruction or help stock a bike shop with tools, supplies, and other materials.

DEMONSTRATION PROJECTS

**FURTHER READING**

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

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

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

PROGRAMS

**FURTHER READING**

For a complete list of all potential programs and descriptions, see

http://mndotsrts.altaprojects.net/
Introduction to Infrastructure

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

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling at Edison High School.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are shown and described on the following page. It should be noted that funding is limited and all recommendations are planning level concepts only. Additional planning and engineering study will be needed to confirm feasibility and costs for all projects.
Existing Infrastructure

This section highlights existing infrastructure and challenge areas on and near campus. Photos and observations were made by the Edison SRTS Team during a fall 2018 Rapid Planning Workshop and walk assessment that allowed the team to experience what it’s like for students who walk and bike in the area.
Above - left to right, from top left: Winter maintenance creates challenges for walking during winter months; a pedestrian bridge connects to Edison from 20th Ave NE; students identified the BNSF railroad tunnel as a barrier due to deteriorating sidewalks and insufficient lighting; special education buses and bike parking along Monroe St NE; bike racks near Edison’s main entrance overflow in summer and could benefit from a concrete pad and shelter for rainy or snowy days (see Appendix K for bike parking best practice); a new trail segment along 18th Ave NE just east of Monroe St NE.

Opposite - left to right, from top left: Even with a median, marked crosswalk, and pedestrian signage, the intersection of Johnson St NE and 22nd Ave NE is a challenge for walking and biking; a fire hydrant poses accessibility barriers at Johnson St NE and Lowry Ave NE; the intersection of Lowry Ave NE and Central Ave NE was identified as a barrier due to long crossings and poor driver yielding behavior; Lowry Ave NE has narrow sidewalks and minimal separation from motorized traffic; students run out of room while waiting for the bus at Lowry Ave NE and Monroe St NE; 22nd Ave NE is a designated bike boulevard.
Sidewalks along Lowry Ave NE can be uncomfortable and difficult to navigate in winter months; snow accumulation has historically caused issues for special education buses that drop off along Monroe St NE; Edison staff cone off 22nd St NE during dismissal to prevent through traffic; Central Ave NE at 22nd Ave NE can be a challenge due to long crossings and high pedestrian volumes; bike lanes on Central Ave NE; bicycle wayfinding along the 22nd Ave bike boulevard.
Edison High School Infrastructure Recommendations
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>PROBLEM/ISSUE/OPPORTUNITY</th>
<th>POTENTIAL SOLUTION/RECOMMENDATION</th>
<th>ANTICIPATED OUTCOME</th>
<th>LEAD</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Lowry Ave N between 4th St N and 2nd St N</td>
<td>Gap in the bicycle network. Lowry Ave has bike lanes on the Lowry Ave Bridge and through North Minneapolis except for this segment.</td>
<td>Hennepin County is in the process of developing a layout to address the bike gap from N 3rd St to N 2nd St.</td>
<td>Eliminate bike gap; increase comfort and safety for people biking.</td>
<td>Hennepin County</td>
<td>High</td>
</tr>
<tr>
<td>B Lowry Ave between Marshall St NE and Johnson St NE</td>
<td>High traffic speeds and volumes; narrow sidewalks with limited separation between pedestrians and motorized traffic and obstacles in the pedestrian path; opportunities for ADA improvements, pedestrianrealm improvements, and traffic calming throughout.</td>
<td>Hennepin County received funding for a roadway reconstruction project along Lowry Ave from Washington Ave to Johnson St through the 2019 Regional Solicitation. The project is anticipated to begin in 2023.</td>
<td>Engage Edison students as part of planning and design and consider: feasibility of a 4 to 3 lane conversion with parking removal; wider sidewalks; dedicated bicycle facilities; curb extensions; pedestrian lighting; leading pedestrian intervals, ADA upgrades.</td>
<td>Hennepin County</td>
<td>High</td>
</tr>
<tr>
<td>C Monroe St NE between Lowry Ave NE and Broadway Ave NE</td>
<td>Primary route for walkers, bikers, and motorists accessing Edison. High traffic volumes during arrival/dismissal; opportunities for ADA improvements, improved pedestrian lighting, bikeway implementation, and traffic calming.</td>
<td>The City of Minneapolis is repaving Monroe St between Lowry Ave and Broadway Ave in 2019 with selective curb work, green infrastructure, and high visibility crosswalk markings.</td>
<td>Provide dedicated space for bicyclists; reduce pedestrian crossing distances at some locations; increase comfort and safety for people biking.</td>
<td>City of Minneapolis</td>
<td>High</td>
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<td>D Mississippi River between Lowry Ave Bridge and Broadway Ave Bridge</td>
<td>Many students who attend Edison live in North Minneapolis and must use either Lowry Ave or Broadway Ave to cross the Mississippi River. Both corridors have high traffic speeds and volumes and zero or limited bicycle infrastructure.</td>
<td>The City of Minneapolis is repaving Monroe St between Lowry Ave and Broadway Ave in 2019 with selective curb work, green infrastructure, and high visibility crosswalk markings.</td>
<td>Increase connectivity and provide low stress route option for people walking and biking between North and Northeast Minneapolis; increased comfort and safety for people walking and biking.</td>
<td>City of Minneapolis</td>
<td>High</td>
</tr>
<tr>
<td>E University Ave NE and 22nd Ave NE</td>
<td>High traffic volumes; low driver yielding compliance; low visibility of pedestrians crossing the street. Opportunity for improved ADA compliance, lighting, and pedestrian crossing improvements.</td>
<td>Explore feasibility of reducing the width or number of vehicle travel lanes on University Ave to reduce dual threat risk; consider crossing improvements such as curb extensions (if on-street parking is made permanent), median island, and/or traffic diverter; consider flashing beacon; consider high visibility crosswalk markings in combination with other improvements.</td>
<td>Reduce vehicle travel speeds; reduce dual threat risk; reduce crossing distance; increase visibility, comfort, and safety for people walking and biking.</td>
<td>MnDOT</td>
<td>High</td>
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<td>F Lowry Ave NE and Monroe St NE</td>
<td>Many students who take transit to school board and alight at this intersection. The northeast corner is of particular concern due to the limited sidewalk and bus stop space. Additional issues include ADA compliance, lighting, narrow sidewalks; long crossing distance, visibility, limited separation from vehicle traffic.</td>
<td>Hennepin County received funding for a roadway reconstruction project along Lowry Ave from Washington Ave to Johnson St through the 2019 Regional Solicitation. The project is anticipated to begin in 2023.</td>
<td>Reduce pedestrian crossing distance; longer crossing time; increase separation between pedestrians and motorists; increase pedestrian visibility, comfort, and safety.</td>
<td>City of Minneapolis</td>
<td>High</td>
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<td>G Monroe St NE and 22nd Ave NE</td>
<td>High traffic and pedestrian volumes during arrival and dismissal; skewed intersection results in visibility issues and motorists blocking the intersection and crosswalks.</td>
<td>The City of Minneapolis is repaving Monroe St between Lowry Ave and Broadway Ave in 2019 with selective curb work; high visibility crosswalk markings; and green infrastructure. Coordinate with the City to acquire an in-road pedestrian paddle to place in the crosswalk during arrival and dismissal.</td>
<td>Reduce pedestrian crossing distance; increase separation between pedestrians and motorists; increase pedestrian comfort and safety.</td>
<td>City of Minneapolis</td>
<td>High</td>
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<td>H Monroe St NE and Broadway Ave NE</td>
<td>High traffic speeds and volumes; poor driver yielding behavior for pedestrians in the crosswalk.</td>
<td>In 2019, Hennepin County is repaving Broadway St NE from Marshall St to Stinson Blvd and Minneapolis is repaving Marshall St from Lowry Ave to Broadway Ave and adding bike lanes.</td>
<td>Reduce pedestrian crossing distance; reduce dual threat risk; increase separation between pedestrians and motorists; provide dedicated space for people biking; reduce pedestrian crossing distances; increase comfort and safety for people walking and biking.</td>
<td>City of Minneapolis</td>
<td>High</td>
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<tr>
<td>I Hennepin Ave NE and 5th Ave NE</td>
<td>High traffic speeds and volumes, long crossing distances, and poor driver stop/yield compliance for people in the crosswalk. Identified as a high priority barrier by students and faculty during stakeholder engagement.</td>
<td>Hennepin County and the City of Minneapolis are working in partnership to improve pedestrian and bicycle crossings of Hennepin Ave at 5th St. Potential improvements include a 4 to 3 lane conversion, pedestrian refuge island and off-street cycle track. Work is tentatively scheduled for 2020.</td>
<td>Reduce vehicle speeds; reduce dual threat risk; reduce crossing distance; increase comfort and safety for people walking and biking.</td>
<td>Hennepin County</td>
<td>High</td>
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<td>LOCATION</td>
<td>PROBLEM/ISSUE/OPPORTUNITY</td>
<td>POTENTIAL SOLUTION/RECOMMENDATION</td>
<td>ANTICIPATED OUTCOME</td>
<td>LEAD</td>
<td>PRIORITY</td>
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<td>J</td>
<td>Lowry Ave NE and Central Ave NE</td>
<td>High traffic speeds and volumes; poor visibility between pedestrians and motorists; poor motorist yielding behavior; narrow sidewalks on Lowry Ave NE approach.</td>
<td>Hennepin County received funding for a roadway reconstruction project along Lowry Ave from Washington Ave to Johnson St through the 2019 Regional Solicitation. The project is anticipated to begin in 2023. As part of planning and design, consider: feasibility of a 4 to 3 lane conversion with parking removal; wider sidewalks; dedicated bicycle facilities; curb extensions; pedestrian lighting; leading pedestrian intervals; ADA upgrades.</td>
<td>MnDOT</td>
<td>Hennepin County</td>
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<td>K</td>
<td>Central Ave NE and 22nd Ave NE</td>
<td>Many students who take transit to school board and alight at this intersection. Issues including driver yielding behavior, long wait time for pedestrian crossing signal, and not enough time for large groups to cross the street.</td>
<td>Install curb extensions; provide leading pedestrian interval across Central Ave. Consider extending pedestrian crossing time during school arrival and dismissal.</td>
<td>MnDOT</td>
<td>City of Minneapolis</td>
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<td>L</td>
<td>Monroe St NE railroad underpass</td>
<td>Underpass is dark, feels isolated and uncomfortable; sidewalk in poor condition. Opportunity for lighting and sidewalk repair.</td>
<td>Increase pedestrian lighting under bridge; repair sidewalk. Consider artistic lighting in coordination with the Holland Area Neighborhood Association’s Small Area Plan.</td>
<td>City of Minneapolis</td>
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<td>M</td>
<td>Johnson St NE and 22nd Ave NE</td>
<td>High traffic speeds and volumes; poor driver stop compliance for pedestrians in the crosswalk.</td>
<td>Upgrade intersections for ADA compliance throughout. Consider adding RRFB across Johnson St NE with push button or passive detection for bicyclists.</td>
<td>MnDOT</td>
<td>City of Minneapolis</td>
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<td>N</td>
<td>Johnson St NE and 18th Ave NE</td>
<td>High traffic speeds and volumes; poor driver yielding behavior for pedestrians in the crosswalk; long crossing, especially on south side.</td>
<td>18th Ave NE is scheduled for reconstruction in 2020 by Johnson St NE to Stinson Blvd. As part of planning and design, consider: ADA improvements; curb extensions or median islands; removal of northbound to eastbound slip lane.</td>
<td>MnDOT</td>
<td>City of Minneapolis</td>
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<td>O</td>
<td>1st Ave NE and 5th St NE</td>
<td>High traffic speeds and volumes, long crossing distance, uncontrolled bikeway crossing, poor driver stop/yield compliance for pedestrians,</td>
<td>Reduce the number and/or width of vehicle travel lanes; provide curb extensions where on-street parking is present; install an RRFB or other activated crossing beacon.</td>
<td>Hennepin County</td>
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<td>P</td>
<td>Central Ave north of Broadway Ave NE</td>
<td>High traffic speeds and volumes; poor driver behavior including speeding and not stopping/yielding for pedestrians; long crossings.</td>
<td>In the near term, refresh existing striping to increase visibility and continuity of bike lanes and crosswalk markings. In the long term, consider opportunities to reallocate space for pedestrians and bicyclists by reducing the width or number of vehicle travel lanes; install curb extensions; provide pedestrian leading interval across Central Ave; continue progress on ADA upgrades.</td>
<td>MnDOT</td>
<td>City of Minneapolis</td>
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<td>Q</td>
<td>Johnson St NE south of Lowry Ave NE</td>
<td>High traffic speeds and volumes; narrow sidewalks with very little separation between pedestrians and motorists and obstacles in pedestrian path; opportunity for ADA improvements; traffic calming, and pedestrian realm enhancement throughout.</td>
<td>Johnson St NE is scheduled to be reconstructed in 2020 from 18th Ave NE to Lowry Ave NE. As part of planning and design, consider: ADA upgrades; pedestrian lighting; narrowing vehicle travel lane widths; parking removal to allow for wider sidewalks, planted boulevards, and bike lanes.</td>
<td>MnDOT</td>
<td>City of Minneapolis</td>
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<td>R</td>
<td>Broadway Ave NE between Marshall St NE and Stinson Blvd</td>
<td>High traffic speeds and volumes; narrow sidewalks with limited separation between pedestrians and motorists; dual threat risk at intersections; poor driver behavior including speeding and not stopping/yielding for pedestrians; limited crossing opportunities; long pedestrian crossings.</td>
<td>Hennepin County is repaving Broadway St NE from Marshall St to Stinson Blvd in 2019. The County and City have formed a task force that includes neighborhood representatives to shape the short-term and long-term vision for the corridor. Explore feasibility of a 4 to 3 conversion as part of 2019 repaving project and additional bicycle, pedestrian, and streetscape enhancements as part of long-term vision.</td>
<td>MnDOT</td>
<td>Hennepin County</td>
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<td>S</td>
<td>Central Ave and 18th Ave NE</td>
<td>High traffic speeds and volumes; poor driver yielding behavior for pedestrians in the crosswalk.</td>
<td>The intersection and signal were upgraded by MnDOT in 2018, but there are opportunities to further improve conditions for people walking and biking and to rejoin zebra crosswalks and bike lanes. Consider curb extensions; leading pedestrian interval across Central Ave; extending pedestrian crossing during school arrival and dismissal.</td>
<td>MnDOT</td>
<td>City of Minneapolis</td>
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<td>LOCATION</td>
<td>PROBLEM/ISSUE/OPPORTUNITY</td>
<td>POTENTIAL SOLUTION/RECOMMENDATION</td>
<td>ANTICIPATED OUTCOME</td>
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<td>T 18th Ave NE, New Brighton Blvd, and NE Stinson Blvd</td>
<td>Multiple long crossings, high traffic speeds and volumes, and general confusion about how to best cross for people traveling between home and school and accessing the Quarry shopping area.</td>
<td>Conduct further intersection study to evaluate opportunities to simplify the intersection including minimizing pedestrian crossing distances and potential pedestrian, bicycle, and motor-vehicle conflict points. Consider signal interruption to reduce wait time for people walking and biking.</td>
<td>Reduce conflict points; simplify pedestrian, bicycle, and vehicle movements; increase comfort, safety, and understanding for people walking, biking, and driving.</td>
<td>Hennepin County</td>
<td>Low</td>
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<tr>
<td>U Lowry Ave NE and NE Quincy St</td>
<td>High traffic speeds and volumes, long crossing distances, poor driver stop/yield compliance at a primary connection and pedestrian route to school. Poor visibility due to overgrown vegetation; dual threat is an issue.</td>
<td>Hennepin County received funding for a roadway reconstruction project along Lowry Ave from Washington Ave to Johnson St through the 2019 Regional Solicitation. The project is anticipated to begin in 2023. As part of planning and design, consider: wider sidewalks, curb extensions or median island, pedestrian lighting, leading pedestrian intervals, ADA upgrades.</td>
<td>Reduce pedestrian crossing distance; longer crossing time; increase separation between pedestrians and motorists; increase pedestrian visibility, comfort, and safety.</td>
<td>Hennepin County</td>
<td>Low</td>
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Using this Plan

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

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

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

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

I AM A PARENT

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

I AM A COMMUNITY MEMBER

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

I WORK FOR THE SCHOOL DISTRICT

School district staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single-family commutes to school.
District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and are in the best position to keep the program active over time. District staff can work with multiple schools, sharing information and bringing efficiencies to programs at each school working on Safe Routes.

I AM A SCHOOL ADMINISTRATOR

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

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

I AM A TEACHER OR OTHER STAFF MEMBER

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

I WORK FOR THE CITY OR COUNTY

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

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

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

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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

FOR MORE INFORMATION

MN SRTS Resource Center

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

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

mnsaferoutestoschool.org
Next Steps

With a SRTS Plan in place, it’s time to shift attention to implementation.

The strategies identified in this plan may seem overwhelming at first. Just remember that anything you can do to make walking and biking to school safer, easier, and more fun for students is a step in the right direction. Here are some things to remember:

**START SMALL**

Small actions can have a big impact, especially when it comes to building support, interest, and momentum for bigger initiatives.

**FOCUS ON EQUITY**

Not everyone has equal opportunities to walk and bike to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

**BUILD PARTNERSHIPS**

Look for opportunities to strengthen existing partnerships and build new ones. Reach out to parents, community members, local agencies and community organizations, and other stakeholders to expand capacity and support for Safe Routes to School initiatives.

**EMPOWER STUDENTS AS LEADERS**

Students-led initiatives can generate enthusiasm and improve social conditions for Safe Routes to School. Empower students to take ownership of programs to raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.

**TRACK PROGRESS**

Continue to track trips and survey parents and students about their experiences walking and biking to school. Conducting regular evaluation will help your team understand what works and what doesn’t work and allocate resources accordingly. Consider reporting annually on progress.

**CELEBRATE SUCCESS**

Take time to recognize efforts and celebrate progress. Whether it’s changing travel habits, achieving a major milestone, implementing an infrastructure improvement, launching a new program, or hosting a successful event, recognize and celebrate success.