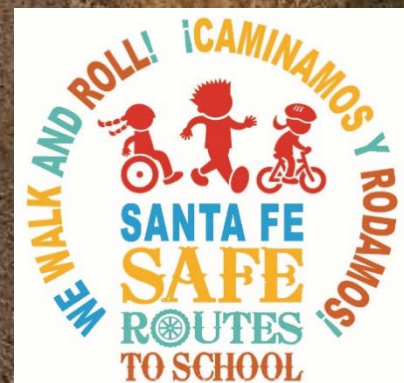


Santa Fe Safe Routes to School Action Plan for 2024-2027 and a sustainable SRTS program beyond that

December 14, 2023

Santa Fe Conservation Trust
on behalf of City of Santa Fe Parks Department
with Santa Fe Metropolitan Planning Organization

- Tim Rogers, Santa Fe Safe Routes to School Coordinator
- Chuck Malagodi, SRTS Education Consultant
- Ashleigh Curry, SRTS Program Consultant
- Santa Fe Metropolitan Planning Organization
- Santa Fe Safe Routes to School Coalition



Santa Fe
Safe Routes to School
Action Plan for 2024-2027
and a sustainable SRTS program beyond that

passed by Santa Fe Metropolitan Transportation Policy Board, December 14, 2023



Santa Fe Conservation Trust

on behalf of City of Santa Fe Parks Department

with Santa Fe Metropolitan Planning Organization

through funding support by

Federal Highways Administration's
Transportation Alternatives Program

- Tim Rogers, Santa Fe Safe Routes to School Coordinator
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- Santa Fe Metropolitan Planning Organization
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Executive Summary

The Santa Fe Safe Routes to School (SFSRTS) Action Plan for 2024-2027 provides a framework of objectives and activities to increase safe walking and bicycling to and from school in and around Santa Fe NM for the next four years and beyond. This Action Plan was developed under the guidance of the Santa Fe SRTS Coalition, based on demonstrated best practices at the national level, decades of experience with SRTS in New Mexico, and 2.5 years of intensive experience in Santa Fe.

Since May 2021, through the support of a federal Transportation Alternatives Program (TAP) award of c. \$290,000 to the City of Santa Fe, and supplemental assistance of \$40,000 from the State Outdoor Recreation Division via an Outdoor Equity Grant, the Santa Fe Conservation Trust, acting as Santa Fe SRTS Coordinator, has worked with Santa Fe Public Schools (SFPS) and other local partners to

- convene a Santa Fe SRTS Coalition including representation of the City, SFPS District and school staff, Santa Fe Metropolitan Planning Organization (MPO), consultants with expertise in SRTS efforts in Albuquerque and Las Cruces, private organizations, and other partners meeting on a monthly basis to coordinate and inform pilot activities, and to develop this Action Plan
- analyze school service areas, enrollment, and location of residence of school populations for all k-8 SFPS schools to determine which schools may best be situated to develop significant levels of walking and rolling to school
- organize roughly 300 walk and roll to school events led by teacher-stipendees to facilitate over 6,000 non-motorized trips to school by students, teachers, and family members, to more than a dozen SFPS schools on a regular basis and through special events in October and May
- provide walking and bicycling safety education to nearly 4,400 students through in-class and outdoor activities at sixteen k-8 schools and three community venues
- gather data on modes of travel to school at sixteen k-8 schools, finding that among nearly 3,800 students asked, 6.5 percent reported walking to school and 1.7 percent reported riding a bicycle or other wheels to school the day they were asked
- develop and pilot a parent survey tool to identify opportunities and barriers to increasing walking and bicycling to school
- assess walking and cycling conditions on and around twelve school campuses to generate recommendations for improvements in the areas of engineering and enforcement to share with relevant partners and for inclusion in this Action Plan
- work with the City of Santa Fe, SFPS, the MPO, and other partners to plan, fund, and design infrastructure improvements such as a multi-use trail to be completed by the City by early 2024 that will help hundreds of students walking or bicycling to El Camino Real Academy
- Secure follow-up TAP funding and local match for a total of \$294,000 for SFPS to coordinate and implement SRTS efforts to be informed by this Action Plan in 2024-2025.

This Action Plan will serve to guide the continuation, improvement, and expansion of SRTS activities in the areas of:

- Education, to be provided / arranged by the SRTS Coordinator at schools and community events in conjunction with physical education (PE) teachers, other school staff, stipendees including members of Bike Santa Fe, and volunteers
- Encouragement, through regularly-held walk- and roll-to-school events led by teacher-stipendees, and through special community-wide celebrations in October and May

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- Assessment of walking and cycling routes, and continued pursuit of improvements in the areas of engineering and enforcement, through SFSRTS Coalition Partners, particularly SFPS Facilities and Operations, City Public Works, City Parks, Santa Fe County, the Santa Fe MPO, and local law enforcement
- Equity in the development of SRTS activities and the benefits that they produce, including ensuring that disadvantaged schools and populations continue to be at the core of the promotion of walking and bicycling to school, and
- Evaluation of program activities and benefits, particularly continuing to monitor reported levels of walking and bicycling to school and fully implementing parent surveys to identify opportunities and challenges to increase walking and bicycling to school.



Figure 1. Crossing Jaguar Dr. to Bike to Nina Otero Community School

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List of Acronyms

ACMS	All City Management Services
ARC	Architectural Research Consultants
BMP	Metropolitan Bicycle Master Plan (BMP)
BSF	Bike Santa Fe
BPAC	Bicycle and Pedestrian Advisory Committee (City of Santa Fe)
CIS	Communities in Schools
COVID	Coronavirus disease
CS	Community School (Grades k-8)
ECRA	El Camino Real Academy
ES	Elementary School (Grades k-5 or k-6)
FB4KNM	Free Bikes for Kids New Mexico
GIS	Geographic Information Systems
HS	High School (Grades 9-12)
K	Kindergarten
LCI	League Cycling Instructor
MPO	Metropolitan Planning Organization
MS	Middle School (Grades 6-8 or 7-8)
NMDOH	New Mexico Department of Health
NMDOT	New Mexico Department of Transportation
NMSRTS	New Mexico Safe Routes to School (NMDOT)
NPS/RTCA	National Parks Service, River Trails and Conservation Assistance Program
NCSRTS	National Center for Safe Routes to School
PE	physical education
SFCT	Santa Fe Conservation Trust
SFPS	Santa Fe Public Schools
SFSRTS	Santa Fe Safe Routes to School
SRTS	Safe Routes to School
TAP	Transportation Alternatives Program

Endorsement / Personal Statement:



“Chaparral Walk and Roll has been a huge success! We have many families participating each week. I most appreciate the quality time that I see families spending together as they walk from Ragle Park each Friday. Kids are chatting with their parents and grandparents and families have the opportunity to get to know each other. This quality time is priceless and helps our kiddos start the day on the right (or left!) foot! The impact on drop-off is clear and breathtaking. Monday-Thursday we often have a back-up of cars that stretches beyond our campus. On Fridays, thanks to Santa Fe Safe Routes to School, we never have a line of cars!”

- Erica Martinez-Maestas, Principal, Chaparral Elementary School



Figure 2 Walk and Roll to Chaparral Elementary School, 2022

What is Safe Routes to School?

Safe routes to school (SRTS) is an international effort to promote walking and bicycling to school through the “Six E’s”:

- Education
- Encouragement
- Engineering
- Enforcement
- Equity
- Evaluation

This SRTS Action Plan presents objectives and activities in Santa Fe in each of these program areas. Activities and objectives in the areas of engineering and enforcement are combined under “Assessment of Walking and Cycling Routes.” For information on model SRTS initiatives elsewhere in the country and around the world, please see:

- National Center for Safe Routes to School - www.saferoutesinfo.org
- Safe Routes National Partnership - www.saferoutespartnership.org

For resources on SRTS in Spanish, please see:

- What is Safe Routes to School? – [Un manual sobre las rutas seguras a la escuela](#)
- Key Messages and Discussion Points – [Mensajes claves y puntos de discusión](#)

More information on the Santa Fe Safe Routes to School (SFSRTS) program can be found in this Action Plan and on SFCT’s web page at sfct.org/safe-routes-to-school.



Figure 3 Walk and Roll to Amy Biehl Community School, 2022

Action Plan Background and Methodology

This Action Plan builds on knowledge and experience with SRTS in Santa Fe and around the state in the past twenty years to lay the groundwork for a sustainable SRTS program in Santa Fe in the future. Since May 2021, the Santa Fe SRTS Coalition, including the City, the Santa Fe Metropolitan Planning Organization, Santa Fe Public Schools (SFPS), and many more community partners listed below, has supported the efforts of the Santa Fe Conservation Trust (SFCT), as “Santa Fe Safe Routes to School Coordinator,” to implement SRTS pilot activities and to develop this Action Plan for 2024-2027 and beyond.

SFCT conducted this activity under contract through June 2023 with the City of Santa Fe Parks and Open Space Division through the support of federal “Transportation Alternatives Program” (TAP) funds awarded to the City by the New Mexico Department of Transportation (NMDOT). After a six-month extension of activities during which SFCT is receiving Outdoor Equity Grant support from the state Outdoor Recreation Division, SFPS will take over as Safe Routes to School Coordinator in January 2024 as the direct recipient of two more years of federal TAP funding.

This Action Plan has had various iterations since early 2022. A first draft was produced after the establishment of pilot activities based on best practices for encouragement and education in the Summer of 2021, and the creation of a local SRTS Coalition of partners in the Fall of 2021. Subsequent iterations served to update the state of activities and planning in each program area as developed by the SRTS Coordinator with input from program consultants, participants, the public, and particularly from members of the Santa Fe SRTS Coalition, including review and refinement of objectives and activities by SRTS Coalition Planning Groups focusing on elements of education, encouragement, and route assessment.

This final SRTS Action Plan developed to guide activities in 2024 and beyond is based on 2.5 years of intensive experience and planning in order to provide the next SRTS Coordinator – under Santa Fe Public Schools – with guidance and a road map to continue work with the SFSRTS Coalition of partners to increase the number of SFPS students safely walking and bicycling to school.

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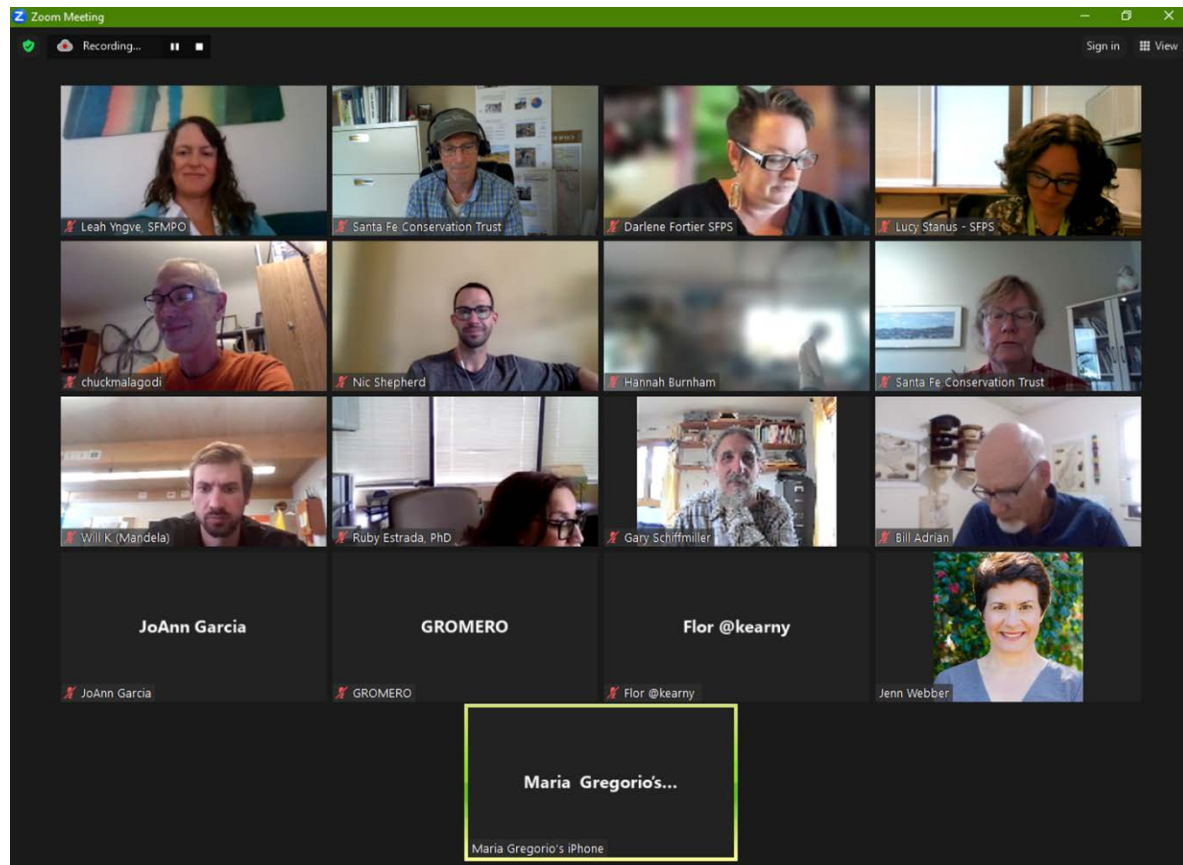


Figure 4 Screenshot of the September 2023 meeting via Zoom of the Santa Fe Safe Routes to School Coalition. As part of the gradual return to “normalcy” after the arrival of Covid-19 pandemic, the vast majority of the Coalition’s nineteen monthly or bi-monthly, Monday afternoon meetings since September 2021 have been via Zoom. This platform has been particularly helpful in terms of encouraging teacher participation and involving key consultants based in Albuquerque and Las Cruces and it was not until November 2023 that the Coalition had its first in-person meeting.

Santa Fe SRTS Coalition

Contributing members of the Santa Fe SRTS Coalition from 2021-23 include:

- Tim Rogers, SFCT Trails Program Manager / Santa Fe SRTS Coordinator
- Chuck Malagodi, SRTS Education Consultant
- Ashleigh Curry, Las Cruces Public Schools, SRTS Program Consultant
- Nic Shepherd, SRTS Education Coordinator
- Sarah Noss, Executive Director of SFCT
- McAllister Yeomans, SFCT Operations Manager
- Erick Aune, Santa Fe MPO
- Hannah Burnham, Santa Fe MPO
- Leah Yngve, Santa Fe MPO
- Melissa McDonald, City of Santa Fe Parks
- Romella Glorioso-Moss, City of Santa Fe Public Works

- Kristin Sandoval, Santa Fe Public Library / South Side Branch
- JoAnn Garcia, NM Dept. of Transportation
- Angelica Trujillo, NM Dept. of Transportation
- Sam Jensen, NM Dept. of Transportation
- Gabe Romero, SFPS Facilities and Operations director
- Raquel Plaza, SFPS Deputy Chief of Equity, Diversity, and Engagement
- Lisa Randall, former SFPS Sustainability Program Coordinator
- Lucy Stanus, SFPS Sustainability Program Director
- Ruby Estrada, SFPS Sustainability Program
- Michelle Ortega, Assistant Principal, El Camino Real Academy
- Tom Tison, El Camino Real Academy
- Gary Bass, El Camino Real Academy / Chaparral Elementary School
- Jeri Lyn Salazar, Nina Otero Community School
- Maria Gregorio, Nina Otero Community School
- Bryan Cruz, Ramirez-Thomas Elementary School
- Flor Barraza, Kearny Elementary School
- Will Knoessel, Mandela International Magnet School
- Aoifie Runyan, Acequia Madre / Carlos Gilbert Elementary School
- Bill Adrian, Crossing guard for Salazar ES, VP of Casa Alegre Neighborhood Assoc.
- Jennifer Wellington, Bike Santa Fe
- Gary Schiffmiller, Bike Santa Fe
- Jenn Webber, Bike Santa Fe
- Judith Gabrielle, City Bicycle and Pedestrian Advisory Committee
- Tony Gerlicz, City Bicycle and Pedestrian Advisory Committee
- Phil Lucero, Aspen Community School parent, former member of City BPAC
- Miguel Acosta, Earthcare
- Elena Kayak, Grant Writer for Three School Districts in New Mexico
- Paloma Sanchez, Chainbreakers Collective
- Shannon Palermo, former director, Railyard Park Conservancy
- Izzy Barr, current director, Railyard Park Conservancy
- Christian Talamantes, SFCT Community Engagement Specialist
- Deb Grieco, Nickolas Viau, and Evan Neal of Allpoints GIS

Why Safe Routes to School? - Benefits of SRTS in Santa Fe

- **Health.** Walking and bicycling to school promotes health for students, families, staff, and the entire community. Regular physical activity can play a key role in reducing the impact of obesity, heart disease, diabetes, and may other chronic diseases. Walking and bicycling are also beneficial for mental health and the development of self-reliance among young people.

Opportunities for safe, outdoor physical activity through “active

transportation” became all the more important after the arrival of COVID-19 throughout the country in 2020. By reducing motor vehicle traffic congestion, and thus noxious emissions, in school areas, SRTS can also help schoolchildren and their families avoid toxic exhaust and related respiratory problems. By improving walking and bicycling safety in school areas, SRTS efforts will also facilitate physical activity and reduce injuries due to traffic crashes among the general population.

- **Environment.** Reducing reliance on private vehicles and school buses means fewer vehicles on the road and less congestion in school areas, where idling cars and buses can result in a concentration of noxious fumes in the very place where we are trying to help children learn and grow. Replacing trips by private vehicles with non-motorized trips also helps reduce greenhouse gas emissions and reduces the carbon footprint of the school system.

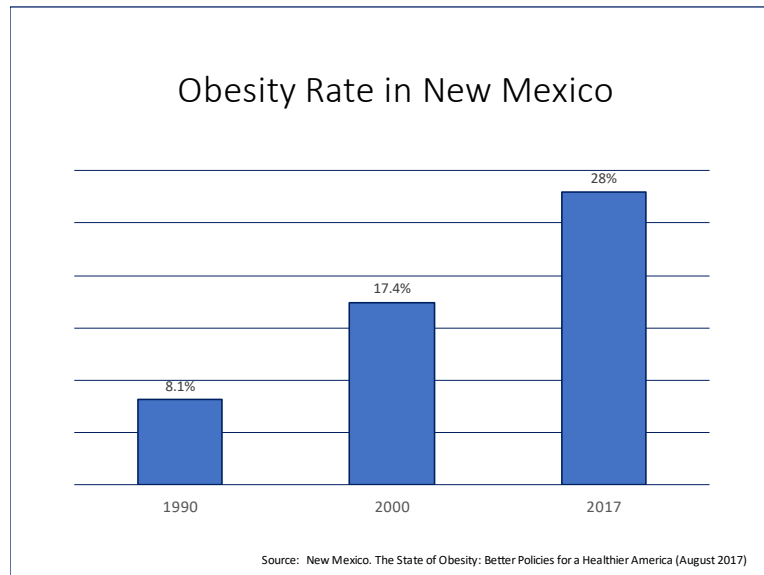


Figure 5 Obesity data for NM cited in the Sustainable Santa Fe 25-Year Plan (2018).

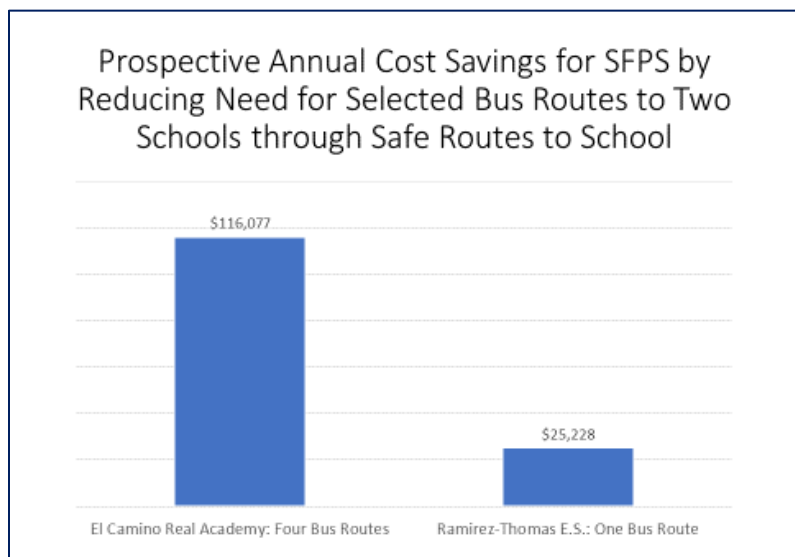


Figure 6 Two studies by SFPS Transportation Dept. in 2020-21 demonstrated substantial cost savings as well as air quality improvement attainable through the development of safe walking and bicycling routes (see SFPS/Leck in references).

- **Economy.** Walking and bicycling to school are less expensive than driving for families and less expensive than bussing for the school district. Reductions in congestion and crashes through the promotion of safe walking and bicycling reduce the economic burden on the entire community. Making our communities more walk- and bicycle-friendly makes them more attractive places for people to live, work, play, and visit.
- **Academic Performance, Attendance, and Personal Development.** Walking or cycling to school means that students arrive at school awake and energized and this contributes to higher testing scores. Walk to school and bicycling programs have also been successfully used to combat truancy. Finally, learning to walk and ride a bicycle as transportation to and from school provides SFPS students with an opportunity to develop independence, self-reliance, and a positive self-image.



Figure 7. Bike-to-School Success Story.

Valentina Watson, a Walk-and-Roll leader/stipendee at Acequia Madre ES, provided this photo with the following explanation:

“Ariella is a success story of bike to school. When she started biking to Acequia Madre Elementary from Patrick Smith Park, she was learning to be on her bike without training wheels and her mom would guide her. Ariella's dad was also following us in his car for added safety. I saw how she persevered and kept training uphill, downhill, and on the road curves and turns. Now Ariella is biking solo and always with a sweet smile on her face.”

SRTS Program Background and Timeline

Children have been walking to school in Santa Fe for centuries. Not until the second half of the 20th Century did motor vehicles - automobiles and school buses - become the prevailing forms of transportation to and from school, as areas served by public schools began to sprawl far beyond the ability of children and families to walk. The convenience of the automobile and its domination of our travel ways combine to make walking or bicycling to school even less desirable for most families, transforming every school in our city into a center of motor vehicle traffic congestion twice a day.

Toward the end of the 20th Century, in recognition of the health and environmental benefits of walking and bicycling, families and communities around the world began to push for changes to allow children to once again comfortably and safely walk or ride a bicycle to school, and the Safe Routes to School (SRTS) movement was born. The following timeline takes us from that point to the present, and future, Santa Fe SRTS effort:



Figure 8 Walk and Roll to César Chávez ES, 2012

- 2006-12: Local participation in Natl. Walk & Roll to School Days rises from one to 12 schools.
- 2008-2012: Federal SRTS funds available statewide through NMDOT / NM Safe Routes to School Program creates New Mexico SRTS Handbook.
- 2012: SRTS in Santa Fe Metropolitan Bicycle Master Plan.
- 2012: MPO Pilot Activity at César Chávez Elementary School (ES); NMDOT awards federal SRTS Funds to City for improvements serving César Chávez ES and Gonzales Community School (CS).
- 2015: SRTS in Santa Fe Metropolitan Pedestrian Master Plan.
- 2018: SFPS Sustainability Program engages in SRTS support, helps City Parks apply for TAP.
- 2019: NMDOT Awards TAP Funds to City Parks for SRTS Action Plan & Pilot Activities.
- 2020: Railyard Park Conservancy's Safe Routes to Parks activity with Earthcare.
- May 2021: Santa Fe Conservation Trust begins TAP-Funded Activities for 2021-23 under contract with City Parks.
- Fall 2021: Creation of Santa Fe SRTS Coalition; SRTS Education & Tallies at six SFPS schools; Weekly Walk & Roll-to-School events at three SFPS schools. City Public Works starts planning & design for Cottonwood-ECRA Connector Trail.

- Spring 2022: First Draft of Santa Fe SRTS Action Plan; SRTS Education & Tallies at ten schools. Weekly Walk & Roll-to-School events at three SFPS schools, pilot walk- or bike-to-school programming at three more SFPS schools.
- Fall 2022: Weekly Walk & Roll-to-School events at five SFPS schools.
- Nov. 2022: NMDOT announces availability of unprogrammed FFY2024 TAP funds.
- Spring - Fall 2023: Draft Santa Fe SRTS Action Plan under public review on way to review and approval by MPO Transportation Policy Board by end of year.
- Spring 2023: Weekly Walk & Roll-to-School events at six SFPS schools, seven more schools participate in Earth Day or Bike-to-School Week events; SRTS education at seven SFPS schools plus community-wide Bike Rodeo with City Recreation at Genoveva Chávez Community Center.
- March-June 2023: SFPS with support from SRTS Coordinator and Coalition applies for and Receives Award of FFY2024 TAP Funds to continue SRTS Program through 2025.

- June 2023: Ramirez-Thomas ES, with over 300 students living within safe walking distance, leads its first walk-and-roll to school events as part of Summer programming.
- Fall 2023: SFCT receives an Outdoor Equity Grant from the New Mexico Outdoor Recreation Division to continue as Safe Routes to School Coordinator through December 2023.
- Fall 2023: Walk-and-Roll to School events at nine SFPS schools on a weekly basis, one school on a monthly basis, and one school on a semi-annual basis. SRTS education provided and student travel tallies taken at five SFPS schools.



Figure 9 Walking to Ramirez-Thomas Elementary School, June 2023.

- Jan 2024 – Dec 2025: TAP-funded SFSRTS program under SFPS, SRTS program to expand to include more focus schools as well as districtwide activities.
- Anticipated Spring 2024: City completes trail connection between Cottonwood Village and ECRA.
- Mid-2024: Anticipated next call for TAP Projects to fund activities in 2026-27.

Community Demographics

The City of Santa Fe has a population of roughly 89,000 including 18 percent under the age of eighteen, according to US Census Bureau's estimates for 2022. Over half the population (54%) was reported to be Hispanic and under 40% white non-Hispanic, according to the American Community Survey of 2021. The population of Santa Fe County as a whole is significantly larger at over 155,000.

Development of new neighborhoods, and the location of the school-age population in Santa Fe, has been moving southwest, away from the historic plaza, for at least a century. SFPS has tried to follow the trend through construction of new schools to serve areas where population growth is occurring, and considering closing schools where population of school-age children is declining. Still, many of the schools in the southwestern part of the city serve sprawling assignment areas, and most students either live too far away or would have to deal with major traffic hazards in order to walk or bike to school. As a result, they qualify for bussing, but most often are simply delivered to school, and retrieved from school, by a long line of private motor vehicles.

Hispanic New Mexicans, who represent the majority of students at SFPS schools, as well as Native Americans suffer obesity and diabetes at disproportionately high rates compared to Anglos.¹ These higher rates are reflective of limited access to healthy food as well as limited opportunities for physical activity, including recreation and “active transportation” – walking and bicycling.



Figure 10 Students arrive at Kearny Elementary School by scooter, bike, and foot, Fall 2023.

¹ NM Department of Health / Healthy Kids NM, New Mexico Childhood Obesity Prevalence Trends, 2010-2022.

Equity and Inclusion

The Santa Fe SRTS initiative strives to provide equitable opportunities for participation in planning and implementing safe routes to school, and to produce results for the people of Santa Fe of all races, ethnicities, preferred languages, income levels, education levels, physical and mental abilities, and gender and sexual orientations. For the promotion of walking and bicycling to school, concerns about equity also extend to families and children who live too far from school to walk or bike or who otherwise need to use motorized transportation for the trip to school.

A recent “Community Health Profile” by the National Park Service Rivers, Trails, and Conservation Assistance Program (NPS/RTCA) Program, Santa Fe MPO, and the SFPS Sustainability Office makes the case for serving underserved population in the southwest part of Santa Fe, focusing on the benefits to be realized through a “Santa Fe Southside Sector Greenway Loop” consisting of selected, planned portions of the River Trail and the Acequia Trail. This profile, completed in 2021, demonstrates that this region of Santa Fe has a high need for more recreational opportunities and safe active transportation. The community feedback received indicated that the community is very supportive of additional multi-use trails being built.

The “Safe Routes to Parks” initiative spearheaded by the Railyard Park Conservancy with support by the Safe Routes Partnership, delved deeper into methods to integrate community participation and input in planning for active recreation and transportation in the southwest part of the city, including the use of Spanish language interpretation and participatory assessment of walking and bicycling conditions in the area. This effort resulted in a 2021 Safe Routes to Parks Action Plan that helped lay groundwork for the Safe Routes to School effort and can serve as a road map for the Santa Fe SRTS Coalition with respect to establishing, evaluating and monitoring participation and inclusion in the Santa Fe SRTS program.

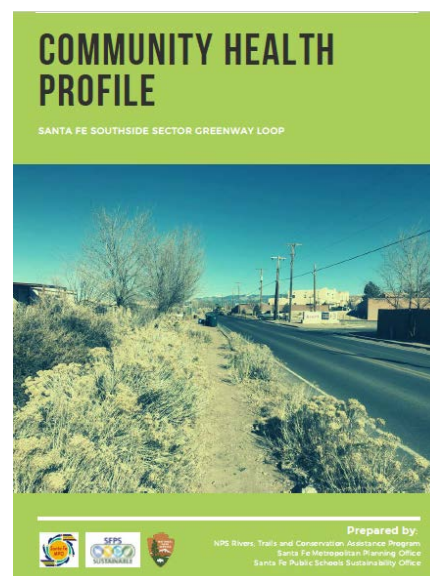


Figure 11 Community Health Profile developed by NPS/RTCA with the Santa Fe MPO.

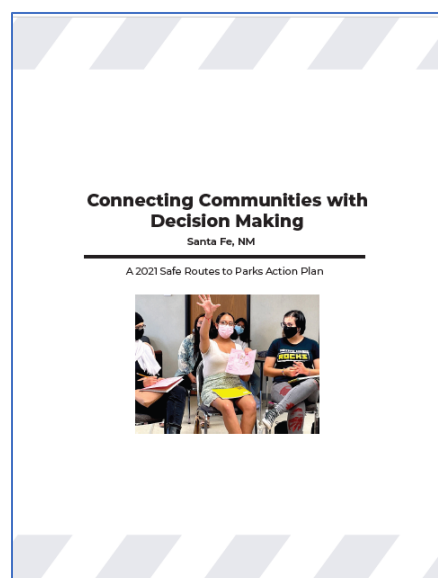


Figure 12 2021 Safe Routes to Parks Action Plan.

The Trip to School in Santa Fe – Mode Choices and Impact

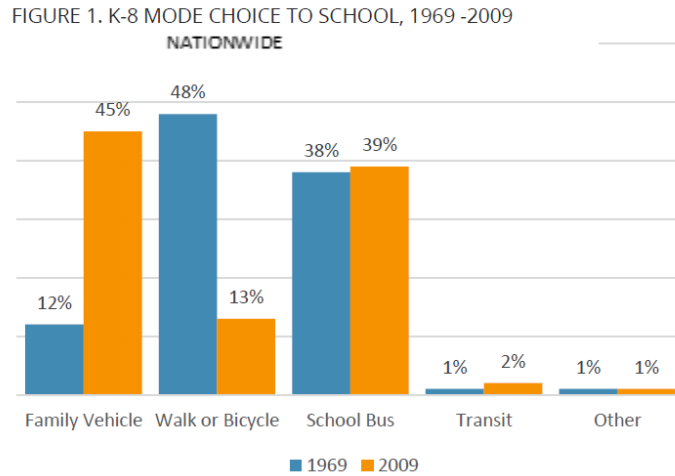
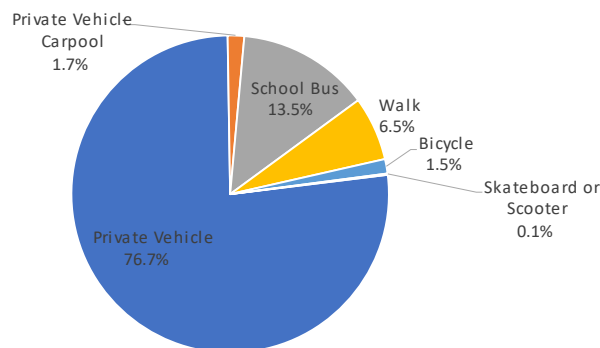


Figure 13 Data from National Center for Safe Routes to School 2011 (from Santa Fe MPO Teen Mobility Plan)

The long-term, nationwide trend away from walking or bicycling to school, illustrated above, is reflected even more strongly in Santa Fe, where the reliance on arrival by family vehicle appears to now be far higher than the national trend. Student travel tallies by the Santa Fe SRTS team of 3,796 students in 190 classrooms at sixteen SFPS schools in 2021-23 found that well over three-quarters (78.5%) arrived by private vehicle the morning of the class visit, while 13.5 percent came by school bus. Just over eight percent reported coming to school under non-motorized power, including 6.5% on foot, 1.5% by bicycle, and 0.1% by skateboard or scooter. A summary of SFPS tally data by school is available in Appendix 12.

SFPS Classroom Tallies, 16 Schools, Sept 2021 – Dec 2023

Reported Mode of Arrival to School on Day of Tally



N = 3,796 students, grades k-8

Figure 14 Mode of Arrival to School according to classroom tallies

Similarly, a student survey conducted as part of the City’s Santa Fe Multimodal Transition Plan in 2021 found that among nearly 700 students in Grades 6-12, nearly 90 percent identified a private vehicle as a “normal” way for them to travel to and from school (before COVID/remote school). Less than 15 percent considered walking, and about 8 percent bicycling, to be a normal way for them to get to and from school.

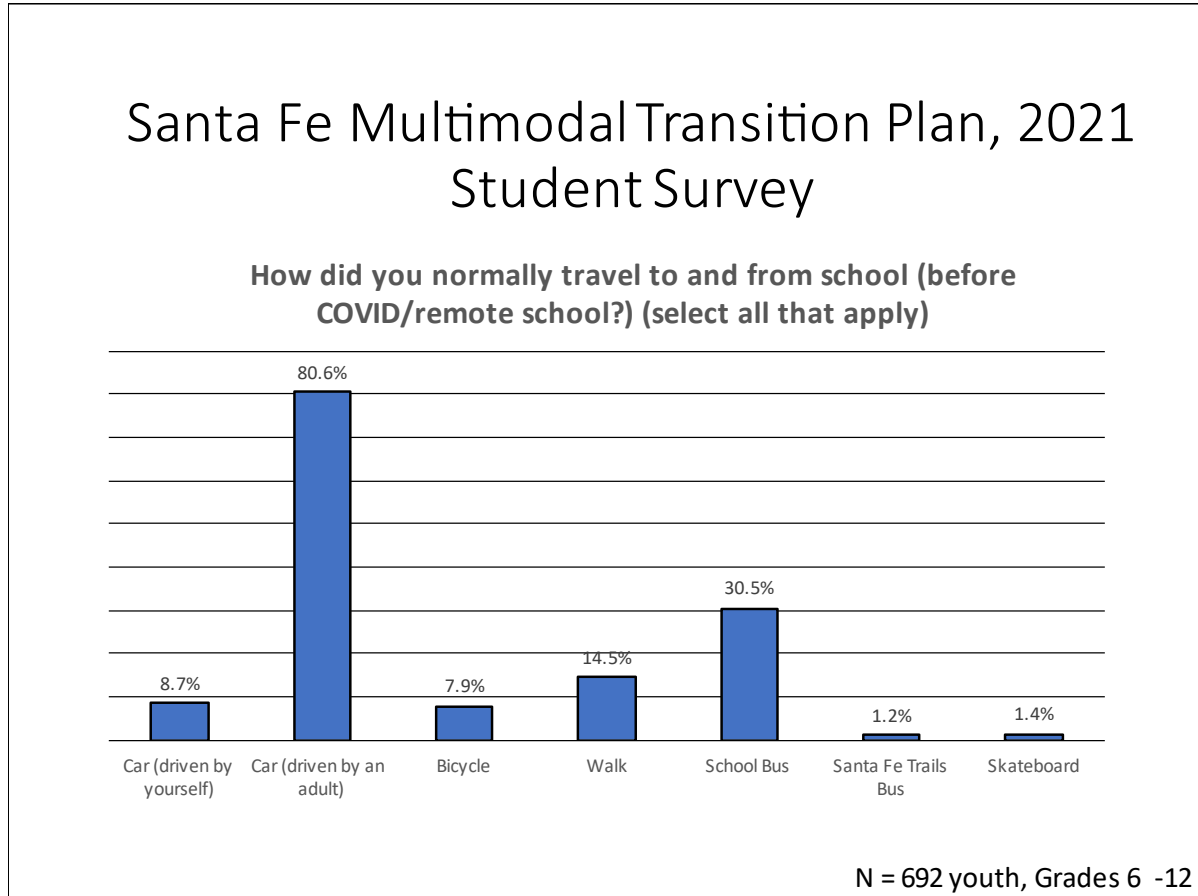


Figure 15 "Normal" mode of travel to school reported by students in Santa Fe, Grades 6-12, per 2021 Multimodal Transition Plan

The most common reasons that surveyed students cited for not walking or bicycling include distance or time required (63%), lack of permission from parent or guardian (27%), and safety concerns (26%).

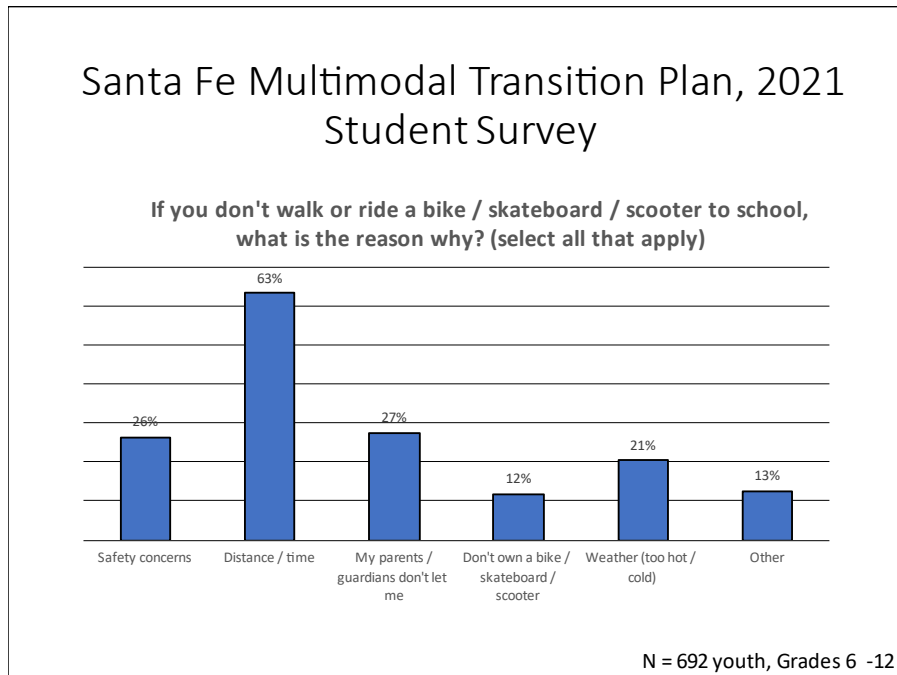


Figure 16 Reported reasons not to walk or bike to school, per Multimodal Transition Plan, 2021

A parent/guardian survey administered by the SRTS program at three “Fix-It Fiestas” in Spring of 2022 had similar findings among a very small sample of self-selected, supportive parents.

Among 16 respondents who had any hesitations about allowing children to walk or bike to school, 75% cited distance as a reason for this, 38% cited concerns about traffic safety, and 13% cited concerns about crime or violence. Among 17 overall respondents who provided information, 53% reported living more than two miles from school 24% reported living 1-2 miles from school, and 24% reported living within one mile, which is the typical maximum

distance an elementary school-age child might be expected to walk to school. These findings, while based on a small sample, strongly align with SFPS’s own transportation analysis finding that just over one-quarter of children in Grades k-8 lived within walking distance of the school they attend (see discussion of Figure 19 below). The SFSRTS program is currently working with Ortiz MS to distribute an electronic version of the survey to more families to provide a more reliable sample size for this data.

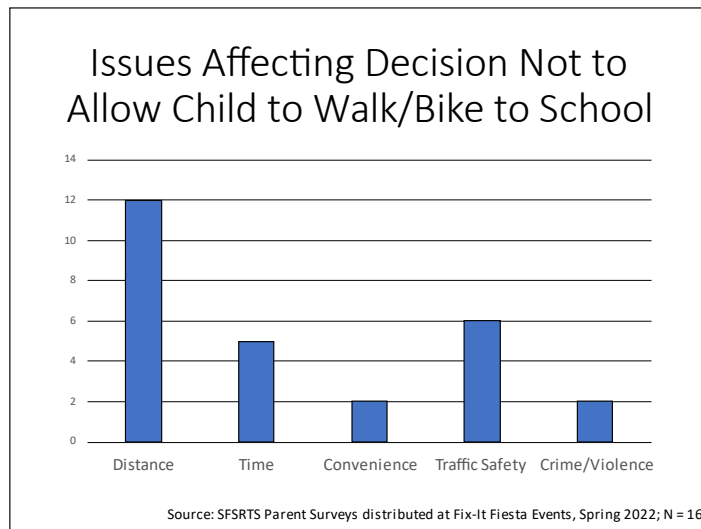


Figure 17 Reported reasons not to allow child to walk or bike to school, per SFSRTS Parent Survey, 2022

As throughout the country, the emphasis on private vehicles and school buses as the way to get to school in Santa Fe has greatly influenced, and been reinforced by, school design and siting decisions. Throughout New Mexico schools are asked to provide increasingly large campuses, which often require selection of sites outside of populated areas where land is available for larger campuses, and costs less. Transportation needs are addressed primarily through significant district and state support for school buses, and campuses are designed to accommodate increasingly large numbers of private automobiles for those families that cannot or do not use school buses.

While funding for school busses is available, SFPS and other school districts in New Mexico are having an increasingly difficult time recruiting school bus drivers. Meanwhile the local transportation systems that serve schools in New Mexico typically provide limited accommodations for walkers and bicyclists, and there is in general limited public funding for new walking and bicycling infrastructure along roads built for cars, let alone trails along new alignments other than existing roads.

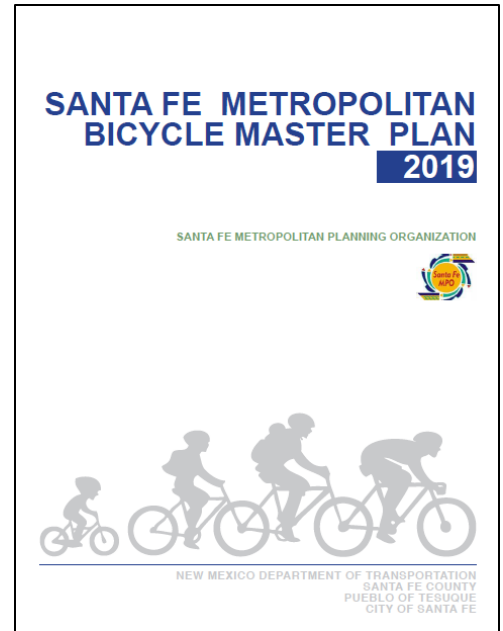


Figure 18 Traffic congestion on Rufina St. during arrival time for Ramirez-Thomas Elementary School.

Planning for Walking and Bicycling in Santa Fe

In Santa Fe, planning for providing and improving walking and bicycling facilities that could serve students and their families is supported in the following documents:

- City General Plan, Development Requirements under Chapter 14; City Parks and Recreation Master Plan
- County Community College District Plan, Sustainable Growth Management Plan, and Sustainable Land Development Code
- NMDOT plans and policies with regard to state highways (particularly NM14 and US84/285) and the NM Railrunner
- Santa Fe Metropolitan Planning Organization (MPO): Metropolitan Transportation Plan (MTP); Complete Streets policy; Metropolitan Bicycle Master Plan (BMP) and Pedestrian Master Plan (PMP)
- SFPS Board Policy 542, “Organizational Sustainability through Environmental Stewardship”
- SFPS Facilities Master Plan, SFPS Sustainability Guide.



Santa Fe Metropolitan Bicycle Master Plan (2019) (p 51) Safe Routes To Schools

Key Elements include:

- *City transportation planning and engineering approaches that address built environment needs and ensure safe conditions for walking and biking*
- *Tools, guides, and resources to encourage participation in safe and active transportation*
- *Educational activities for students, parents, and community members about rules of the road and traffic safety*
- *Enforcement approaches to encourage safety and reduce unsafe behaviors among drivers, bicyclists, and pedestrians*
- *Evaluation activities to monitor and measure the impact of these programs.*

Santa Fe Metropolitan Bicycle Master Plan, 2019 (p 41), Policy Recommendation 3: Establish a District-Wide Safe Routes to School Program. This plan recommends that the MPO work with member agencies, the cycling community, and Santa Fe Public Schools to:

- Secure active involvement of Santa Fe Public School (SFPS) District.
- Work toward district-wide involvement in annual Walk-and-Roll-to-School Day (held each October), National Bike-to-School Day (held each May), and other promotional opportunities.
- Advance SFPS policies that favor walking and bicycling to school.
- Enlist support of the public health community (e.g. through NMDOH's Healthier Weight Coalition and the NM Helmets for Kids Coalition), and private foundations for development of local SRTS activities.
- Develop and promote trail alignments and other non-motorized routes as part of broader SRTS programs that align with the bikeway system.

More specific support of and references to Safe Routes to School can be found in the following sources:

- Santa Fe Metropolitan Bicycle Master Plan, 2012: Recommendation 2.4 (see Appendix 9); 2019 Revision, Policy Recommendation 3: Establish a District-Wide Safe Routes to School Program (see text boxes above)
- Santa Fe Pedestrian Master Plan, 2015 (see Appendix 9)
- City Bicycle and Pedestrian Advisory Committee (BPAC), BPAC Strategic Plan, FY2023-2033
- Sustainable Santa Fe Plan (pp. v and 68)

- SFPS Board Resolution 2018/19 – 10, Supporting Safe Routes to School Projects Provided by the City of Santa Fe
- SFPS Sustainability Guide v 2 Feb 2020:
 - Transportation: “Promote alternative transportation...Partner with City/County to increase Safe Routes to School walking/biking...Develop strategies to...decrease family pick-up and drop-off.
 - Health & Wellness: “Work with City/County to create outreach and education to increase walking and biking to school.”

Safe Routes to School in Santa Fe and New Mexico since the 2000s

Walk-to-School and Bike-to-School events have occurred in Santa Fe and throughout New Mexico since at least the 1990s. As federal “Safe Routes to School” funding became available, the New Mexico Dept. of Transportation created the NMSRTS Program which functioned from roughly 2007-2012 and produced the NM Safe Routes to School Handbook. The program encouraged municipalities and school districts to establish education, encouragement, and planning activities toward the creation of an SRTS Action Plan, which was required before communities could apply for “Phase 2” SRTS funding for infrastructure.

Before new federal SRTS funding was discontinued after 2012, the City of Santa Fe was able to apply for remaining infrastructure funding at selected locations. The MPO commissioned a study of infrastructure needs at César Chávez ES, which already had very active participation in Walk and Roll to School Day, and the City successfully applied for funding to complete a sidewalk connection from a trail on Paseo del Sol (see figures below).

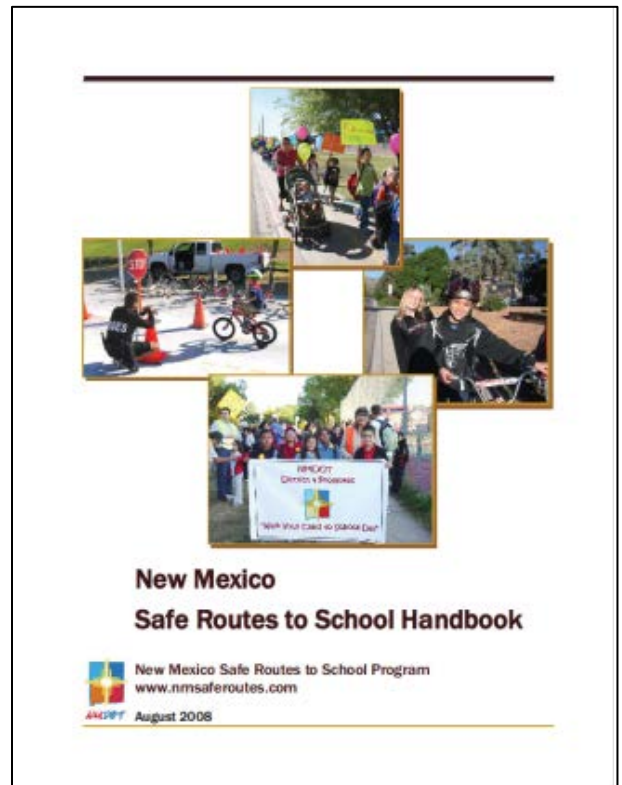


Figure 19 The NMSRTS Handbook was available to help NM communities wishing to work with NMDOT's NMSRTS Program before dedicated federal funding for state SRTS programs was discontinued after 2012.



Figure 20 Before and after sidewalk construction on Paseo del Sol by City of Santa Fe, through federal SRTS funds in 2014.

Santa Fe Public Schools was also able to use federal SRTS funds in 2014 for a trail connection behind Gonzales CS with a direct tie-in to the River Trail via a marked school crossing of W. Alameda St., and to purchase bike racks for various schools that needed them.

The National Center for Safe Routes to School (NCSRTS) has been promoting and assisting the development of SRTS programs around the country since the 1990s, including organizing National Walk to School Day each October, and since 2012, National Bike to School Day each May. Communities around New Mexico began to celebrate “Walk and Roll to School” events that could include both modes. Where there was a central point of local promotion, the number of participating schools jumped.



Figure 21 For International Walk to School Day in 2023, Nina students and families were joined by others headed to César Chávez ES and Capital High School.

For example, Santa Fe schools participating in Walk to School Day rose from one to up to a half dozen from 2006 to 2011 (see Figure 22), but in 2012, as the MPO promoted SRTS, as many as 12 schools were noted to have participated in the first year of National Bike to School Day events.

The NCSRTS’s information under “Who’s Walking” and “Who’s Biking” compiled over the six years leading up to COVID-19 indicate a steady and growing participation in these events by schools in Santa Fe, as measured by registration on the NCSRTS web site (see Figure 23).

Actual participation, including by schools that do not register for the event, is often higher than these numbers indicate.

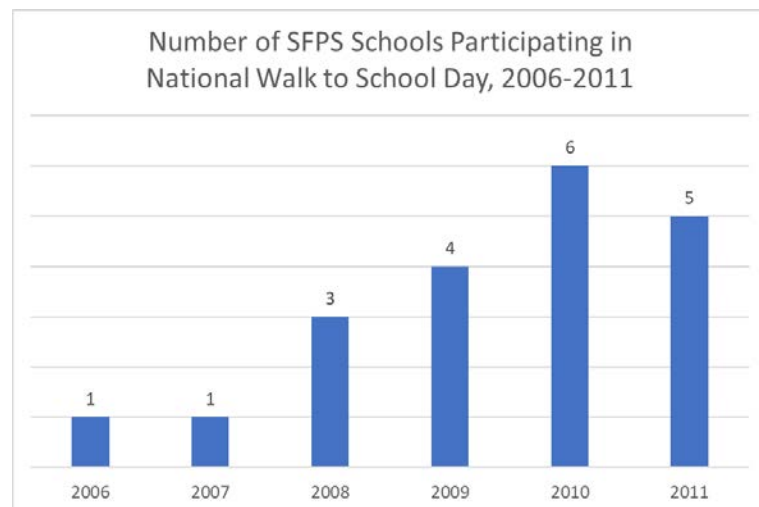


Figure 22 Participation in National Walk to School Day, 2016-11, Historic data compiled from www.walkbiketoschool.org

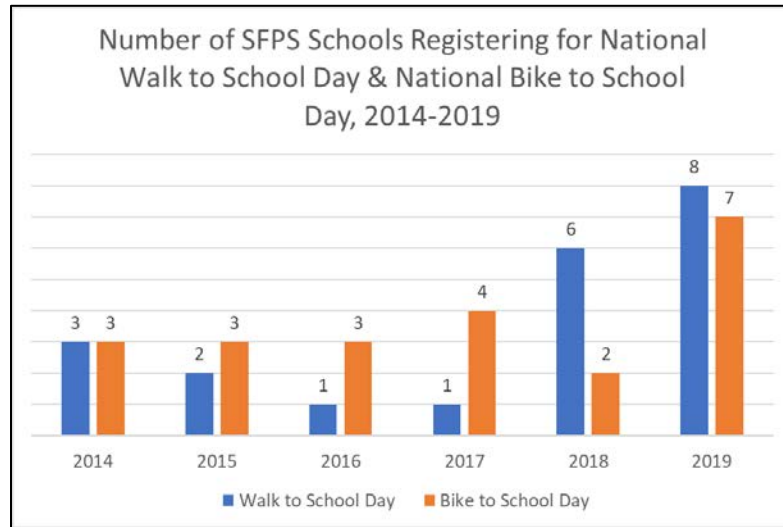


Figure 23 Participation in Walk to School Day and Bike to School Day, 2014-2019, Data compiled from www.walkbiketoschool.org

Meanwhile, elsewhere in New Mexico, Albuquerque and Las Cruces have been developing substantial programs to educate and encourage schoolchildren to safely walk and ride bicycles in their communities for several decades, as detailed in Appendices 1 and 2. These efforts, experiences, and the expertise that these communities have developed have gone a long way to lay the groundwork for the SFSRTS initiative, including pilot activities in 2021-23 and the creation of this SRTS Action Plan.



Figure 24 Interest by school staff can be the critical basis for engagement at SFPS schools (Nina Otero CS).

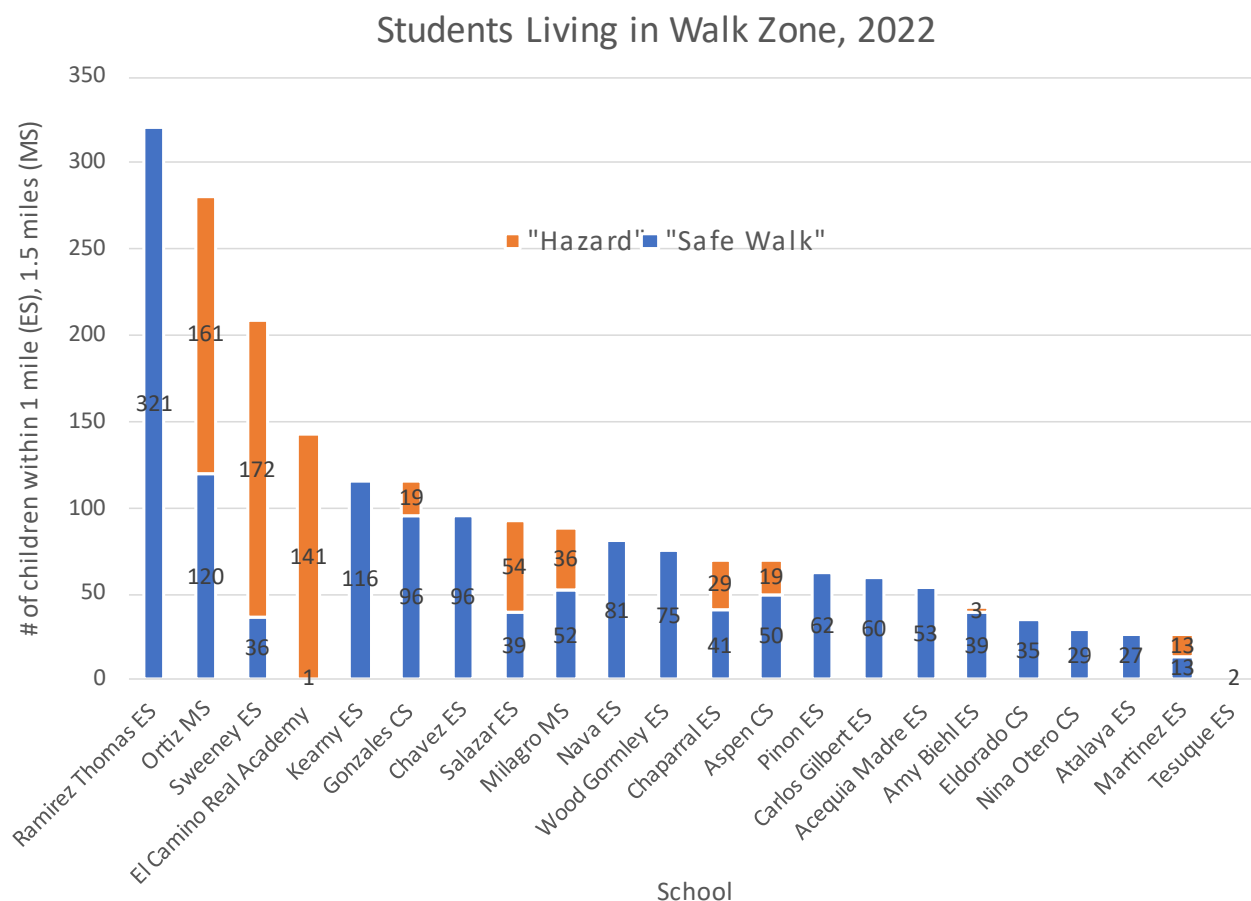
Santa Fe Public Schools

The Santa Fe Public Schools System includes fifteen elementary schools (grades k-5 or k-6), five community schools (grades k-8), and two middle schools (grades 6-8 or 7-8). These schools had a total of nearly 7,500 students out of the system's grand total of over 11,000 students, as reported to NM Public Education Department for Oct. 1, 2022. Nearly three-quarters (71%) of these students lived in their school's assignment area, of which just 2,091 (28%) lived within walking distance of their school – one mile for elementary schoolers and 1.5 miles for middle schoolers.

Table 1. Santa Fe Public Schools serving K-8 students: Enrollment and population in assignment area

School	grades served	total enrollment	# living in assignment area	# within walking distance*	# within safe walking distance**
Elementary & Community Schools					
Acequia Madre Elementary	K-6	138	53	53	53
Amy Biehl Community School	K-6	352	313	42	39
Aspen Community School	K-8	363	211	69	50
Atalaya Elementary	K-6	272	84	27	27
Carlos Gilbert Elementary	K-6	301	113	60	60
Chaparral Elementary	K-6	190	137	70	41
César Chávez Elementary	K-5	314	267	96	96
El Camino Real Academy	K-6	778	509	142	1
Eldorado Community School	K-8	395	319	35	35
Gonzales Elementary	K-8	323	173	115	96
Kearny Elementary	K-6	349	270	116	116
E. J. Martinez Elementary	K-6	189	127	26	13
Francis X. Nava Elementary	K-6	183	81	81	81
Nina Otero Community School	K-8	679	488	29	29
Piñon Elementary	K-6	545	433	62	62
Ramirez Thomas Elementary	K-5	421	334	321	321
Salazar Elementary	K-6	206	155	93	39
R.M. Sweeney Elementary	K-5	273	239	208	36
Tesuque Elementary	K-6	67	46	2	0
Wood Gormley Elementary	K-6	293	151	75	75
Middle Schools					
Ortiz Middle School	6-8	443	416	281	120
Milagro Middle School	7-8	381	339	88	52
TOTAL		7455	5258	2091	1442

* - as measured along public streets ** - excluding those who qualify for hazard bussing



Source: Analysis of SFPS Data for October 2022 by Architectural Research Consultants (ARC), Feb. 2023

Figure 25 Students living in “Safe” and “Hazard” Walk Zones, 2022

Those students living within walking distance include 19% (1,442) of students living in the “safe walk area” (not qualifying for school bus service) and 9% (649) of the student population living in “hazard areas” as determined according to state definition to qualify for “hazard bussing.”² The graph above presents these findings for each school. For maps prepared for the SFSRTS program by Architectural Research Consultants (ARC) illustrating each school’s assignment area with “safe walk,” “hazard walk,” and “bus ride” zones as well as general locations of students’ residences, please see Appendix 4.

The number of children living within walking distance from a given school is a major determinant of whether that school may benefit from developing SRTS activities. Other criteria for selection of schools for SRTS support include whether a given school has already been involved in SRTS; has staff, parents, and students who are interested in promoting walking and bicycling to school; has partnerships in place

² N.M. Public Education Department: Title 6 Primary and Secondary Education, Chapter 41 Transportation - School Bus Safety, Part 3 Standards for Determining Hazardous Walking Conditions (see Appendix 10).

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that will benefit SRTS efforts; has relevant resources for education and encouragement, such as a bike fleet; has comfortable and safe sidewalks, bike lanes, street crossings, and/or trails that can be used for safe walking and bicycling to school; or will benefit from pending or planned improvements that will position it well for walking and bicycling to school in the near future.

Based on these criteria, and to provide equitable outreach to underserved schools and populations, the Santa Fe SRTS Program initially focused on activities with Nina Otero CS, El Camino Real Academy, and Aspen CS. After the first year, the program expanded its group of main focus schools to include Amy Biehl and Chaparral ES, where there was historic involvement and active interest in SRTS, and Ramirez-Thomas ES, which has by far the highest potential number of students who might be able to walk or bike to school.

Other schools where the SFSRTS program has had significant involvement in

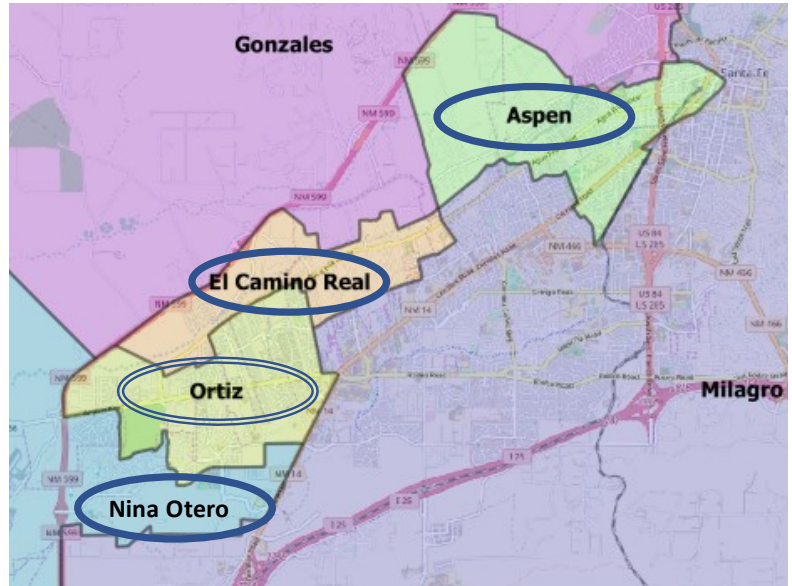
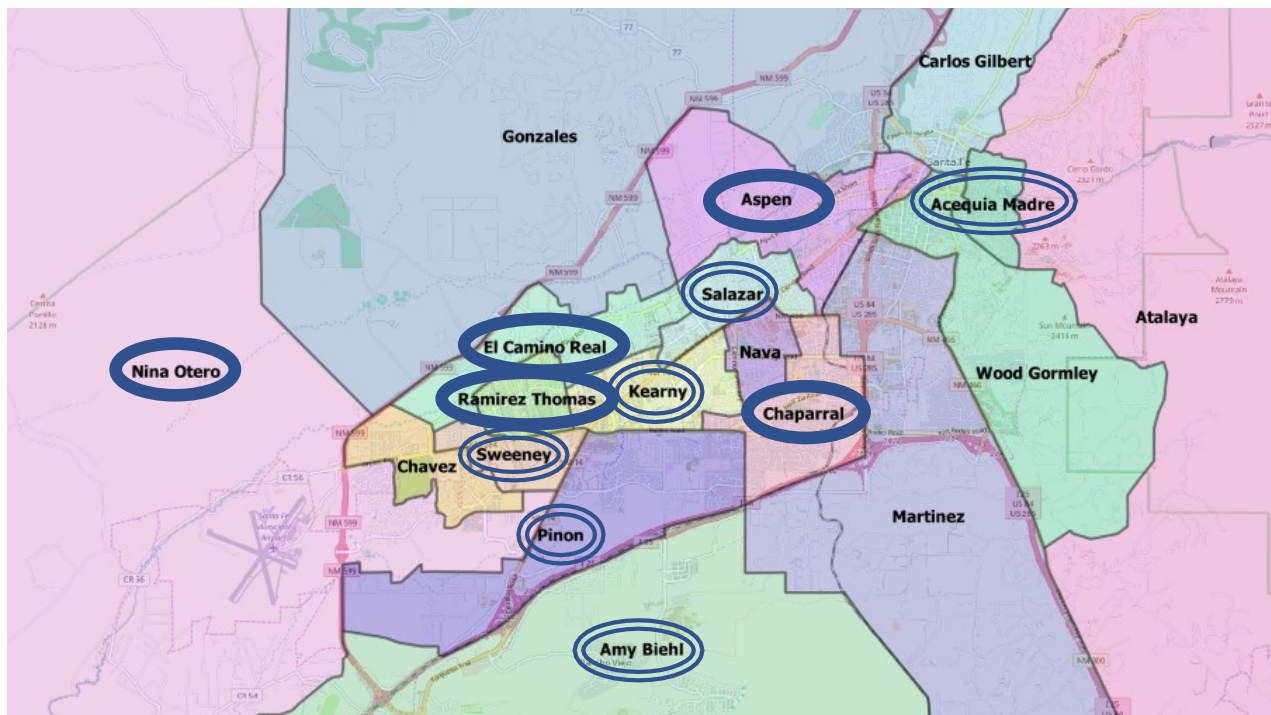


Figure 26 SFPS School Assignment Zones for Middle Schools and Community Schools (Grades 6-8) (not shown: Eldorado CS)



SFSRTS Focus Schools, 2021-23:

Major Focus School (5)

Minor Focus School (7)

Figure 27 SFPS School Assignment Zones for Elementary Schools (Grades K-6)(not shown: Eldorado CS, Tesuque ES)

promotional activity include Acequia Madre ES, Kearny ES, Piñon ES, Salazar ES, Sweeney ES, and Ortiz Middle School.

The maps above illustrate current SFPS school assignment zones associated with each elementary (k-5/6), community (k-8), and middle school (5/6-8). Focus schools that the SFSRTS program has worked with in 2021-23 are indicated by thick circles around major focus schools and thin circles around minor focus schools (for a list of these focus schools, please see Table 6 on p. 44).

Community Partners

Members of the SFSRTS Coalition include representatives of the City of Santa Fe, Santa Fe Public Schools, including teachers and families, the Santa Fe Metropolitan Planning Organization, the Santa Fe Conservation Trust, and other partners listed on p. 4. The SFSRTS program has greatly benefitted through the assistance of various community partners including non-profits, private businesses, and individual volunteers.

Free Bikes for Kids. SFSRTS has worked with several local schools to put bicycles and striders donated by “Free Bikes for Kids New Mexico” (FB4KNM) into direct use for real, hands-on bicycle education for k-8 schoolchildren.

Thanks to various-sized kids' bikes provided by FB4KNM, El Camino Real Academy was able to include bike rodeos and bike skills training in its Summer programming supported by SRTS in 2021. These FB4KNM bikes continued to serve physical education and afterschool programming at ECRA in the 2021/22 school year, for a k-8 student population of roughly 750 on the south side of Santa Fe.

Striders provided by FB4KNM to Aspen CS, Nina Otero CS, Sweeney ES, and Ramirez-Thomas ES, enable the SFSRTS program to work with several more schools to further develop bike education programming for our grade schoolers.



Figure 28 Bicycle education at ECRA, with bicycles provided by Free Bikes for Kids, Summer 2021

Chainbreaker Collective has participated in the SFSRTS Coalition and provided mechanics for our “Fix-It Fiesta” at César Chávez ES in April 2022.

Bike Santa Fe has provided mechanical assistance and leadership at Fix-It Fiestas, participated in bike trains to Nina Otero CS and Ortiz MS, and provided provided League of American Bicyclists-certified cycling instructors (LCIs) to assist with bike and pedestrian education and encouragement at Acequia Madre ES, Amy Biehl CS, Chaparral ES, ECRA, Kearny ES, Piñon ES, and Salazar ES, initially only as volunteers but more recently as SRTS program stipendees.

Santa Fe Community Educators Network has facilitated networking through “Teachers Night Out” events each October and directly supported SRTS instruction as well as walking route assessment activities at Chaparral ES, Milagro MS, and Kearny Summer School.

Santa Fe High School National Honors Society students have assisted with bike education, promotion, fix-it fiestas and route assessment at Aspen CS, Chaparral ES, and community venues.

Rob and Charlie’s, BTI, and other bike shops have donated repair materials, incentives, and mechanics’ time for community events and school fleet maintenance.

REI has provided bike education instructors for “Pump It Up” classes at middle schools and put on a Fix-It Fiesta for school and community members in the Railyard Park in April of 2022.

City of Santa Fe Recreation Dept. supported the community-wide Bike Rodeo held at the Genoveva Chávez Community Center in May 2023.

City of Santa Fe Police Dept. and Fire Dept. have participated in and provided welcome support and visibility for Walk-and-Roll events.

City of Santa Fe Public Library, Southside Branch, has provided the meeting point for events to Nina Otero CS, César Chávez ES, and Ortiz MS, including providing snacks and goodies for participants in National Walk to School Day in 2021-22.

State Farm Insurance (Jairo Gutierrez) provided the meeting point for a very successful Walk to Sweeney ES event in May of 2022.



Figure 29 Santa Fe Fire Department staff ride with families headed to school on the "Bike Train - River Route," May 2023.



Figure 30 Walking to Aspen Community School on the River Trail, 2021

SRTS Action Plan: Vision, Objectives, and Program Areas

Vision / Goal: More Children Safely Walking or Bicycling to and from School in the Santa Fe area

Objectives and Program Areas

- Educate schoolchildren and families on safe walking and bicycling
- Encourage walking and bicycling
 - Promotional activities – annual, monthly, weekly, daily
- Identify and resolve barriers to walking and bicycling to school
 - Assessment of barriers to walking and bicycling to school
 - Engineering Solutions
 - Enforcement and Other Solutions
- Establish equity in the process and benefits of promoting walking and bicycling to school
- Evaluate SRTS Program to improve outcomes and to secure further support

Education – Objective, Pilot Activities, Vision of 2024 & Beyond

Objective: Increased knowledge and awareness among all users of the transportation system of safe and effective travel to and from school in the presence of walkers and cyclists.

1. Students, family members, and school staff understand how to safely walk to and from school.
2. Students, family members, and school staff understand how to safely ride a bicycle to and from school.
3. Educators are able to effectively teach safe walking and bicycling skills to SFPS students
4. Motorists operating in school zones understand how to safely interact with students, family members, and school staff walking to and from school.

Pilot Activities:

Through the services of SRTS Education Consultant Chuck Malagodi, SRTS Education Coordinator Nic Shepherd, community partner Bike Santa Fe, and other stipendees and volunteers, the Santa Fe SRTS program has offered Santa Fe Public Schools a variety of bicycling and walking education curricula since Summer of 2021, reaching thousands of SFPS students as summarized in the tables below and in Appendix 5.

The ultimate objective is for SFPS staff, including physical education teachers and others, to integrate walking and bicycling education into what they teach so that all SFPS students have an opportunity to learn about safely walking and bicycling in their community. Drawing on experience in Albuquerque, SRTS programming in Santa Fe has included the following elements (see Appendix 6 for more details).



Figure 31 "Walk this Way" pedestrian safety education provided by SRTS Educator Chuck Malagodi

- Walk This Way is a 45-minute presentation most appropriate for first or second graders. The program will cover traffic sign recognition, head/helmet safety and how to be visible. A smart board and computer or projector and computer that has internet access will be needed to show a ten-minute video. This presentation could be offered to the whole grade level or to individual classes depending on what would work within an educator's schedule.
- Bike This Way is a 45-minute presentation most appropriate for third and fourth graders. It covers how to cycle safely on the road as well as helmet and head safety. A smart board and computer or projector and computer will be needed to show a ten-minute video. This presentation could be offered to the whole grade level or to individual classes depending on what would work within an educator's schedule.
- Pump It Up is a 45-minutes to an hour class, most appropriate for grades 5-8, that briefly covers bicycle safety before teaching students how to repair a flat tire. All students will receive a glueless patch kit to take home. Gyms are perfect locations to house this class seeing that room for the students to spread out is necessary. Class size should be limited to 40 youth.

- Bike Fleets: Schools that already have pedal-bicycle fleets have the opportunity for more intensive education and training.
 - During the Summer of 2021, the Santa Fe SRTS program offered a three-to-four-day curriculum for students at El Camino Real Academy and Nina Otero CS that began with in-class pedestrian and bicycle education followed by an outdoor “bicycle rodeo,” where students navigated a course featuring common traffic signs and signals, and a more advanced skills session where students learned and practiced maneuvering their bicycles around and over obstacles. Both schools continued to provide their own programming using these fleets for physical education classes as well as after-school programs. ECRA disbanded its fleet in Spring of 2023 because it consisted of disparate used bicycles that were difficult to maintain.
 - In 2022-23, Milagro MS and Ortiz MS acquired bicycles for on- and off-campus bike education activities. The SFSRTS program conducted a training for PE and other school staff in May 2023 in order to support implementing bike education at Ortiz MS, which received its fleet of bicycles through “Ride for Focus.”
- Striders: Striders are small, pedal-less bicycles that provide a better way to learn how to balance on a bicycle than traditional training wheels. Several SFPS schools with strider fleets are in a position to teach basic cycling skills to new riders. SFPS staff at El Camino Real Academy and Nina Otero CS have been actively providing this instruction along with a Bike Santa Fe volunteer. The SRTS program may be able to help disseminate this knowledge to teachers at other schools with striders, which include Ramirez Thomas ES, César Chávez ES, and Aspen CS.



Figure 32 Bike Rodeo at El Camino Real Academy as part of Summer programming in 2021

The SFSRTS program has sought to provide educational curricula through Physical Education (PE) classes, as well as some after-school and summer programming, by reaching out to principals, PE teachers, and other school staff to arrange programming. Priority has been placed on SRTS focus schools where walk-and-roll to school events take place as well as other schools with interest and potential based on analysis of school assignment zones.

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Tables 2 & 3: SFSRTS On-Campus Education Activities June 2021- Dec 2023, by Semester and School

	Summer 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Total	
# of schools	2	6	8	2	8	2	5	16	schools
Sessions	16	22	29	4	50	34	60	215	classes
Grade level(s)	1-8	1-8	k-8	1,7-8	1-8	1-8	k-8	k-8	grade level
students	261	394	977	59	957	530	1200	4378	students reached
hours of instr.	24.5	22.5	51	5	61	54	60	278	hours of instruction
SFPS staff	19	22	29	3	55	10	60	199	times SFPS staff
SRTS staff	10	22	42	6	30	1	0	111	times SRTS staff
Stipendee	0	4	18	4	61	4	70	161	times stipendee
volunteers	6	9	6	5	13	0	0	39	times volunteer
Vol hours	18	19	12	11	13	0	0	73	volunteer hours

Schools by Season	Summer 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Total Seasons
Acequia Madre ES					X		X	2
Amy Biehl							X	1
Aspen CS		X	X		X			3
Carlos Gilbert ES			X					1
César Chávez ES		X	X					2
Chaparral ES			X	X	X			3
ECRA	X	X					X	3
Kearny ES					X	X		2
Milagro MS			X		X			2
Nina Otero CS	X	X		X	X	X		5
Ortiz MS			X		X			2
Piñon ES					X			1
Ramirez-Thomas ES			X				X	2
Salazar ES							X	1
Sweeney ES		X	X					2
Wood-Gormley ES		X						1
16 Schools	2	6	8	2	8	2	5	

For more details on educational programming provided by the SRTS program in this period, please see Appendix 4.

In its first 2.5 years of activity, the Santa Fe SRTS program

- provided 215 classes in walking and bicycling safety education at sixteen SFPS schools, reaching 4,378 school children by the end of 2023 (see Tables 2 and 3 above).
- developed a strong working relationship with the Governor's Commission on Disability and the New Mexico Brain Injury Alliance to provide students with helmets in conjunction with education and encouragement activities.
- provided Milagro MS and Ortiz MS assistance in acquiring bicycles.
- provided ECRA and Nina Otero assistance in maintaining their bicycle fleets and conducted several on-campus fix-it sessions at these schools for students and families' bikes.
- provided assistance in getting striders from Free Bikes 4 Kids to Aspen CS and Sweeney ES.
- provided training for 14 teachers, staff, and community members on "Teaching Bicycle Skills to Children at the Railyard Park Community Room on Mar. 26, 2022.
- conducted three "Fix-It Fiestas" in April 2022, at Aspen CS, César Chávez ES and the Railyard Park, to help fix roughly 60 children's and adults' bicycles while developing important connections with families in the community.
- Provided training in bicycle education to three Ortiz MS staff in Spring of 2023.
- Provided helmets and instruction to roughly 20 youth at a community-wide Bike Rodeo at the Genoveva Chávez Community Center in May 2023.

How will education around walking and biking to school be continued? A few options were discussed by members of the SRTS Coalition focusing on SRTS education:

1. Integrate into Physical Education (PE) instruction
 - a. Acquisition of a traveling bicycle fleet? (per vision of SFPS PE Lead)
 - b. Dedicated SFPS staff to coordinate and bring travelling bike fleet to PE teachers?
 - c. Will PE teachers cover the material? Do they have time/ability?
2. Dedicated SFPS Staff Person provides bike and pedestrian safety education
 - a. Including acquisition of a traveling bicycle fleet? (with maintenance strategy)
 - b. Can a position be created within SFPS? (Las Cruces model)
 - i. Sustainability Office
 - ii. Physical Education
3. Outside entity provides bike and pedestrian safety education
 - a. City of Santa Fe Recreation? (Albuquerque model)
 - b. Private organization, e.g. Bike Santa Fe



Figure 33 Promotional and educational materials provided by SFSRTS Program in conjunction with classroom instruction.

Vision for 2024 and beyond

With SFPS as the recipient of TAP funds to cover SRTS activities in 2024-25, it is envisioned that an SRTS Coordinator position within the SFPS Sustainability Program will take responsibility for programming and providing bicycle and pedestrian safety education with a modest budget to support the participation of partners, stipendees, and volunteers with Bike Santa Fe and other local organizations and individuals.

- Continue to provide bicycle and pedestrian education to students in Grades 1-8 at SFPS schools, particularly with PE teachers, and particularly at focus schools and other schools of interest that did not have full coverage in the past year.
- For Spring of 2024, this should include providing full curriculum to students at Chaparral ES and Ortiz MS, among focus schools.
- For 2024-25, pending interest and the initiation of encouragement activities, this may include revisiting César Chávez ES, Sweeney ES, and Milagro MS, and initiating programming with Gonzales CS, Nava ES, and Mandela Independent Magnet School.
- Continue to work with Milagro MS and Ortiz MS to use bicycle fleet to develop capacity to provide bicycle education.
- Expand use of bicycles on and off campus including the creation of “bicycle clubs” that can bridge education and encouragement activities.
- Take steps to acquire a trailer to transport bicycle fleets and eventually a shared fleet to serve schools that do not have a bicycle fleet.
- Work with schools that have striders (Aspen CS, César Chávez ES, ECRA, Nina Otero CS, Ramirez Thomas ES, Sweeney ES) to integrate them into education curriculum.
- Add motorist safety element.
 - For Walk to School Day/Week/Month: Bus wraps? Radio Spots?
 - Outreach to parents and staff at focus schools
 - Outreach to bus drivers (SFPS and City transit)
 - Integration into Drivers’ Education classes

Encouragement – Objective, Pilot Activities, Vision of 2024 & Beyond



Figure 35 Walk to Nina Otero Community School, October 2021

Objective: Effective promotion of walking and bicycling to school

1. Students, family members, and school staff participate in regular walk-to-school days
2. Students, family members, and school staff participate in regular bike-to-school days
3. Motorists, law enforcement, elected officials, and others are aware of and supportive of these activities.

Pilot Activities:

From a baseline of three schools conducting monthly events in May of 2021, the SFSRTS program helped Santa Fe Public Schools expand walk- and bike-to-school events to five schools conducting weekly events by Fall of 2022, and nine by Fall of 2023, with one more conducting monthly events and several more schools participating in community-wide events.

These schools include:

- Nina Otero CS: Bike from Swan Park every Tuesday, Walk from Southside Library every Wednesday

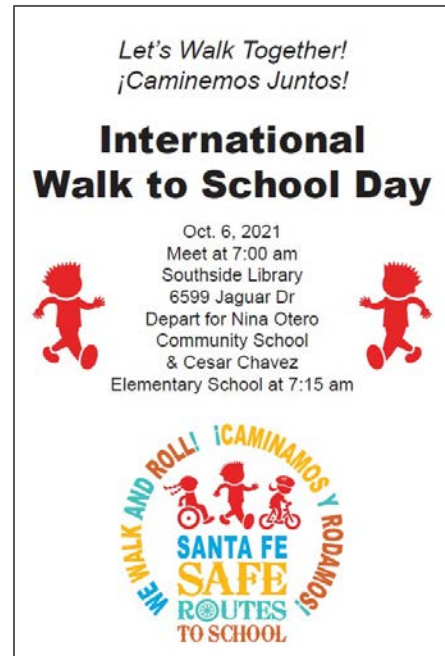


Figure 34 Promotion of a multi-school event for use in sandwich board ad or as a flyer.



Figure 36 Incentives provided by NMDOT, including fluorescent anklets, wrist-slaps, shoelaces, and zipper pulls, ready for distribution on International Walk-to-School Day at Wood Gormley ES in 2021

- El Camino Real Academy: Walk & Roll to School every Wed., from Cottonwood Village Mobile Home Park; Bike to School from Cottonwood Village and from Rufina St. for Bike-to-School Day
- Amy Biehl CS: Walk and Roll to School from Rancho Viejo Plaza every Wednesday
- Aspen CS: Walk and Roll to School every Thursday on River Trail from Griego Park; Bike to School from Frenchy's Field in May
- Acequia Madre: Bike to School from Patrick Smith Park every Friday
- Chaparral ES: Walk and Roll to School from Ragle Park every Friday
- Piñon ES: Walk from School to Pueblos del Sol Trails in Spring 2022, Earth Day Walk-to-School in April 2023, National Walk to School Day in Oct 2023
- Kearny ES: Walk and Roll to School from Herb Martinez Park every Thursday
- Ortiz Middle School: Bike to School from South Side Library, first Tuesday each month in Fall 2023, with bicycles provided by the school
- Ramirez-Thomas ES: Walk to School from Dawson Park each Wed. in June 2023, each Friday in Fall 2023
- Salazar ES: Walk and Roll to School from Frenchy's Field and Maclovio Park every Tuesday
- Sweeney ES: Walk to School in May 2022 from State Farm Insurance office on Airport Rd. (discontinued Fall 2022 through at least Spring 2024 due to sidewalk closure for construction)



Figure 37. The SFSRTS Program has provided numerous schools with "sandwich board" assemblies with custom-printed foam board inserts to promote walk-and-roll to school events, bike rodeos, and "fix-it fiestas."

Setting up Walking School Buses and Bike Trains

Walking school busses, bike trains, and combined "walk and roll" processions of students to schools take advantage of relatively safe and comfortable routes to school that are easy for families to access and join. A minimum of two teachers are recruited to commit to regular participation with the incentive of a \$32/hr. stipend, and a route to school is selected that can safely serve as many local residents as possible but also have ample potential for "drive-in" participation for families to drop-off students or park their vehicle and join the walk or bike ride. Parents and other family members are encouraged to join the procession and in some cases are the



Figure 38 Inclement weather may seem like a reason to discontinue activities, but teacher-stipendees are encouraged to keep convening their groups as long as there are students and families interested in participating (Walk and Roll to Chaparral ES)

catalysts for the event, leading the way along with SFPS and SFCT staff.

Schools are recruited and routes are chosen based on the number of families within walking distance that they may serve, as informed by school assignment zone maps prepared by Architectural Research Consultants (see Appendix 4) that delineate areas within safe walking distance, areas where students are eligible for bussing due to hazardous conditions, and where students are eligible for bussing based on distance, and indicate where families that attend a given school live.

Typically a regular walk- or bike-to-school event begins at a park or library at least a half-hour and up to an hour before the school bell rings, depending on the distance to be covered. Ideally a day of the week is chosen (any day but Monday) for weekly events that can last throughout the semester, though many schools discontinue their events once winter sets in after Thanksgiving and start up again once temperatures begin to rise in March.

Community Wide Celebrations and Participation by Additional Schools

In addition, the SRTS program has encouraged these and more schools to participate in annual “International Walk-to-School Day” in October and “National Bike to School Day” in May. Participation over the years in these annual events by SFPS schools can be tracked on the national “Walk Bike and Roll” web site at www.walkbiketoschool.org. For International Walk-to-School Day in October, Nina Otero CS has been joined by students from César Chávez ES and Capital High School.

For National Bike-to-School Week in May, the SRTS program has organized “Bike-to-School Fiestas” with music, swag, and breakfast burritos on hand to encourage other area schools to join our regularly scheduled bike-to-school events. The Tuesday Bike-to-Nina Otero event on the Tierra Contenta Trail has attracted participation from Ortiz MS, Santa Fe School for the Arts and Sciences, and César Chávez ES. The Thursday Walk-and-Roll-to-Aspen CS event on the River Trail (see Figure to right) was joined in May 2023 by students and families from Gonzales CS, Carlos Gilbert ES, Acequia Madre ES, and Mandela International Magnet School as well as from one private school (Fayette Academy) and two pre-schools.



Figure 39 This multi-school event to celebrate National Bike to School Week was built around Aspen Community School's weekly scheduled event on the River Trail and attracted students and families from eight schools including five SFPS k-8 schools.

Promotion of these regular and special events includes various means of communications and incentives:

- Word of mouth and visibility of students arriving at school on foot or by bike or scooter
- School announcements, Remind text messages, advertisement on school marquees
- Flyers created by SFCT, schools, or other partners distributed at schools, through SFPS's "PeachJar" mechanism, shared as email attachments or links, highlighted in social media (particularly by participating schools), posted at bike shops and libraries, and posted on SFCT's SFSRTS web page at sfct.org/safe-routes-to-school
- Sandwich board promotions provided by the SFSRTS program (see Figure 37) and posters created by students and staff at individual schools
- Outreach to schools through Principal's Weekly and Peach Jar
- Offering incentives to participants, including: NM Walk and Roll "swag" provided by NMDOT; keychains, other trinkets, bike bottles and bottle cages, and rewards cards provided by the SFSRTS program, and raffle tickets for prizes provided by participating schools and other partners, as illustrated in figures above.
- Promotion at community events such as Bike Rodeos and Fix-It Fiestas
- Promotion through other school activities such as SFCT's Passport to Trails field trip program which serves 4th and 5th Graders at Chaparral ES, ECRA, and Nina Otero Community School.

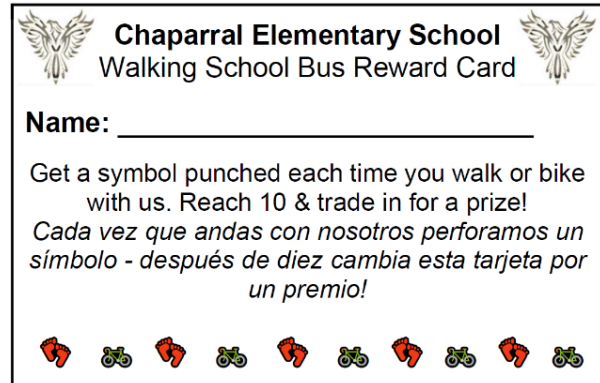


Figure 40 Rewards card provided to participants in for Walk-to-Chaparral ES events. The next step is coming up with prizes for participation.



Figure 41 Participants in Walk- and Bike-to-Nina Otero CS events in Spring 2023 received raffle tickets to win a bicycle donated by Rob and Charlie's bike shop.

Overall participation in these “encouragement” events in 2021-23 can be summarized as follows (number of schools refers to only to those schools organizing regular events):

Table 4. Participation in Walk-and-Roll to School and Walk- or Bike-from-School events, 2021-Nov. 2023

	# of schools	events	# of students	# of adults	total # of participants
Summer 2021	2	7	136	16	152
Fall 2021*	3	21	136	95	231
Spring 2022	6	39	384	211	596
Fall 2022	6	71	1250	517	1767
Spring 2023	8	82	1081	565	1646
Summer 2023	2	4	37	30	67
Fall 2023**	11	74	1081	667	1748
Total 2021-22	12	298	4105	2101	6207

* - incomplete reporting of student participation ** - reporting through Nov. 28, 2023
(Final data through the end of 2023 will be posted at sfct.org/safe-routes-to-school/safe-routes-to-school-encouragement)

Anecdotal observations point to a variety of benefits of these walk-and-roll-to-school events beyond the health impact of engaging in physical activity. At Chaparral ES, the principal, who also serves as morning crosswalk attendant on campus, has observed that there is virtually no traffic congestion on campus on Fridays, when up to one-fifth of the student body may be walking or biking to school from Ragle Park. Ortiz MS students who participate in monthly bike-to-school rides have been observed to show up to school “beaming” with joy and ready and willing to learn. At Acequia Madre ES, one young participant demonstrably developed her confidence and independence riding a bicycle as the school year progressed (see Figure 7).

For more information on levels of participation in walk-and-roll-to-school events, please see Appendix 7, Table of Walking and Bicycling Events, June 2021 – November 2023.

Expansion of Walk and Roll Activities in Fall of 2023

Based on the number of students living within safe walking distance along streets (see Figure 25), as well as consideration of additional students who may arrive via informal or formal off-road routes, key schools that were successfully recruited for participation in regular Walk and Roll to School events in Fall of 2023 included:

- Kearny Elementary School
- Ortiz Middle School (monthly)
- Piñon Elementary School (1x/semester)
- Ramirez-Thomas Elementary School
- Salazar Elementary School

Vision for 2024 and Beyond

In Spring of 2024 and beyond, the SFSRTS program needs to shore up levels of walking and rolling to school in the schools that are already participating. The tables above and in Appendix 5 indicate how levels of participation have grown annually since 2021. By mid-Fall of 2023, however, participation at most of these schools had slacked off significantly compared to earlier levels, with the possible exceptions of Acequia Madre, Amy Biehl, Chaparral, and Nina Otero Walk to School.

In some cases, such as Piñon ES and Ortiz MS, frequency may be increased to weekly events if school and teacher-stipendee support can be found. At other schools already engaged on a weekly basis, continued promotion of walking and bicycling to school may require innovative new strategies, such as providing a trail monitor to be positioned between neighborhood and school rather than walk-to-school leaders for El Camino Real Academy. Or the program needs to seek to otherwise engage populations that are not well served by these regular events, such as students and families that must contend with hazardous walking conditions, and thus qualify for “hazard bussing,” including those living southeast of Cerrillos Rd. and St. Michael’s Dr. who attend Salazar ES or Aspen CS, or students who would need to cross Airport Rd. to arrive at César Chávez ES, Sweeney ES, or Ortiz MS. Successful promotion of walk- and bike-to-school events for these populations may be contingent on further assessment of walking routes and formulation of engineering and enforcement strategies to improve the safety of students and families using these routes.

In addition to shoring up levels of walking and bicycling to participating schools, in 2024-25 the SFSRTS program may target the following new schools to engage or re-engage in regular walk and roll to school events:

- César Chávez Elementary School
- Gonzales Community School
- Mandela International Magnet School
- Milagro Middle School
- Nava Elementary School
- Sweeney Elementary School (particularly pending opening of sidewalk along S Meadows)
- Eldorado Community School (potential for bike-to-school)

Popularity and viability of bicycling among middle schoolers in particular may call for an emphasis on developing bicycling “clubs” at middle schools and community schools, particularly where such schools already have school-owned fleets but also possibly through the creation of a shared bicycle fleet and trailer. These shared resources can serve education as well as encouragement objectives of the SRTS program, and the inclusion of bicycles in school curricula has even been shown to have a positive impact on mental health and attendance by middle schoolers as well.³



Figure 42 Middle school bike clubs may be an effective way to spur interest and involvement, and to link education with encouragement through bike-to-school events.

³ Godoy, Maria. “Bike riding in middle school may boost mental health, study finds.” National Public Radio, October 18, 2023.

Ultimately the desire is for the SRTS program to become district-wide so that any and all schools that have any significant population living within walking distance can encourage walking and bicycling, participate in walk or bike to school days, and be supported by the SRTS program in doing so. At the same time, awareness of the SRTS program should also become district-wide and promotional efforts may be broadened to a community-wide scale.

Route Assessment and Improvement – Objective, Pilot Activities, Vision of 2024 & Beyond

Objective: Assess Routes for Walking and Bicycling to School and Develop and Implement Recommendations to Improve Routes via Engineering and Enforcement.

In many cases, infrastructure improvements will be key to making walking and bicycling more attractive and safe for Santa Fe’s children and families. Other improvements can come through the involvement of local law enforcement and the work of crossing guards. Specific desirable improvements have been identified for this Plan through the review of past planning processes and the inclusive assessment of walking and bicycling conditions on and around school campuses and elsewhere in the neighborhoods that they serve.

Engineering Improvements

Typical engineering improvements that can be pursued to improve walking and bicycling routes to school include:

- Accessible sidewalks
- Marked Crosswalks
- Multi-Use Trails
- Signage, warning lights
- Pavement markings
- Traffic calming, including bump-outs and median refuges for crosswalks
- Bike lanes or striped shoulders

The Santa Fe Metropolitan Bicycle Master Plan and Pedestrian Master Plan have provided priorities for many improvements that could benefit walking and bicycling to school in Santa Fe (see Appendix 8). By creating new connections that are not along streets, many of trail segments in the BMP could increase the number of children who live within walking distance from a school, and several would effectively provide safe routes for children currently considered to be living in “hazard” walking zones. The Pedestrian Master Plan included more specific analysis of possible school-area improvements to benefit walking and bicycling to and from Sweeney ES, Ortiz MS, El Camino Real Academy, and Ramirez-Thomas ES (see Appendix 8).



Figure 43 ECRA students explore the future River Trail under S. Meadows Dr. in Summer of 2021



Figure 44 Chaparral ES students examine pavement quality in nearby Ragle Park in Spring of 2023.

The Santa Fe SRTS team has built on the recommendations in these plans through focused analysis of where children who attend a given school live and what improvements might best facilitate walking and bicycling to that school. This analysis is informed by mapping and numerous site visits, including field visits with SFPS district staff, hundreds of walk and roll to school events, and participatory field assessments of walking and bicycling conditions at Aspen Community School, Chaparral Elementary School, Milagro Middle School, and Ramirez-Thomas Elementary School.

These activities have helped inform the development of specific recommendations for engineering, enforcement, education, and other solutions to improve the safety and comfort of routes to school.



Figure 45. Mapping of walking routes around Milagro Middle School by a seventh-grader after a walk from school in April 2023.

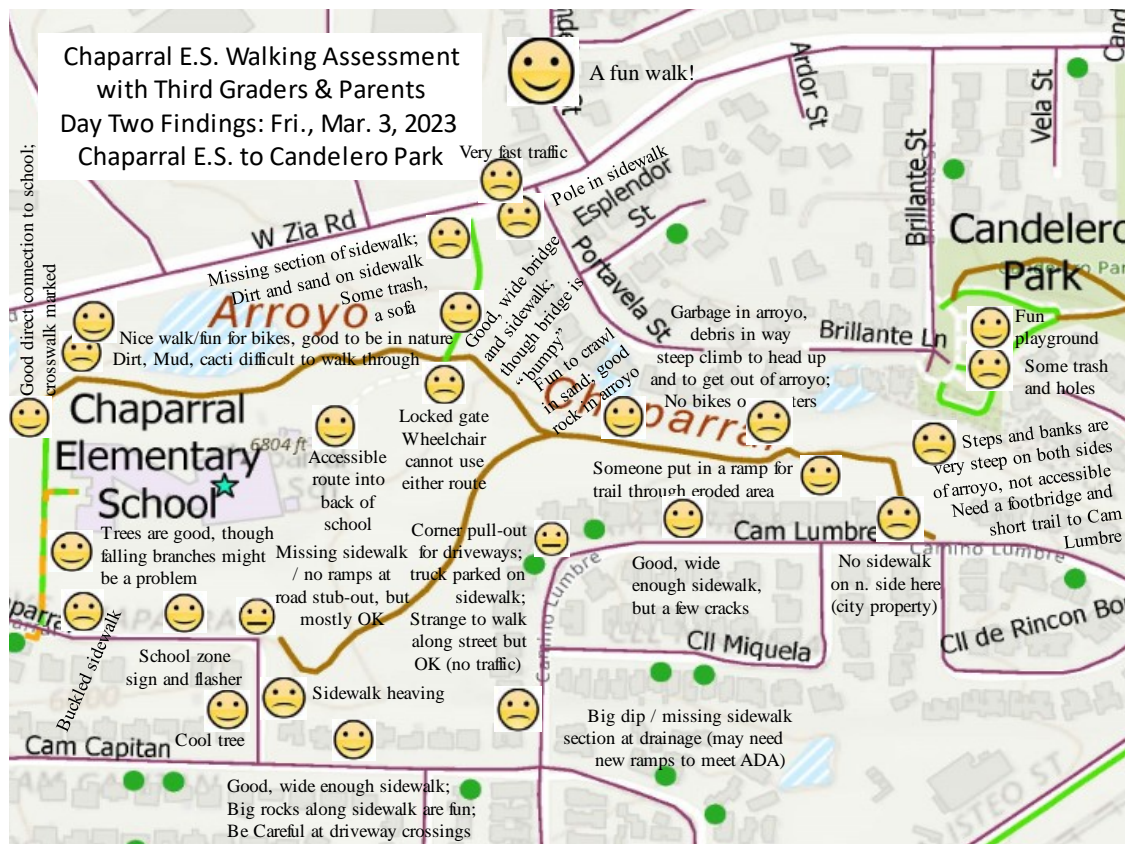


Figure 46. Summary of observations by Chaparral ES third-graders after a walk to Candelero Park and back in March 2023.

Some of the desired infrastructure improvements that have been identified that would serve the most SFPS students, and SFSRTS program action in pursuit of these improvements, include:

- River Trail / ECRA-Cottonwood Village Trail Connection – SFSRTS program participated in planning and design by City, anticipated completion by Spring 2024 (see Figure at right).
- Tierra Contenta Trail, connection to S Meadows Rd. – SFSRTS Program participated in planning and design of this City trail extension which will serve Ortiz MS, Sweeney ES, and Capital HS students by Fall 2024
- Tierra Contenta Phase 3A Trail Connection to Nina Otero Community School on Paseo del Sol – SFSRTS program is working with the City, developers, and SFPS to ensure direct, uninterrupted trail connectivity from the Tierra Contenta Trail at Fire Station 5 to the Nina Otero crossing south of Capital High School.
- Arroyo de los Pinos / Mid-Town Campus Trail – SFSRTS program has worked through the City Bicycle and Pedestrian Advisory Committee (BPAC) and SFPS to ensure that multi-use trails along the east and north boundaries of the campus are prioritized by the City, included in Mid-Town Campus planning and roll-out, and directly tied into Milagro MS, with benefits to SFHS students as well.
- Pueblos de Sol Trails connection to Piñon ES – SRTS program has visited site with SFPS facilities and school staff and worked with City Parks and Sustainability Programs to consider related improvements.



Figure 47 Priority #1 in Santa Fe's Bike Master Plan is also the top infrastructure priority of the SFSRTS program: An accessible multi-use trail connecting El Camino Real Academy to hundreds of ECRA families in Cottonwood Village Mobile Home Park – completion anticipated in Spring of 2024.



Figure 48 Engineering concerns also include maintenance and operations. For the sake of a single construction driveway crossing, this otherwise viable 500-foot stretch of sidewalk along South Meadows Ave was closed for two school years (2022/23 and 2023/24), preventing access from the north to Sweeney ES's school crossing for the duration of a commercial development construction project. The allegedly safer alternative that prospective walkers were directed to was to cross South Meadows at Airport Rd., one of Santa Fe's "top ten" locations of motor vehicle crashes, a fact that the SFSRTS Coordinator shared in discussion with the City Land Use Department on this matter.

The following table presents these and other high-priority recommendations brought forth by the SFSRTS program through school area assessments and review of MPO, City, and SFPS plans. For more details, including project status and estimates of the number of schoolchildren benefitting, and for additional medium- and lower-level priorities identified, please see Appendix 9.

Table 5 Selected Higher- Priority Infrastructure Improvements Identified by the SFSRTS Program, by School

Recommendation	Location	Cost	Agency
Chaparral Elementary School			
ADA-accessible connection between street and park	Intersection of Yucca/Zia Rd. to Ragle Park loop trail	\$	City Parks, with Public Works
Replace two buckling sidewalk panels to meet ADA	N. side of Ave Chaparral east of school crossing	\$	City Public Works / SFPS as landowner
El Camino Real Academy			
Trail Connection between Cottonwood Village Mobile Home Park and ECRA	North of River Trail and along South Meadows west of ECRA	\$\$\$	City Public Works and Land Use / neighboring subdivision
River Trail, with connectivity north and south	Caja del Rio Rd. to S Meadows	\$\$\$	County / City Parks / River Coordinator
Unpaved Trails as Interim River Trail	Caja del Rio Rd. to S Meadows	\$	County / City Parks / River Coordinator
Multi Use Trail, Bridge, and Trailhead with drop-off / pick-up pull-through	South of River Trail to Agua Fria St. between Willy and Santeros	\$\$\$	County / City Parks / River Coordinator
Acequia Trail w. of South Meadows	San Felipe to S. Meadows	\$\$\$	City Public Works
Bike Lanes and sidewalks	Agua Fria St., Jemez Rd. to Cottonwood Dr.	\$\$\$	City Public Works
Sidewalk - new alignment from campus	East side of ECRA Campus to S Meadows	\$\$	School / SFPS / City Public Works
Milagro Middle School			
Mid-Town Campus Trail - East boundary of campus	Yucca St. to driveway/St. Michael's Dr. with spur east north of Milagro Middle School	\$\$\$	City working with private landowner for spur
Nina Otero Community School			
Extend Tierra Contenta Phase IV Trail along Capital High School south boundary	Tierra Contenta Trail at Paseo del Sol West to Nina Otero School Crossing on Paseo del Sol	\$\$	Tierra Contenta developer, City, SFPS
ADA Ramps	Sidewalk along west side of Paseo del Sol in front of Capital High School	\$	SFPS / City
Bump-outs on Jaguar Dr. at Tierra Contenta Trail crossing	Tierra Contenta Trail crossing of Jaguar Dr.	\$	City
Ortiz Middle School			
Tierra Contenta Trail w. of S Meadows	from w. of Buffalo Grass Rd. to S. Meadows	\$\$\$	City Public Works
Tierra Contenta Trail e. of S Meadows	S. Meadows east to subdivision to east and/or future transit center on Camino Entrada	\$\$\$	City Public Works
Pinon Elementary School			
Multi-Use Trail on east side of Pinon Campus	Camino de los Caballos to Pueblos del Sol Trails	\$\$\$	SFPS with City Public Works
Pueblos del Sol Park Steps to corner to intersection	No direct pedestrian access from Pueblos del Sol Park to intersection of Gov Miles and Nizhoni	\$	City Parks
Ramirez-Thomas Elementary School			
Sidewalk 10-20 ft.	W side of Calle Po Ai Pi, SE corner of campus	\$	SFPS with City
Pedestrian access through mobile home park playground	Calle Inez to Calle Po Ai Pi: Lockable Gate?	\$	Rancho Zia Subdivision
Marked School Crossing with median refuge, consider placement of crossing guard	Legal crosswalk of Calle Po Ai Pi at Bonitas Loop (south leg)	\$ - done	SFPS with City
ADA Accessible Trail; 150 ft.	Sierra Vista MHP at Zepol Rd. to Camino del Griego	\$\$	Sierra Vista MHP
Salazar Elementary School			
Acequia Trail	West end of Otowi to La Cieneguita	\$\$\$	City Public Works, Homewise and City Parks for Maes to La Ceineguita
Sweeney Elementary School			
Airport Rd Crossing Improvement / Consider Crossing Guard(s)	Airport Rd at S Meadows (west leg)	\$\$	City Public Works, SFPS for crossing guard(s)
Re-Open sidewalk to school crossing or provide crossing guard at Airport Rd in interim	East side of S. Meadows from Airport Rd. to School Crossing	Policy	City Land Use

Law Enforcement and Crossing Guards

The Santa Fe Police Dept. as well as Fire Dept. staff have participated in various promotional events such as National Walk-to-School Day. Crossing guards managed by SFPS are key players in many of the weekly walk- and roll-to-school routes promoted by the SRTS program.

Law Enforcement as Participants in Events

Law enforcement officers have been an important partner in providing a sense of safety when this is reassuring to community, for example the Santa Fe Police Dept. had a strong presence in the Walk-to-Nina event in October 2021 after a “random” firing of a gun by teenagers riding in a car in the vicinity of three schools (Jaguar Dr. and Paseo del Sol), resulting in César Chávez ES pulling out of the event.



Figure 49 City police officers join the National Walk to School Day procession on the Tierra Contenta trail in October 2021.

While police participation is welcome, their presence at routine events has generally not been sought out as the events are meant to feel “routine” – that is, walking and bicycling to school is a normal way of getting about that should not require the accompaniment by law enforcement.

Enforcement of Traffic Laws

The Santa Fe Police Dept. plays an important role in enforcing traffic laws in school areas in response to requests from particular schools, for example pulling over motorists on Paseo del Sol in front of Nina Otero Community School. In some cases, SFSRTS program staff and partners have identified needs for law enforcement along walking and bicycling routes and reported these needs to local police or the City Park Ranger. An example is the occasional need to disperse encampments along trails where children walk and bicycle to school.

More often it is the school staff that communicates with local police on the need to monitor traffic behavior such as speeding in school zones and enforce the law as necessary. Illegal parking or standing for drop-off and pick-up in the school area are issues that may fall to school staff themselves for communication with families, particularly on the school campus.

One area in particular where SRTS teacher-stipendees or other school staff may need to play more of a monitoring role, rather than simply accompanying a single group of children to school, is the walk to and from El Camino Real Academy from Cottonwood Village Mobile Home Park. Families living in and around Cottonwood Village may be more comfortable allowing their children to walk or bike to school if there are “adult eyes” on them along the new trail north of South Meadows Rd.

Crossings / Crossing Guard Program

Crossing guards are critical members of the Safe Routes to School team at focus schools and all around the school district. All City Management Services (ACMS) of Santa Fe Springs, CA, holds the contract with SFPS for providing crossing guards, who are generally scheduled to arrive one half-hour before the morning school bell and remain for ten minutes after, and arrive ten minutes before the afternoon bell and remain for twenty minutes after. There are currently 35 locations with crossing guards serving SFPS schools. Local training and supervision of crossing guards is the responsibility of ACMS.

The SRTS Coordinator has discussed crossing guard arrangements with SFPS Security staff and the potential need for new crossing guard locations as development occurs, such as to serve the crossing to Nina Otero Community School on Paseo del Sol once the next phase of Tierra Contenta subdivision is in place, or to serve the brand new school crossing on Calle Po Ae Pi to get to Ramirez-Thomas Elementary School, if the level of use of the crosswalk and the motor vehicle conflicts with this use warrant.

The SFSRTS program has focused more on the development of infrastructure improvements than enforcement strategies. As assessment activities bring up new challenges at SFPS schools, there may be a possible broader role for SFSRTS program to assess the lines of communication between schools and police, the results of these communications, and if the program may get involved in making more specific recommendations and coordination in this area.



Figure 50 Crossing guards are integral members of the weekly Walk-and-Roll-to-School teams at Aspen (pictured), Chaparral, Nina Otero, and Amy Biehl schools

Equity and Inclusion: Objective, Pilot Activities, Vision of 2024 & Beyond

Objective: Equity and Inclusion in the Activities and Outcomes of the SFSRTS program.

The Santa Fe SRTS Program has addressed equity concerns by focusing on under-served schools in the southwestern part of the City. We reached out to all all six public schools with k-8 students on Santa Fe's "South Side" (ECRA, Sweeney ES, César Chávez ES, Nina Otero CS, Ramirez-Thomas ES, and Ortiz MS) in 2021 and provided significant education and/or encouragement support to all six in 2021-23.

As presented in the table below, all five of our major focus schools and four out of seven of our minor focus schools are among those that meet criteria for students to automatically qualify for free lunch based on lower income levels in the neighborhoods they serve ([per list on SFPS website](#)).

Table 6. Areas of SFSRTS Support to SFPS Schools, 2021-23

School	Grades	Education	Walking School Bus	Bike Train	Walk/Bike from School	Route Assessment	100% Free Lunch Eligibility
Major Focus Schools (5)							
Aspen CS	k-8	X	X	X	X	X	X
Chaparral ES	k-6	X	X	X		X	X
El Camino Real Academy	k-8	X	X	X	X	X	X
Nina Otero CS	k-8	X	X	X	X	X	X
Ramirez-Thomas ES	k-5	X	X		X	X	X
Minor Focus Schools (7)							
Acequia Madre ES	k-6	X		X		X	
Amy Biehl CS	k-6		X	X	X		
Kearny ES	k-6	X	X				X
Ortiz MS	6-8	X		X			X
Piñon ES	k-6	X			X	X	
Salazar ES	k-6	X	X				X
Sweeney ES	k-5	X	X				X
Non-Focus Schools (7)							
Carlos Gilbert ES	k-6	X		X			
César Chávez ES	k-5	X					X
E.J. Martinez ES	k-6	X					X
Gonzales CS	k-8			X			X
Mandela Intl. Mag. School	7-12			X			
Milagro MS	7-8	X			X	X	X
Wood-Gormley ES	k-6	X					

In the area of bicycle education, we have worked to help expand the number of schools with access to bicycle fleets from the initial two (Nina Otero and ECRA) to include Milagro MS, which acquired twenty-

three bicycles, and Ortiz MS, which qualified for a bike fleet and curriculum from “Ride for Focus,” after being informed of the opportunity by our education consultant. We will focus on working with these schools to “activate” these bike fleets for education as well as to inspire students and families to participate in bike-to-school activities. The SFSRTS program was also able to coordinate with Free Bikes 4 Kids to help two additional schools fill out their “Strider” fleets for younger students – Sweeney ES and Aspen CS – and plans to follow up with outreach for assistance with strider education and these and other schools. Future efforts can focus on continued assistance with maintenance of these fleets, providing SFPS staff with training on fleet maintenance, and acquisition of a shared fleet of bicycles and a trailer to transport them in order serve many more schools with hands-on bicycle education, and to link these activities with “bike-to-school” encouragement activities.

While educational classes can be offered across the board through classes at SFPS schools, encouragement activities depend on the ability of individual families and students to participate. The SFSRTS Program continues to offer assistance to develop remote drop-off locations for families and students who live too far away or otherwise have difficulty walking or biking the full route from home to school. A bigger challenge may be working to include students who live in “hazard” walk zones due to the need to cross Airport Rd. or Cerrillos Rd. Reaching out to residents of some of these neighborhoods may require more intensive coordination with organizations like Communities in Schools and Earth Care.

The SRTS Coordinator and many of our closest partners (including roughly half of our walk n’ roll stipendees) are fluent in Spanish, which is invaluable for working with students and families at these and other schools. Three bilingual staff from ECRA participated in our Spring 2022 training on “How to Teach Bicycle Skills to Children.” We have included Spanish-language messages on sandwich board advertisements, school marquees, and flyers prepared for Walk-to-School and Bike-to-School events as well as for the three Fix-It Fiestas held in April 2022. We have also included Spanish language in our presentation of planning materials on the SFCT web site and at public meetings (see Figure at right).

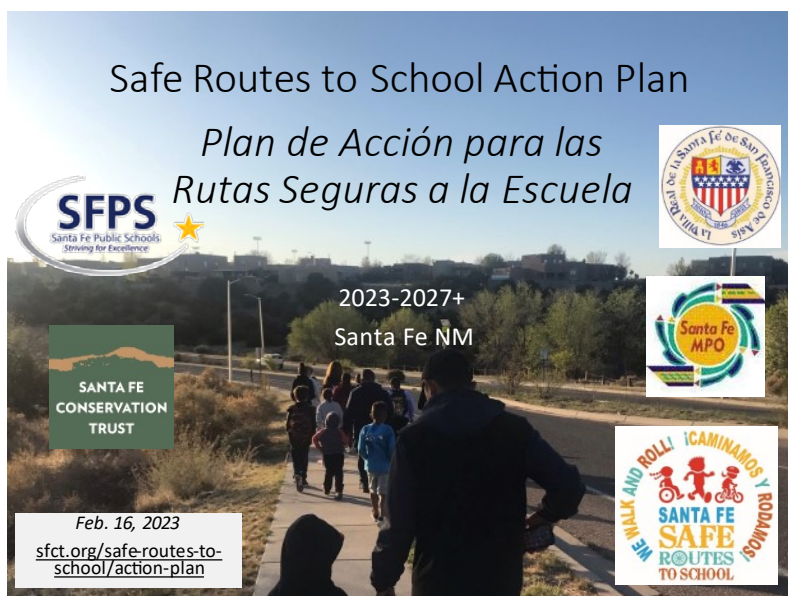


Figure 51. Bilingual presentation of the Action Plan prepared in early 2023 for a public meeting at ECRA for the trail connection to Cottonwood Village Mobile Home Park.

Evaluation

The SFSRTS program gathers a wide variety data on objectives, baseline conditions, program activities, and outcomes. Appendix 11 presents some of the data collection forms used by the SFSRTS Program.

School based tallies: baselines and some early first time series

At the core of SFSRTS data gathering is the rich information gathered through Student Arrival and Departure Tally sheets, primarily administered to individual classes in conjunction with education activities. In most cases, this is merely baseline data, as presented in Figure 14 for sixteen SFPS schools and provided in detail for each of the sixteen schools in Appendix 12.

After 2.5 years, we are at a point where we can make comparisons over time for some schools. For example, data for fourth and fifth graders at ECRA in 2021 and 2023 provide a clear picture on what happened after SFPS discontinued bus service to Cottonwood Village Mobile Home Park, with the slack taken up by some increased walking but more increased use of private vehicles (see Table below). We now have 2021 and 2013 data for Ramirez-Thomas ES as well, but like for ECRA it is difficult to link to the SFSRTS program as our involvement to promote walking and bicycling there has begun relatively recently and the results have been fairly modest.

Figure 52 Tally sheet used by SFSRTS program, from saferoutesinfo.org (see Appendix 11)

Table 7. Findings of Student Travel Tallies for ECRA 4th and 5th Graders, 2021 baseline compared to 2023 data after bus service was reduced.

ECRA Fourth and Fifth Graders only					
	# am arrival	Walk	Bike	Bus	Private Vehicle
October 14 & 19, 2021	115	7.0%	0.9%	22.6%	68.7%
Oct 30 - Nov 10, 2023	114	13.2%	1.8%	4.4%	81.6%

Tally data is kept in a series of Excel spreadsheets which could be converted into a database format to facilitate more sophisticated analysis of trends over time, for particular schools, and among age groups. This may best happen as a collaboration between SFCT and the Santa Fe MPO, where the database could be institutionally housed.

Encouragement program data vs actual behavior

Linking changes in reported mode of transportation over time to SFSRTS program activities will continue to be a challenge. Encouragement program data represents actual walking and biking to school, on specially promoted days, but are we influencing behavior, are we increasing overall walking and biking to school? Further information may be required to determine if regular walk-and-roll-to-school activities in fact lead to permanent changes in mode choice. The program has on only very limited occasions conducted overall counts of walkers and cyclists arriving at a given school, based on observation, rather than counting participants in a specific walk and roll group, but that may be a direction to take in the future to complement tally data and seek out overall trends.

Parent Surveys

Parent Surveys have been developed by the SFSRTS program in English and Spanish based on various models, including from the National Center for Safe Routes to School and the NMSRTS program. Hard copies have been distributed in a limited fashion at community events such as Fix-It Fiestas in order to seek out baseline data on attitudes and obstacles to walking and bicycling to school as well as to solicit contact information for promotional follow-up. Those completing the paper version at community events tend to be self-selected interested parents who were willing to take a significant amount of time to answer twenty-one questions. More recently an electronic version has been distributed at Ortiz MS, with a link broadly shared that elicited a fairly quick response from parents, including at least some negative views toward walking. This data will be reviewed and analyzed in the near future and the pilot survey revisited, revised, and re-deployed more broadly during 2024-27 to gather more information on obstacles and opportunities.

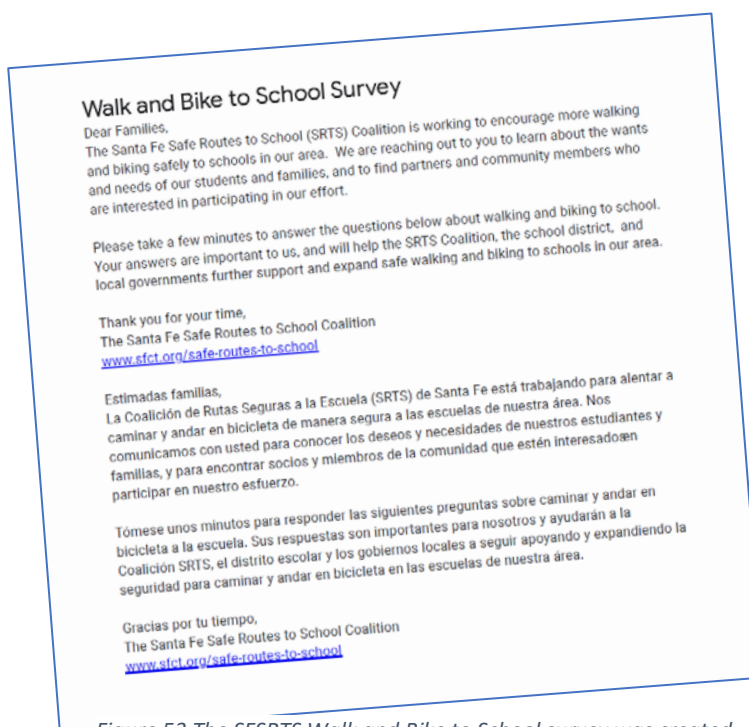


Figure 53 The SFSRTS Walk and Bike to School survey was created in close collaboration with Ortiz Middle School, which has piloted the electronic version. For the full survey instrument, see Appendix 11..

Evaluating the Encouragement Program

Numbers of children and family members participating in walk and roll to school events are the core data to describe encouragement program activities. Gathering data on numbers of participants has taken a variety of forms from reporting through photographs to preparing a shared Google Form or Google Sheet to track numbers of walkers, cyclists, other rollers, teachers, SRTS staff (information also

used for stipends), and parents or other family members. Reporting is somewhat labor-intensive and sometimes incomplete. One possible model for the future from Acequia Madre ES is to have one teacher-stipendee commit to reporting numbers while the other commits to being the “swag master” responsible for distributing rewards and incentives.

This data is a rich representation of what the SFSRTS program is doing but it does not necessarily help tell us what is working and what is not working in encouragement. Most importantly are there other, more effective ways to encourage and facilitate walking and bicycling than holding special walk and roll to school days? For example, given low levels of participation in ECRA’s “Walking School Bus” alongside high levels of observed walking to ECRA, it has been proposed that a staff “trail monitor,” positioned between the neighborhood and the school, rather than a walk leader may be a more effective way to assure families in Cottonwood Village Mobile Home Park that their children can safely walk or ride a bicycle to ECRA. This individual might be able to augment the small amount of data that the SFSRTS program has on overall numbers of walkers and cyclists using this route from time to time.



Figure 54 Bike to Acequia Madre ES: Counting and reporting number of participants at each event is a task that falls on the teacher-stipendees that lead walk and roll to school events.

The program-wide expense of walk and roll stipendees rises as the number of schools involved rises. Ideally there are two stipendees per school per event. There may be a need to spread out resources dedicated to some schools that receive more stipends than others, such as Nina Otero Community School, though that school is the only that holds separate Walk and Bike to School events, is the most involved in preparing for community-wide celebrations such as National Walk to School Day, and has also helped acquire swag that has been shared with other schools.

The SFSRTS web page housed on the SFCT web site at sfct.org/safe-routes-to-school has been an effective location to post promotional materials that can be referenced in other communications as well as to make program materials available to partners. Both functions have also been fulfilled through the use of a shared Google drive. The web site has not been demonstrated to be otherwise very useful in developing participation in SFSRTS program activities and this form of posting materials and communicating with the public may be re-evaluated by SFPS as the SFSRTS program is handed over.

Evaluating the Education Program

Program data – number of students taught - is also at the core of the SFSRTS education program. This data is gathered through the use of classroom tally sheets, but also does not get to the question, are our education programs effective? Are students learning, becoming more aware, and practicing safer walking and bicycling? It would be worthwhile for the SFSRTS program to research activities elsewhere around the country, including in Las Cruces, to evaluate and improve SRTS educational curricula and practices. We can certainly observe individuals vastly improving bicycle skills through continuous education programming at Nina Otero, as well as through ongoing encouragement activities (e.g. Ortiz Bike to School, plus see Figure 7 text box on Acequia Madre ES).

The effectiveness of community-wide activities such as bike rodeos and fix-it fiestas, which require substantial program coordination and resources, is also difficult to quantify. Actual participation numbers tend to be fairly low but they do not reflect the value of networking with other organizations and bringing new teachers, families, and students into the SFSRTS program. Fix-It fiestas may best be considered after-school or on a Saturday in April at a focus school with bike to school activity, possibly in conjunction with another school activity that will help draw families and students with their bicycles.



Figure 55 The community bike rodeo at the Genoveva Chavez Center in May 2023 was a collaboration with the MPO and the City Recreation Department.

Evaluating Activities in Route Assessment, Engineering, and Enforcement

The first point of assessment of the potential for walking and bicycling to a given school is the School Area Assignment Map, created by ARC for SFPS originally for the purposes of analyzing busing needs. The next standard set of maps to be prepared by ARC, with October 2023 enrollment data, could be vastly improved through the inclusion of information on existing trails, proposed trails, and parks, data which can be provided to ARC by the Santa Fe MPO. The scope of the maps should also be broadened to include Mandela International Magnet School, which does not have an assignment area and does not have the same busing analysis as other schools, but has many students who live close enough to walk or bicycle to and from school, which could be more clearly demonstrated for planning purposes.

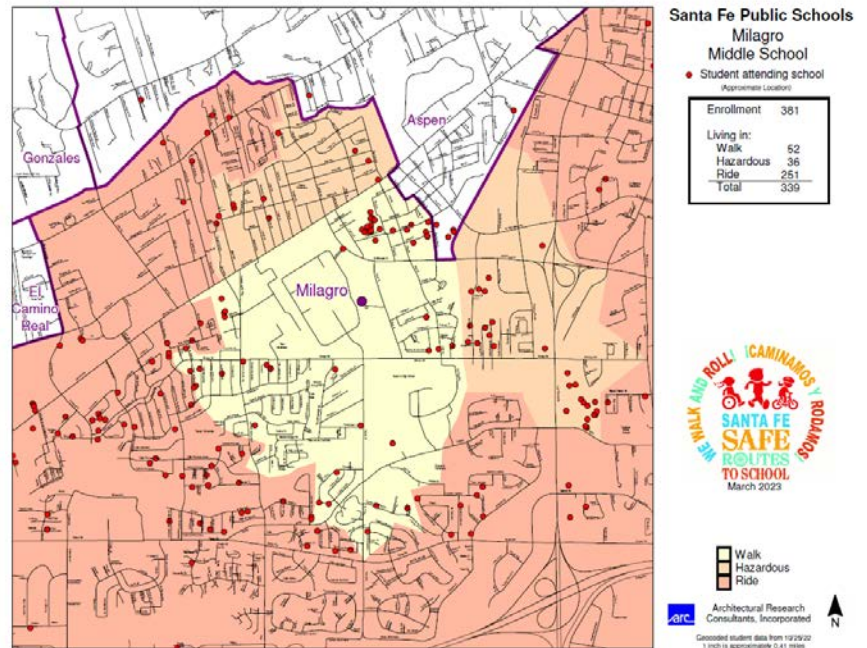


Figure 57 School Area Assignment Map for Milagro MS. For maps of all 22 k-8 schools with assignment zones, see Appendix 4

The SFSRTS program has used a variety of methods to assess walking and bicycling routes, and has not standardized the use of particular school and neighborhood assessment forms. Forms created by the NMSRTS program and provided in the NMSRTS program handbook of 2008 provide a basic starting point but they are unwieldy in the field and tend to request a level of detail from assessors that is difficult to aggregate into useful data.

Assessing walking conditions and formulating recommendations can be a creative and iterative, participatory process. There is a need to develop a standard but flexible assessment protocol that does not tie participants to the use of a detailed form which may in fact serve to limit observations in the field.

Nor has reporting on the findings of assessments been standardized. While the table in Appendix 9 aggregates these

NEW MEXICO SAFE ROUTES TO SCHOOL

New Mexico Department of Transportation
Safe Routes to School
SCHOOL SITE ASSESSMENT

Use this form to conduct an assessment of the school site. Observe student arrival and dismissal to identify conflicts and/or unsafe behavior. Each observer needs an assessment form and map of the school site that shows adjacent streets. Use the "Comments" box to provide details of any identified issues.

Reviewer: _____ Date: _____ Weekday: _____ School: _____ Time: _____ Weather: _____

General School Site Assessment		Yes	No	Comments
On your map, please note location/description of any of the following:				
Bus Loading Zones				Marked Crosswalks
Student Pick-up/Drop-off Zones				Non-motorized (speed, slow, etc)
School Advance Sign				Other Permanent Signs (school zone, etc)
Flashing Beacon				Colored Curb (no parking, loading only, etc)
School Crossing Sign				Other Signs or Markings
School Speed Limit				Any traffic calming treatments (speed humps, speed tables, traffic circles, etc)
No Parking/Standstill Sign				
Pick-up/Drop-off Sign				
1. Do the students have access to the school grounds from 3-4 sides of the property?				
2. Can students access the main school entrance without crossing motorized vehicle routes or driveways?				
3. If no, is there a school monitor to assist at these driveways or areas?				
4. Does the school site have adequate lighting for pedestrians?				
Pedestrian Facilities				
1. Sidewalk width is _____ ft. _____ in.	Yes	No	Comments	
2. Are the walking routes contiguous? If no, provide location and details of the gap(s).				
3. Does the school meet Americans with Disabilities Act (ADA) requirements, such as wheelchair access ramps?				
4. Are walking routes separated from motor vehicle traffic by raised curbs, trees, bollards, parking bumpers or other separators?				
5. Are the walking routes clear of physical and/or visual obstructions, such as trash cans, overgrown shrubbery, etc? If no, provide location and details of the obstruction.				
6. Are walking routes well maintained without weeds, dirt, heaving, or cracks?				
Bicycle Facilities				
1. Can students bicycle safely from street facilities through campus to bicycle parking facilities? If no, provide location and details of the problems.	Yes	No	Comments	

NM SRTS - Interactions Assessment
September 2009

Figure 56 NMSRTS assessment Forms (see Appendix 11) provide a good checklist of points to assess but are a little unwieldy and distracting in the field

recommendations into a format that can be referenced by planners, the school profiles in Appendix 3 point to a variety of ways that this information can be presented in school area mapping. It is suggested that the SFSRTS coordinator work with the MPO and with SFCT to create a more standardized database of recommendations that can be linked to geographic information systems (gis) so that they can be easily referenced and mapped in the future. The MPO would be the logical repository for this information.



Figure 58 Milagro MS students assess walking conditions along the Arroyo de los Pinos as part of a "Creative Collaboration" with NM Museum of Art, facilitated by the Santa Fe Community Educators Network

Involvement in planning meetings for major trail and road projects as SFSRTS Coordinator has been extremely useful to ensure positive outcomes for those walking and biking to SFPS schools. Direct communication with principals and assistant principals has also been effective for some smaller fixes. Meanwhile there are many medium-priority, capital improvements that are harder to effectively bring forward but need to be effectively integrated into City and County planning, through coordination with the MPO and BPAC, and into SFPS capital planning.



Figure 59 Bump-outs are recommended on Jaguar Dr. to eliminate screening by parked cars at the Tierra Contenta Trail crossing, which is used each Tuesday by the bike train to Nina Otero CS.

Enforcement strategies may emerge as yet another area to develop further, though communications between principals/schools and law enforcement and city traffic do appear to be effective in bringing about enforcement of speeding (e.g., at Nina Paseo del Sol). Communications with City traffic division have also resulted in the placement of speed feedback signs (e.g., at E.J. Martinez). There may be a broader role for SFSRTS to assess these lines of communication, their results, and whether the SFSRTS program may need to get involved in making more specific recommendations and coordination in this area.

Evaluating Equity

As indicated in table 6 above, the SFSRTS Program can demonstrate that it is serving less advantaged schools. Pointing to the use of Spanish in spoken communications and written materials is also helpful, and the SFSRTS Program can commit to making a detailed synopsis of this Action Plan available in Spanish. But there are undoubtedly many community members who are simply hard to reach regardless of language.

For example, effectively reaching out to residents of Cottonwood Village Mobile Home Park to participate in planning and design for the trail to ECRA, or to join SFSRTS's walking school bus when actual school bus service was discontinued by SFPS in November 2023, involved challenges that the City, SFPS and the SFSRTS program cannot claim to have mastered. Meanwhile several of the primary recommendations for infrastructure improvements for focus schools such as Ramirez-Thomas ES, Ortiz MS, and Sweeney ES, involve outreach to other mobile home parks and neighborhoods that may present similar challenges. Far more study and general outreach is needed to address these shortcomings, including engaging partners such as Communities in Schools and Earthcare.

The SFSRTS program must strive to serve all populations that are not already well served by regular encouragement events. This also includes students and families that must contend with hazardous walking conditions. Successful promotion of walk- and bike-to-school events for these populations may be contingent on further assessment of routes and formulation of engineering, enforcement, and encouragement strategies, to improve the safety of students and families using these routes

Shared resources like a bike trailer (and fleet) can broaden the experience for kids who live too far away from school and/or don't have a bike. As the SFSRTS program adds schools to encouragement efforts, it should consider reviving efforts with schools with less walkable population, e.g. with Wood Gormley ES, to meet at remote location such as a church – primarily serving the mode of motor-to-walk-to-school, but achieving many program objectives nonetheless. By the same token the provision of educational activities can then be broadened to include these schools as well.

SFSRTS Coalition, Equity, and Evaluation

The SFSRTS Coalition, which met on Monday afternoons roughly every other month over the course of the first 2.5 years of activity, established working groups specifically to develop elements of this Plan relating to encouragement, education, and route assessment. It is suggested that the coalition make similar efforts in the areas of evaluation and equity as well.



Figure 60 The City of Albuquerque deploys a trailer full of bicycles to ensure that bike education is distributed equitably across the APS district.

Implementation Plan

TAP FY2024 funds for activities in 2024 and 2025: Santa Fe Public Schools will be the recipient of \$251,194 in federal TAP funding and provide a local match of \$42,806 for a total of \$294,000 to support a Safe Routes to School Coordinator and program budget for fiscal years 2024 and 2025. The proposed duties of the SRTS coordinator, as a full-time equivalent position, are the following:

Duties of Santa Fe Safe Routes to School Coordinator (FTE)

SRTS Program: Convene SRTS Coalition; Update Action Plan / Monitor and Evaluate Progress; Gather, Analyze, and Present Data (Tallies, Surveys, Other SFPS and partners' data sources) to demonstrate effectiveness and equity of programs; Reporting to Funders and Partners; Pursue Additional Support (25%).

Encouragement: Organize, Publicize, and Participate in Promotional Activities with participating schools (regular walk-to-school and bike-to-school events) and community partners (broader promotional events), including arrange for provision of stipends for walk leaders and rewards/incentives for participants (25%)

Education: Provide / Organize provision of Walking and Bicycling Safety Education (in-class / on-campus and in the community, including addressing motorist awareness), including oversee / provide stipends (or other such arrangement) to community educators (20%)

Route Assessment and Planning for Improvements: Convene SFPS staff, partners & community to assess walking & cycling routes, facilitate development of recommendations for improvements and coordinate with relevant partners in "engineering" and "enforcement" areas; participate in City, County, State, and other planning and design processes that may help improve and facilitate more use of walking and cycling routes to school (15%)

Outreach: Bring in new schools and community partners, maintain web site and social media, regular communications to all interested parties, outreach/response to media and other inquiries (15%)

As specified in the successful TAP application submitted by SFPS, the SRTS Coordinator will be supported by modest budgets for the education, encouragement, route assessment, and planning and evaluation tasks described above, including stipends for teachers and other partners participating in events as well as materials for promotion and biking and walking education. This budget may be supplemented by other grant writing and partnership efforts, including seeking additional TAP and ORD funding to support SRTS efforts under the leadership of SFPS in 2026 and beyond.

The following “Action Plan Matrix” summarizes the activities to date and the direction that the SRTS Coordinator and program can take in the coming years:

Table 8. SFSRTS Action Plan Matrix

Education	Action	Description	Lead & Partners
Current	Provide Walking Safety Education to SFPS Students	In-Class Education for k-2 students at 14 elementary or community schools	SRTS Coordinator through consultant/stipendees including Bike Santa Fe; PE teachers
	Provide Bicycling Safety Education to SFPS Students	In-Class Education for Grades 3-5 students at 14 elementary or community schools	SRTS Coordinator through consultant/stipendees including Bike Santa Fe; PE teachers
	Provide Bicycle Skills Education to SFPS Students	Strider Training for k-1 students and others at two community schools	SRTS Coordinator through consultant/stipendees including Bike Santa Fe; PE teachers
		Pump It Up classes to Grades 5-8 at 16 SFPS schools	SRTS Coordinator through consultant/stipendees including Bike Santa Fe, with volunteers (e.g. SFHS Merit Scholars, REI); PE teachers
		Outings on Bicycle on or off campus at Nina Otero Community School	SFPS teachers with assistance of stipendees and volunteers
		Bike Rodeos - school-specific (ECRA, Nina Otero) and community-wide	SRTS Coordinator with consultant/stipendees including Bike Santa Fe; other partners inc. MPO, City Recreation, SFHS Natl. Honors Society, UNM
	Provide Pedestrian and Bicycle Education Training to Teachers	Special Trainings offered on Saturdays at community venues (Railyard Park Community Room) or schools (Ortiz MS)	SRTS Coordinator through consultant/stipendees including Bike Santa Fe
	Provide helmets to students that need them	Provide helmets to students by request of schools, in conjunction with educational activities at schools, and at community events, including helmet fitting	Governor's Commission in Disability / Brain Injury Advisory Council for helmets, PE and other SFPS teachers for distribution at schools, Bike Santa Fe and other partners for distribution and fitting at events
	Acquire Bicycles and Striders for school-based bicycle education	School-owned Bike fleets at 3 middle or community schools; school-owned striders at 6 elementary or community schools	School staff with discretionary budget and grant support (e.g. Ride for Focus, Free Bikes for Kids), with assistance of SRTS education consultant
	Assist schools and families in the maintenance and repair of bicycles	Community Fix-It Fiestas in April, school-specific fix-it clinics and visits to maintain school fleets	SRTS Education consultant and coordinator, Bike Santa Fe stipendees, school staff, Chainbreakers Collective and other community volunteer mechanics
	Link Use of School-Owned Bicycles to Bike to School Events	Bike to Ortiz MS on fleet and helmets provided at South Side Library	Ortiz Middle School staff with assistance of SRTS Coordinator and stipendee

SFSRTS Action Plan Matrix (cont.)

Education	Action	Description	Lead & Partners
Future	Continue walking and bicycling education at focus schools	Prioritize focus schools not visited in past year, e.g. Chaparral ES and Ortiz MS in Spring 2024	SRTS Coordinator and stipendees including Bike Santa Fe; PE teachers
	Expand Walking and bicycling education	Provide curricula above to new schools that commit to initiating encouragement activities	SRTS Coordinator and stipendees including Bike Santa Fe; PE teachers
		Provide assistance with striders at schools that have not mobilized them, particularly Aspen CS, also César Chávez ES, Ramirez Thomas ES, Sweeney ES	SRTS Coordinator and stipendees including Bike Santa Fe; PE teachers
	Expand Use of Bicycles for education on and off Campus	Establish Bicycle Clubs at Middle School and Community Schools	Middle and Community Schools with assistance of SRTS Coordinator, Bike Santa Fe, Santa Fe Fat Tire Society, and other partners
		Acquire trailer and travelling fleet of bicycles to serve schools that do not have a fleet	SRTS Coordinator with Free Bikes 4 Kids NM, Bike Santa Fe, Santa Fe Fat Tire Society, and other partners
	Provide Pedestrian and Bicycle Education Training to Teachers	Offer training to Milagro MS and other PE or other teachers interested	SRTS Coordinator through consultant / stipendees including Bike Santa Fe
	Provide training on maintaining bicycle fleets	Identify and train school staff who can take on light maintenance of bicycles in school-based fleets	SRTS Coordinator through consultant / stipendees including Bike Santa Fe
	Introduce Motorist Safety Elements	Community-Wide and School-Specific Activities to increase awareness of motorists in school areas of safety needs for pedestrians and bicyclists	SRTS Coordinator with City, MPO, NMDOT, Schools, other partners including Driver's Education; City Transit (Santa Fe Trails), SFPS Transportation

SFSRTS Action Plan Matrix (cont.)

Encouragement	Action	Description	Lead & Partners
Current	Organize Regularly Held Walk and Roll to School Events	Weekly Events at eight schools, monthly events at one school, event per semester at one school	School-based stipendees, staff, and volunteers with SRTS Coordinator and supporting partners including Bike Santa Fe
	Organize Special Community-wide and Multi-School Walk and Roll to School Events to broaden participation	Participation of additional schools for International Walk to School Day/Week in October and National Bike to School Day/Week & "Bike-to-School Fiestas" in May	SRTS Coordinator with consultant/stipendees, School-based stipendees, other school partners
	Help SFPS Families and Families Repair Bicycles through Fix-It Fiestas	Community events and school-specific events	SRTS Coordinator with consultant/stipendees including Bike Santa Fe; School-based stipendees and other school staff; volunteers including from REI and Chainbreakers Collective
	Help SFPS Students and Families safely use Bicycles through Helmet Distribution	Distribution of helmets to students whose families request them, who participate in walk and roll to school events, and who participate in community events including bike rodeos and fix-it fiestas	SRTS Coordinator through consultant/stipendees; PE teachers; NM Brain Injury Advisory Council
Future	Increase levels of participation in regular walk and roll to school events	Innovate marketing, outreach, incentives and other means to increase participation in all existing walking school buses and bike trains	SRTS Coordinator with school-based teams and other partners; consider arranging for school buses to drop off at walking school bus for Cesar Chavez ES, Chaparral ES, Kearny ES, etc.
		Encourage Ortiz MS bike train to become a weekly event, Walk to Pinon ES monthly or weekly by 2025	SRTS Coordinator with school-based teams and other partners
		Link "bicycle clubs" to bike to school events, e.g. to Nina Otero CS, Ortiz MS	SRTS Coordinator with Bike Santa Fe, Santa Fe Fat Tire Society, school-based teams and other partners
		Identify other means to facilitate and encourage walking and bicycling to school on a regular basis , e.g. positioning a trail monitor between ECRA and Cottonwood Village MHP	SRTS Coordinator with school-based teams and other partners
	Initiate regular walk and roll to school events at new SFPS schools	Expand Walk and Roll to School Events in 2024-25 to include Sweeney, Cesar Chavez, Gonzales CS, Nava, other elementary schools; Expand Bike-to-School focussed events to include Milagro Middle School, Gonzales CS, Mandela IMS, possibly Eldorado CS	SRTS Coordinator with school-based teams and other partners

SFSRTS Action Plan Matrix (cont.)

Route Assessment, Recommendations & Improvement			
	Action	Description	Lead & Partners
Current	Routine Assessment of Routes for Walking and Bicycling to School	Assess school assignment areas with maps of safe walk, hazard walk and bus ride zones and locations of students' residence	SRTS Coordinator with assistance from Architectural Research Consultants (ARC)
		Observe and discuss issues and solutions with participants via regular walk and bike to school events	SRTS Coordinator, Consultants, Teachers/Stipendees, Families and Students
	Formal Assessment of Routes for Walking and Bicycling to School	Conduct Walking Route Assessments with SFPS Staff, Students, Families, and Partners	SRTS Coordinator, Consultants, Teachers/Stipendees, School Administration, Families and Students, Partners including MPO, Railyard Park Conservancy, Community Educators Network
	Research Plans for Improvements/Changes by SFPS, City, NMDOT, County, Private Development	Review Planning and Design of infrastructure under Public Capital Improvement Plans and projects, and through Private Development; provide recommendations and include in assessment information	SRTS Coordinator working with Santa Fe MPO, City Public Works, Parks, and Land Use Depts., BPAC, SFPS Facilities/Sustainability Program, Schools, Private Developers
	Formulation of Recommendations for Engineering and Enforcement	Create/Aggregate School-Specific Recommendations, based on route assessment and research / discussion of future developments, and include in SRTS Action Plan	SRTS Coordinator with School staff, SRTS Coalition members including MPO, City, SFPS Facilities
	Participate and contribute to technical review of road, trail, and other infrastructure projects	Provide input into Design process under way by SFPS, MPO, City, County and Private Development	SRTS Coordinator, SFPS, MPO, City including BPAC/Public Works, Parks
	Bring Recommendations for Engineering and Enforcement to Agencies	Provide Input into future Planning and Design by SFPS, MPO, City, County and Private Development; Provide input to relevant enforcement agencies including City Police and City Park Ranger	SRTS Coordinator, SFPS, MPO, City including BPAC/Public Works, Parks, Police
Future	Improve School Assignment Area maps	Integrate trails, planned trails, and parks into next round of School Assignment Maps to be prepared by ARC using October 2023 enrollment data	SRTS Coordinator working with SFCT, ARC, MPO
	Formalize / Standardize participatory assessment protocol	Create a protocol to review walking and bicycling routes that encourages participation and integrates existing forms and checklists but leaves room for creative approaches	SRTS Coordinator working with SFCT, Schools, MPO
	Improve mapping of infrastructure recommendations	Put SFSRTS Action Plan and future recommendations into a gis database	SRTS Coordinator working with SFCT and MPO
		Create more school-specific profiles and maps of recommendations for improvements	SRTS Coordinator working with SFCT and MPO
	Meet with agencies to ensure that recommendations are reflected in plans and designs	Provide input for entry into SFPS Facility Master Plan, Metropolitan Transportation Plan, City Parks and Public Works capital improvement planning, land development planning	SRTS Coordinator working with SFCT, MPO, City Public Works and Parks, City Land Use, private developers, County, SFPS Facilities, schools
	Integrate other data into school-area analysis	Explore use of crash data and other sources to further inform route assessment	SRTS Coordinator working with MPO, SFCT, City of Santa Fe Police, NMDOT, UNM
	Consider how to pursue non-infrastructure recommendations	Explore role of SRTS program in communicating with law enforcement, crossing guards and campus policy makers to reach objectives of safety, convenience, and comfort of walking and bicycling.	SRTS coordinator working with schools, city police, crossing guards, SFPS security, policy makers

SFSRTS Action Plan Matrix (cont.)

Equity	Action	Description	Lead & Partners
Current	Ensure that SRTS programs and activities benefit disadvantaged communities	Target / Outreach to South-Side schools and others that qualify for free lunch	SRTS Coordinator
	Communicate and provide written materials in Spanish	Written and verbal communication in Spanish language, including promotions, educational curriculum, planning materials	SRTS Coordinator and partners
	Facilitate access to bicycles for education	Acquisition of bicycle fleets and striders by new schools: Advise and assist with grant applications (e.g. FB4KNM, Ride for Focus) and strategies for acquisition and maintenance of bicycles	SRTS Coordinator with education consultant and stipendees, Bike Santa Fe, volunteers; Free Bikes 4 Kids NM
	Facilitate participation by families that live too far to walk or bike to school	Establish starting points of walking school busses and bike trains that are convenient to drive to and park or drop off students	SRTS Coordinator with schools
Future	Ensure that SRTS programs and activities benefit disadvantaged communities	Explore and implement innovative ways to reach out to communities that are not participating in / benefitting from SFSRTS activities	SRTS Coordinator working with schools, other programs such as Communities in Schools, Earthcare
		Analyze findings of parent survey and other sources to identify obstacles to equitable participation in the SFSRTS program	SRTS Coordinator
		Research other programs and convene partners in an SFSRTS Coalition study group to focus on ensuring equity in SFSRTS program and outcomes	SRTS Coordinator
	Communicate and provide written materials in Spanish	Prove synopsis of Action Plan in Spanish	SRTS Coordinator working with SFCT
	Facilitate access to bicycles for education	Obtain bike trailer and assemble shared fleet	SRTS Coordinator with education consultant and stipendees, Bike Santa Fe, Santa Fe Fat Tire Society
	Facilitate participation by students that live in "hazardous" walking areas or live too far away to walk or bike to school	Assess and implement ways to include students that must cross Airport Rd (Sweeney, Cesar Chavez, Ortiz) or Cerrillos Rd. (Salazar and Aspen) or must travel too far to walk or bike to school	SRTS Coordinator with schools and other partners; SFPS transportation for remote drop-off by bus

SFSRTS Action Plan Matrix (cont.)

Evaluation	Action	Description	Lead & Partners
Current	Gather data on students' mode of arrival and departure	Administer Students Arrival and Departure Tally Sheet through educational programming and other opportunities	SRTS Coordinator with PE teachers and other school staff
	Develop parent survey to learn more about attitudes, obstacles and opportunities for walking and bicycling to school	Pilot parent survey developed for hard copy distribution at events and electronic distribution to Ortiz MS parents	SRTS Coordinator working with MPO, Ortiz MS
	Gather data on participation in education activities	Record numbers of students receiving education by entering data from tally sheets	SRTS Coordinator, education consultant/stipendees
	Gather data on participation in encouragement activities	Record numbers of students and family members walking or bicycling to school in walk and roll to school events	SRTS Coordinator working with teacher-stipendees and other walk and roll participants
Future	Improve analysis of data on students' mode of arrival and departure	Create database out of Excel spreadsheets, develop data entry into database	SRTS Coordinator working with MPO
	Revise and Implement parent survey more widely	Review parent survey and responses, revise, and distribute more widely hard copy and/or electronic version to more SFPS schools	SRTS Coordinator working with MPO
	Improve data collection for walk and roll to school events	Improve use of google forms / google sheets and other means to standardize and improve reporting by teacher-stipendees	SRTS Coordinator working with teacher-stipendees
	Evaluate encouragement activities	Research other programs' methods and demonstrated successes in promoting walking and bicycling	SRTS Coordinator, reaching out to statewide NM SRTS group and national partners such as NCSRTS and SRTS Partnership
	Evaluate education activities	Research other programs' methods and demonstrated successes in providing SRTS education	SRTS Coordinator, reaching out to statewide NM SRTS group and national partners such as NCSRTS and SRTS Partnership
	Seek out other data to demonstrate program impact	Find other data sources or establish new forms of gathering data that can link SRTS activities to increases in safe walking and bicycling to school	SRTS Coordinator, MPO, schools, other partners

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Appendices

1. Albuquerque Model
2. Las Cruces Model
3. School Profile Samples:
 - a. El Camino Real Academy
 - b. Nina Otero Community School
 - c. Chaparral Elementary School
 - d. Ramirez-Thomas Elementary School
4. Maps of School Assignment Zones with Walk and Ride Zones
5. Table of Educational Activities, 2021-23
6. Outlines of Educational Curricula
7. Table of Walking and Bicycling Events, 2021-23
8. Table of Recommended SRTS Infrastructure Improvements
9. SRTS in Metropolitan Bicycle and Pedestrian Master Plans
10. "Hazard Busing Law": Public Education Department (Issuing Agency): Title 6 Primary and Secondary Education, Chapter 41 Transportation - School Bus Safety, Part 3 Standards for Determining Hazardous Walking Conditions
11. Data Collection Forms used by the SFSRTS Program
12. Student Arrival Tallies, by School, 2021-23

Appendix 1. City of Albuquerque's Bike and Pedestrian Safety Education Program

In 1990s the City of Albuquerque used federal CMAQ (congestion mitigation and air quality) to create a pedestrian and bicycle education program in the Parks and Recreation department under the recreation section. The program focused on encouragement and education for walking and bicycling for all ages. Activities included media campaigns, leading the Greater Albuquerque Bicycle Advisory Committee, evaluating safety concerns on trails and roads, the greater Albuquerque Bicycle Map, coordinating bike events (i.e. Bike to Work Day, effective cycling classes and multi day bike trips with youth), presenting at driving education schools, and finally developing a school-/civic group-based Bike Safety Education Program for youth in the greater Albuquerque area.

Under a new federal funding category (TAP), Albuquerque's Bike Safety Education Program has continued with an exclusive focus on youth. The program teaches children how to "drive" their bike, avoid injuries, and follow the rules of the road through presentations and hands-on experience under the following efforts:

- The Bike Rodeo Program for children going into 3rd through 5th grade provides bikes, helmets, props, signs, and instructors on site. Schools/Groups must provide at least 15 children, a smooth surface, and adult supervision. The Bike Rodeo begins with a 45-minute Bike/Ped safety presentation. Then, the children rotate through a 45-minute outside-course in small groups.
- Pump it Up (flat tire repair) was introduced as a second youth program after surveys at two elementary schools found that "My bike has a flat" was the most common response to why more youth do not ride a bike (follow by "my parents won't let me and I do not own a bike"). The Pump it Up program was introduced to 5th graders and Bike/Ped safety was then performed only to 3rd and 4th graders. Pump it Up provides every youth with a presentation, a wheel to practice on, and a free glue-less patch kit, which the youth can take home. The program is usually done in the winter when bike rodeos may cancel due to weather. A gym or large classroom is required.
- Middle School Programing ran for two years when personal was increased and included a two-week mountain biking skills class, starting with learning "Smart Cycling" road skills. A two-week comprehensive bike mechanics class was also offered to all middle schools. Three schools used the program in their special education program.



- **Walk This Way** was created to offer younger students age-appropriate education. This program teaches youth how to safely walk through their neighborhoods. Walk this Way was an indoor program that could be taught at any time of the year and became very popular. A 15-minute video called Safety Sal was created to assist with the education. The video is available on YouTube and on the City of Albuquerque's web site. (provide link here) The program consists of a 45-minute presentation emphasizing the importance of looking left, right, and left again in addition to road sign recognition. Walk this way is most appropriate for 1st and 2nd graders. If time permitted, and the school approved, a walking field trip to the corner where a crossing guard was stationed was performed.
- **The Walking School Bus** is a joint program with the City of Albuquerque and Albuquerque Public Schools. Selected schools are identified by APS, and the City of Albuquerque helps educate and train both youth and staff on safe walking. The City of Albuquerque also assists in the launch of the selected schools' first walking school bus. Perks are provided to the schools such as walkie talkies, reflective vest, hand held stop signs, and backpacks with first aid kits. Youth can earn charms, tee-shirts and other prizes. Winter clothing for youth i.e. Hats Gloves and Umbrellas are also allowable expenses.



Missed Opportunitites:

A lot of effort was put into creating an app for elementary school youth that would teach bike/pedestrian safety through a game to be downloaded onto ipads the youth use at school when they finish their class work early. Unfortunately, neither the City nor the school district wanted to own the app and the project was rejected.

A junior Crossing Guard program was also considered. Both the City and the school district were concerned about liability and the idea was scrapped.



Appendix 2. The Las Cruces Model: Safe Routes to School under TAP

The Las Cruces Safe Routes to School program started in September 2005 and has grown from a pilot program at one school to a district-wide program that is now funded through the federal Transportation Alternatives Program (TAP). By 2017, participation in annual walk-to-school-days increased to all 25 elementary schools, with a majority of these schools now holding weekly walk-to-school days. The TAP funding currently supports an SRTS Coordinator (25 hrs./wk.), two SRTS champions (20 hrs./wk.), and SRTS stipend positions at each school that holds a weekly event.

The program is guided by a diverse SRTS Coalition and has attracted participation by a broad array of community organizations helping out with the 6 E's of Safe Routes to School. With an emphasis on increasing participation in walking and bicycling events, the Las Cruces SRTS Program has attracted national attention, has helped bring an estimated \$500,000 in infrastructure investment to improve walking and bicycling conditions serving Las Cruces schools, and serves as a model for the development of the Santa Fe SRTS program.

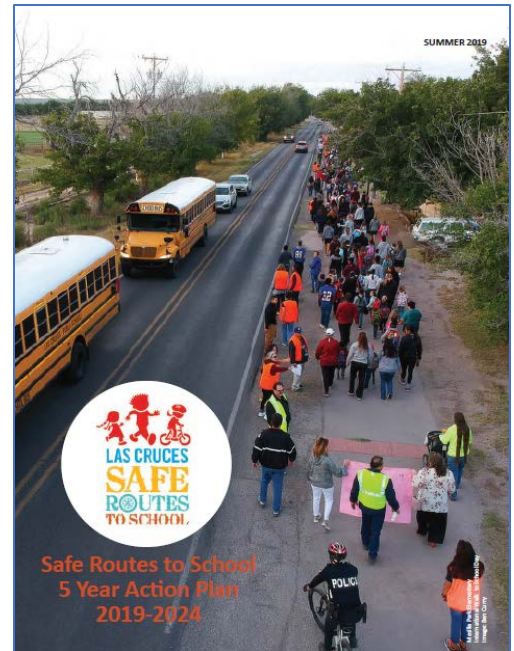


Figure 61 Las Cruces Safe Routes to School Five-Year Action Plan 2019-2024

Appendix 3. Sample School SRTS Profiles

Included

- El Camino Real Academy
- Nina Otero Community School
- Chaparral Elementary School
- Ramirez-Thomas Elementary School

Santa Fe Safe Routes to School: School Profile



Location: 2500 S. Meadows Rd. (n. of Agua Fria St.)

Grades: K-8 Enrollment: 778 (Oct. 2022)

Principal: Evan Gourd Website: ecra.sfps.info

Most students belong to the Dual Language program

SRTS Champions:

- Michele Ortega, Assistant Principal
- Pam Fennell, Walk n Roll leader

✓ **Education on Safe Walking and Bicycling:** Through regular P.E. classes, w/assistance from Bike Santa Fe

✓ **Walk n' Roll to School:** Every Wednesday, from Cottonwood Village Mobile Home Park

✓ **Bike Trains:** In May from Cottonwood Village and Ramirez Thomas E.S.

✓ **Strider Fleet** (Bike Fleet disbanded in Spring 2023)

Trip-to-School Tallies, Nov. 2023:

Private Vehicle: 256 (79.0%)

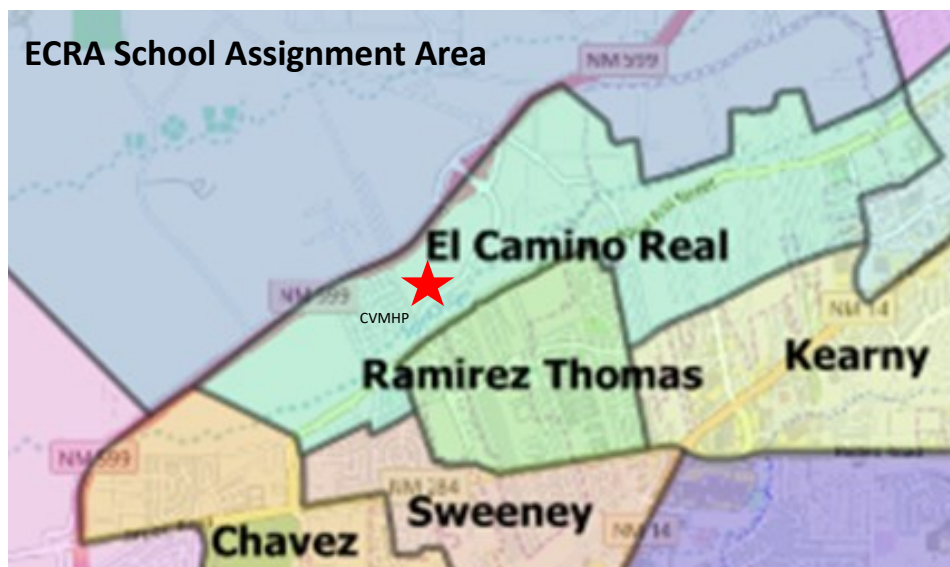
School Bus: 15 (4.6%)

Walk: 49 (15.1%) Bike: 5 (1.5%)

About 65% of ECRA students reside in its attendance area, which primarily lies between Agua Fria St. and the Relief Route, plus most of Agua Fria Traditional Village to Henry Lynch Rd. About 1/3 of students live in Cottonwood Village Mobile Home Park, within easy walking distance via a dirt path soon to be paved.



Walk and Roll to School Day, May 5, 2021



Safe Routes to School Profile: El Camino Real Academy (p. 2)

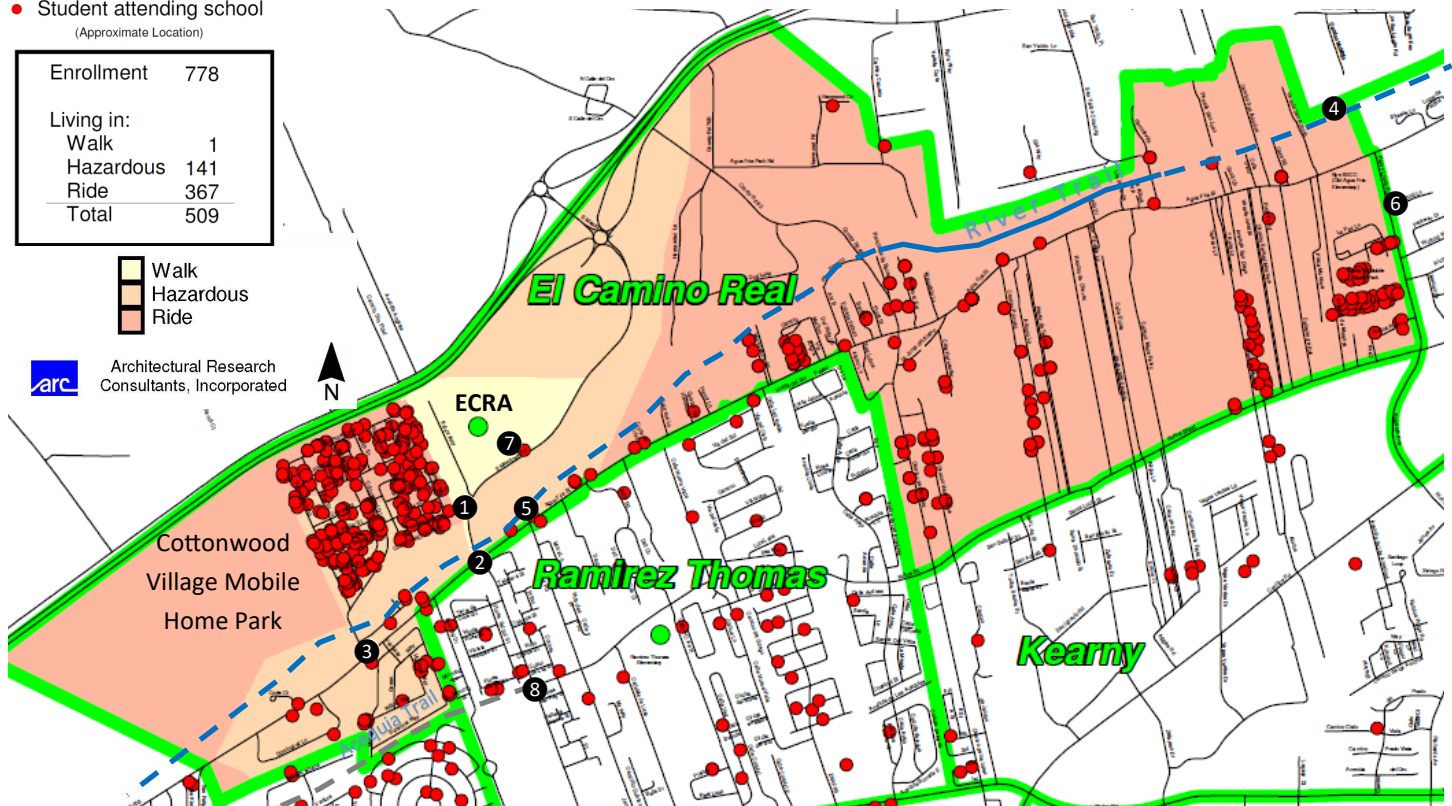
Walk & Bus Analysis: All but one of ECRA's 509 students who lived in its attendance area in Oct. 2022 qualified for busing because they lived over one mile away (367), walking along public streets, or lived within one mile but lack adequate sidewalks (141). This analysis will change significantly as streets and trails are improved in 2024. At the end of October 2023, SFPS eliminated busses serving Cottonwood Village Mobile Home Park where about 1/3 of ECRA students live.

• Student attending school
(Approximate Location)

Enrollment	778
Living in:	
Walk	1
Hazardous	141
Ride	367
Total	509

Walk
 Hazardous
 Ride

 Architectural Research
Consultants, Incorporated



Safe Routes to School Infrastructure: Upcoming Projects of Interest

- ❶ **ECRA—Cottonwood Village Trail.** #1 Trail Priority in Bike Master Plan. A subdivision has already provided most of this connection, completion by City expected early 2024. A crossing guard or school monitor may be needed at Kate's Way.
- ❷ **Agua Fria / S Meadows Dr. Intersection Improvements.** To include sidewalks and bike lanes on Agua Fria St. from Morning Dr. to Jemez Rd. Construction by City has begun in Fall of 2023.
- ❸ **Roundabout at Agua Fria St. and Cottonwood Dr.** To include sidewalks and bike lanes on Agua Fria St. east to Morning Dr. Construction by City anticipated to start by end of 2023.
- ❹ **Santa Fe River Greenway / River Trail,** Siler Rd. to San Ysidro Crossing. This County project will extend the paved River Trail down to the existing one-mile piece to Caja del Rio Rd (Lopez Ln). Construction anticipated within 5 years .
- ❺ **Santa Fe River Greenway / River Trail,** Caja del Rio Rd. to paved River Trail near end of Agua Fria St, including underpass at S. Meadows Rd. Future greenway land across from ECRA, s. and e. of S. Meadows, belongs to City Parks and includes a connection to Agua Fria St. between Santeros Rd. and Willy Rd. Construction may occur within 10 years .
- ❻ **Henry Lynch Rd.** City design process underway to add bike lanes and sidewalks but does not presently support a multi-use trail to tie planned trail connection to River Trail into future Acequia Trail and homes of roughly 45 ECRA families.
- ❼ **2800 S. Meadows,** new apartment complex and any other development east of ECRA lack safe connectivity to campus as walk-to-school route presently requires crossing ECRA's main driveway to get to far, southwest corner of campus.
- ❽ **Acequia Trail,** w of S Meadows, will benefit about 20 families in Country Club Garden and west, expected in 1-2 yrs.

Santa Fe Safe Routes to School: School Profile

Nina Otero Community School

Location: 5901 Herrera Drive

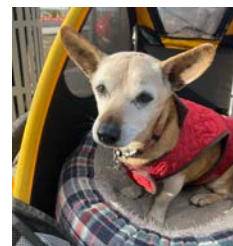
Grades: K-8 Enrollment: 679 (Oct. 2022)

Principal: Valarie Apodaca Website: ninaotero.sfps.info



SRTS Champions:

- Jeri-Lyn Mourning Manzanares, Gifted Education-21st Century Site Coordinator
- Christina Lujan, PE Teacher and Bike- and Walk-to-School leader
- Maria Gregorio, Teacher and Walk-to-School leader
- Lina de Chavez, Communities in Schools, Walk-to-School Leader
- Stephen Newhall, Bike Santa Fe, and his dog Chuy (pictured), Bike-to-School Leaders



v **Education on Safe Walking and Bicycling:** Through P.E. classes, After-School, and Summer School

v **Walking School Bus:** Every Wednesday, from South Side Library

v **Bike Train:** Every Tuesday from SWAN Park.

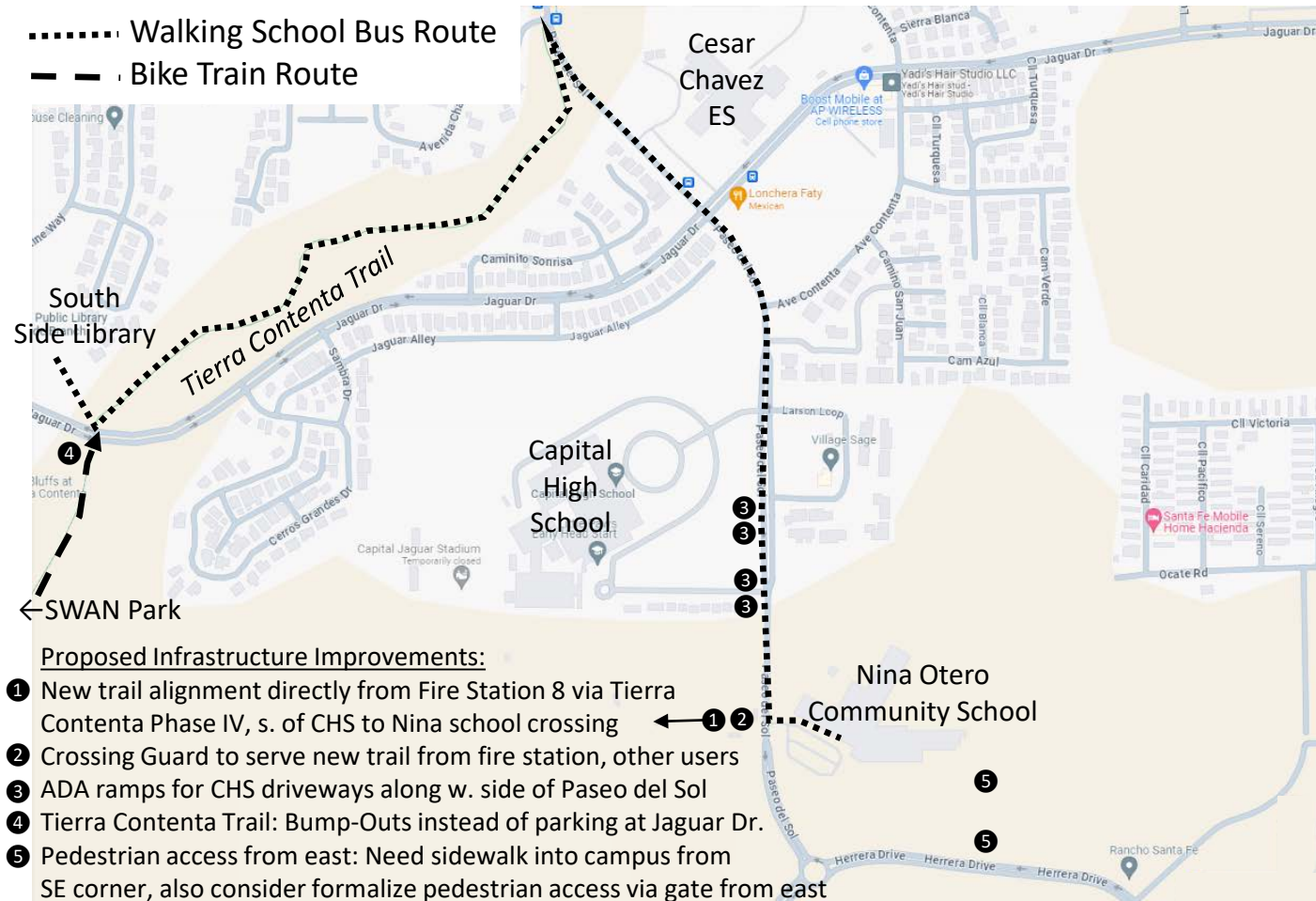
v **Bike Fleet**

v **Strider Fleet**

Trip-to-School Tallies, 2021-2023:

Private Vehicle: 310 (78.9%), School Bus: 63 (16.0%), Walk: 49 (3.8%), Bike/Scoot: 4 (1.1%)

Walk & Roll to School Routes + Proposed Infrastructure Improvements



Santa Fe Safe Routes to School: School Profile

Chaparral Elementary School

Location: 2451 Avenida Chaparral

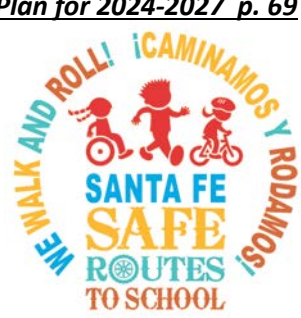
Grades: K-6

Enrollment: 190 (Oct. 2022)

No. in Safe Walking Distance: 41 (21.6%)

Principal: Erica Martinez-Maestas

Website: chaparral.sfps.info



SRTS Champions:

- Gary Bass, Third Grade Teacher and Walk-to-School leader
- Holly Opatz, Third Grade Teacher and Walk-to-School leader

v **Education on Safe Walking and Bicycling:** To be provided through P.E. classes in Spring 2024

v **Walk n' Roll to School:** Every Friday, from Ragle Park

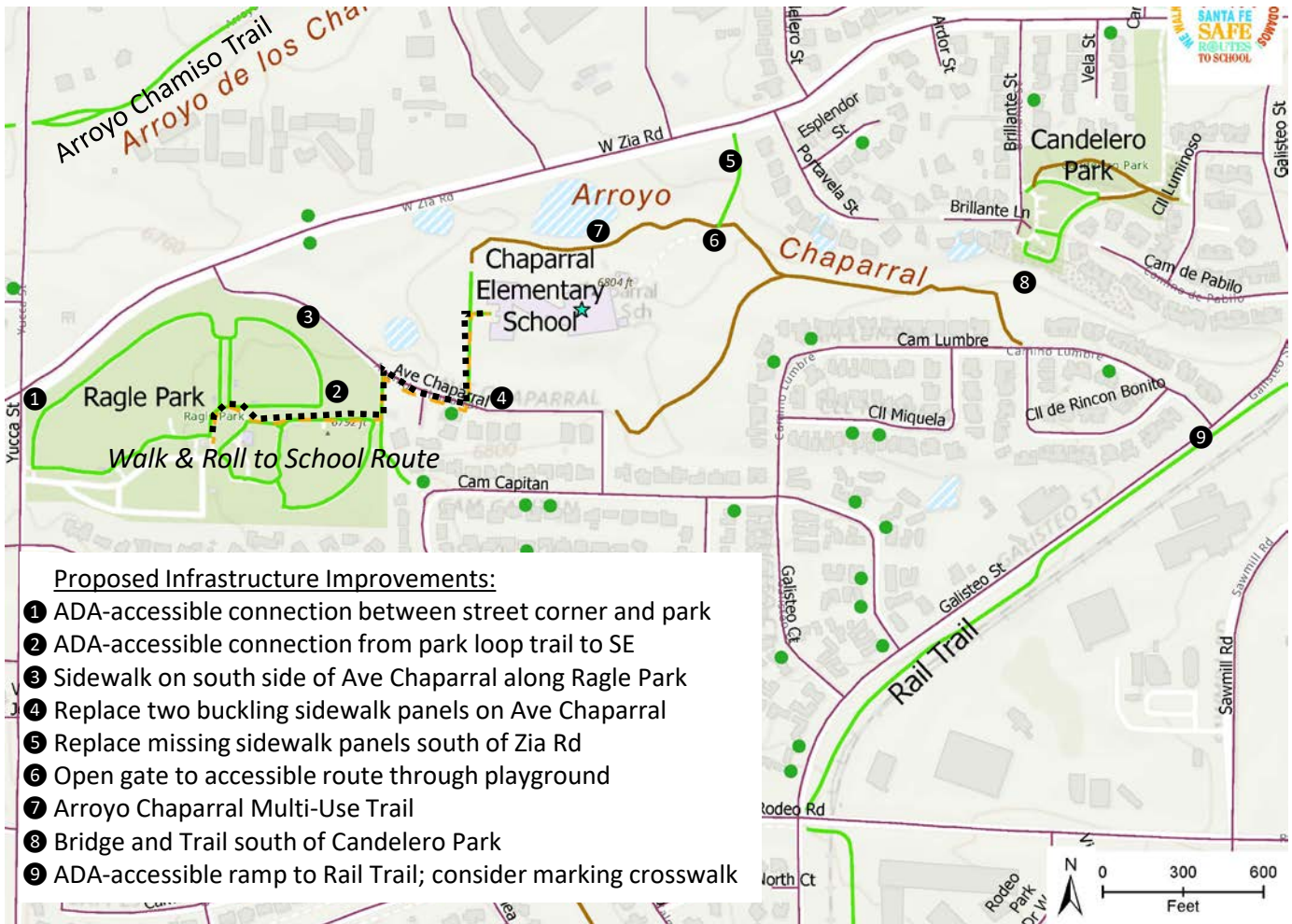
v **Walking Route Assessment:** Conducted with Third Graders in Feb. & March 2023



Trip-to-School Tallies, 2022-23:

Private Vehicle: 55 (67.1%), School Bus: 16 (19.5%), Walk: 9 (11.0%), Bike/Scoot: 2 (2.4%)

Walk & Roll to School Route + Proposed Infrastructure Improvements



Santa Fe Safe Routes to School: School Profile

Ramirez-Thomas Elementary

Location: 3200 Calle Po Ae Pi

Enrollment: 421 (Oct. 2022)

Principal: Charlotte Ault

Grades: K-5

No. in Safe Walking Distance: 321 (76.2%)

Website: ramirezthomas.sfps.info



SRTS Champions:

- Bryan Cruz, Bilingual Teacher / 21st Century Program
- Liz Lopez, Walk and Roll to School Leader
- Laura Gonzales, Walk and Roll to School Leader
- Alicia del Aguila, Walk and Roll to School Leader

v Education on Safe Walking and Bicycling: Provided school-wide in Spring 2022 and Fall 2023

v Walk n' Roll to School: Every Friday, from Dawson's Park (Calle Nueva Vista)

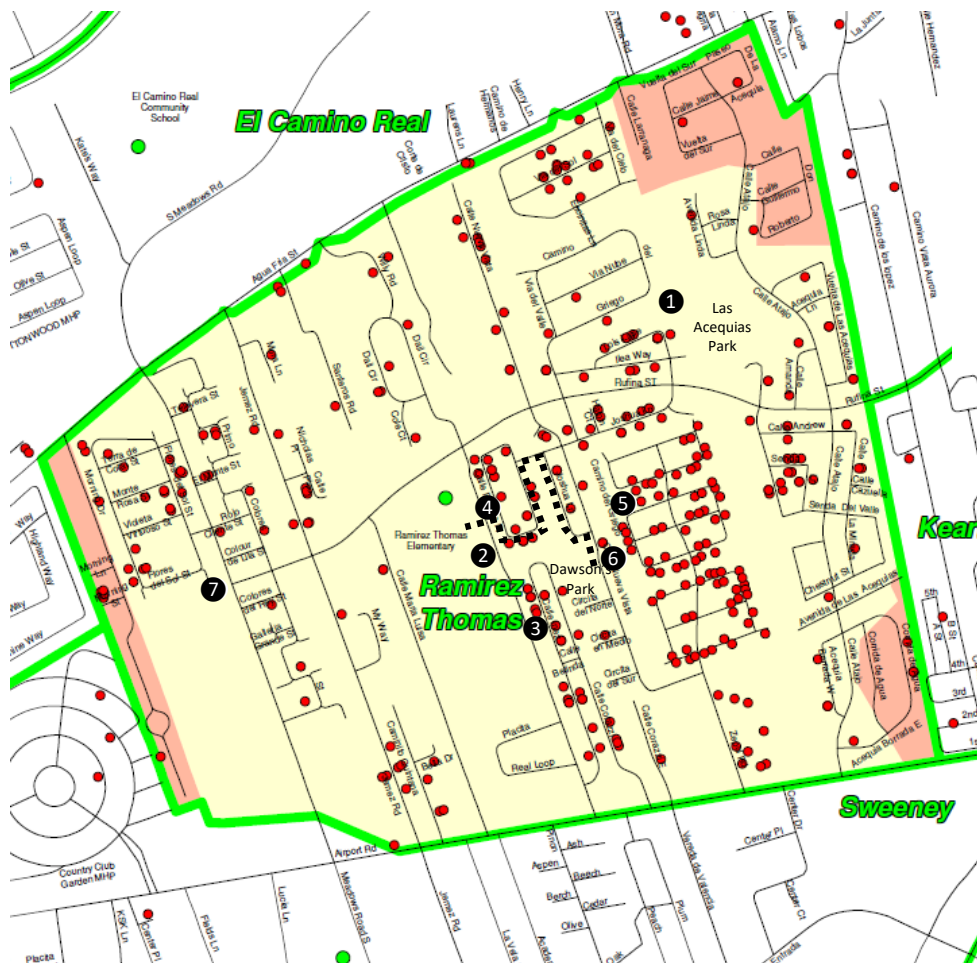
v Walking Route Assessment: With School Staff in 2021



Trip-to-School Tallies, 2022-23:

Private Vehicle: 541 (84.5%), School Bus: 61 (9.5%), Walk: 35 (5.5%), Bike/Scoot: 1 (0.5%)

Walk & Roll to School Route + Proposed Infrastructure Improvements



Proposed Infrastructure Improvements:

- 1 Acequia Trail from Griego Rd to Las Acequias Park
- 2 Sidewalk on W side of Calle Po Ai Pi, SE corner of campus (c. 20 ft.)
- 3 Sidewalk on E side of Calle Po Ai Pi, with connectivity to Rancho Zia playground
- 4 Marked School Crossing on Calle Po Ai Pi at Bonitas Loop with median refuge, consider crossing guard (BUILT 2023)
- 5 Accessible Trail to Camino del Griego from Sierra Vista Mobile Home Park (c. 150 ft.)
- 6 Legal Access / Trail from Camino del Griego to Calle Nueva Vista (and Dawson Park / Walking School Bus)
- 7 Acequia Trail w. of S. Meadows (in design by City)

.....
*Walk & Roll to
School Route*

Appendix 4. Maps of School Assignment Zones

The following maps with Safe Walk, Hazard Walk, and Ride Zones, and Locations of Student Residence for SFPS K-8 Schools were prepared for the Santa Fe Safe Routes to School Program by Architectural Research Consultants.

Elementary Schools

- Acequia Madre ES
- Amy Biehl CS
- Atalaya ES
- Carlos Gilbert ES
- César Chávez ES
- Chaparral ES
- E.J. Martinez ES
- Kearny ES
- Nava ES
- Piñon ES
- Ramirez-Thomas ES
- Salazar ES
- Sweeney ES
- Tesuque ES
- Wood-Gormley ES

Community Schools (K-8)

- Aspen CS
- El Camino Real Academy
- Eldorado CS
- Gonzales CS
- Nina Otero CS

Middle Schools

- Milagro MS
- Ortiz MS

Santa Fe Public Schools

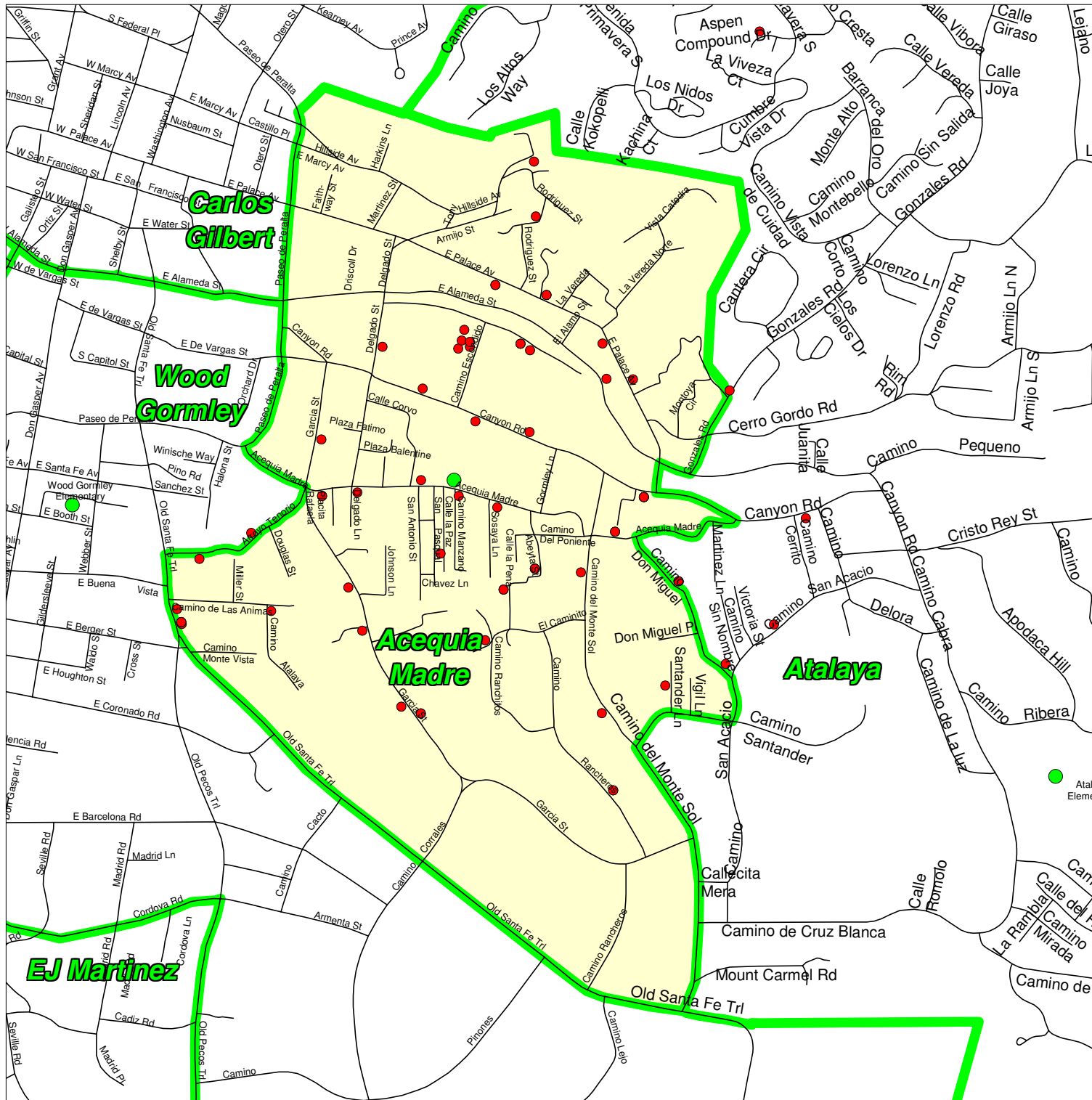
Acequia Madre Elementary School

- Student attending school
(Approximate Location)

Enrollment 138

Living in:

Walk	53
Hazardous	0
Ride	0
Total	53



March 2023

Walk
Hazardous
Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.22 miles

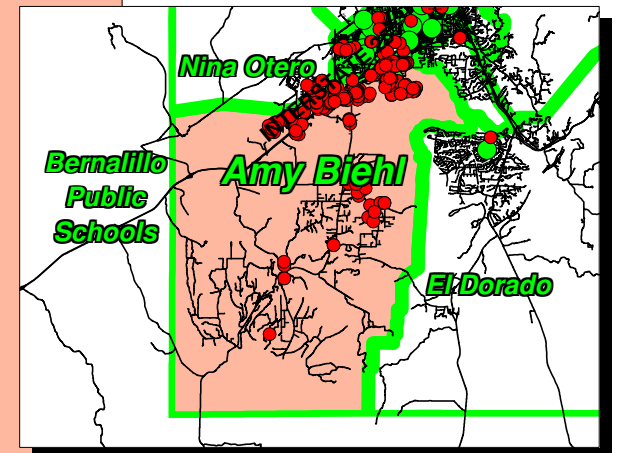
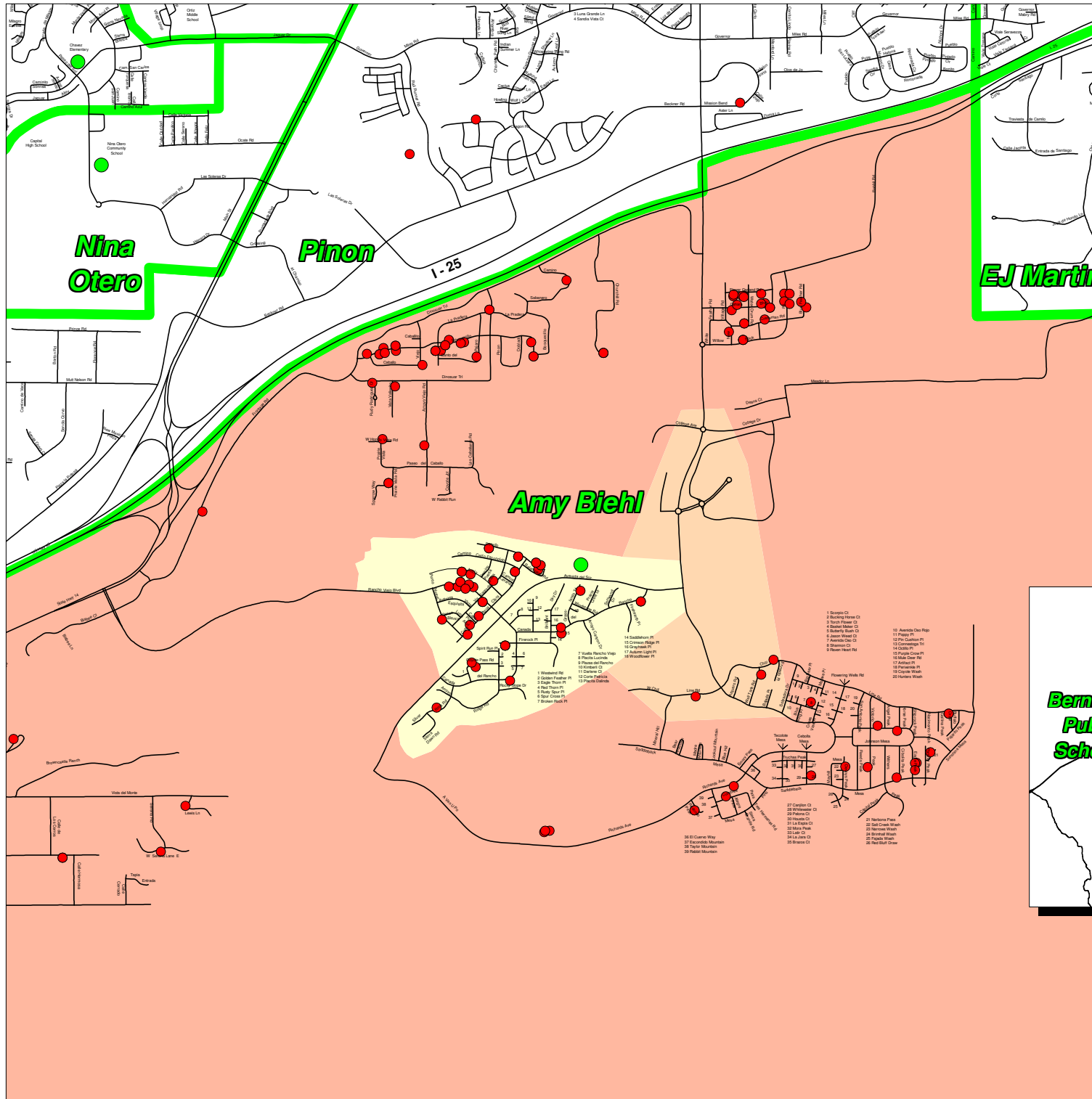
Santa Fe Public Schools Amy Biehl Community School

- Student attending school
(Approximate Location)

Enrollment 352

Living in:

Walk	39
Hazardous	3
Ride	271
Total	313



Walk
Hazardous
Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.51 miles

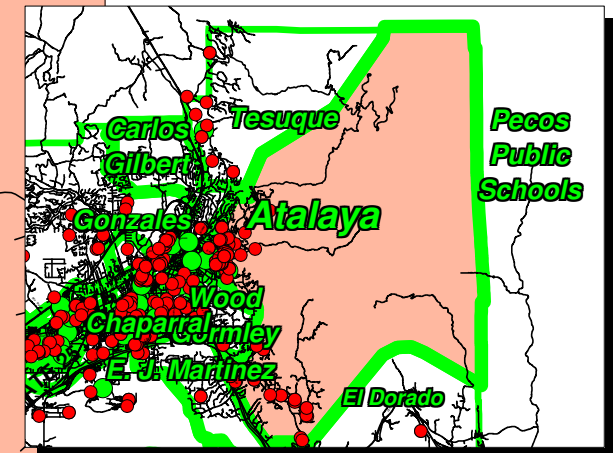
Santa Fe Public Schools Atalaya Elementary School

● Student attending school
(Approximate Location)

Enrollment 272

Living in:

Walk	27
Hazardous	0
Ride	57
Total	84



Walk
Hazardous
Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.26 miles

Santa Fe Public Schools

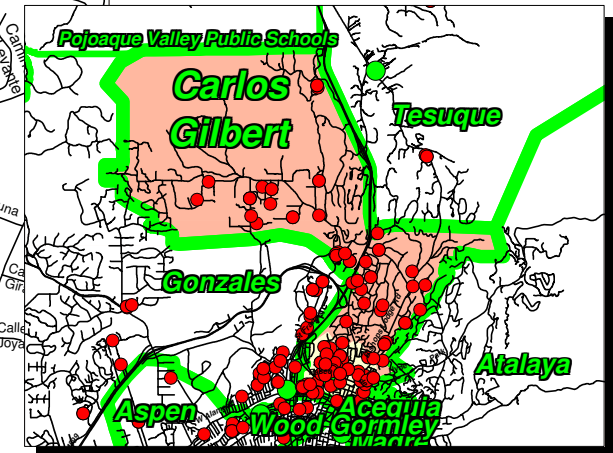
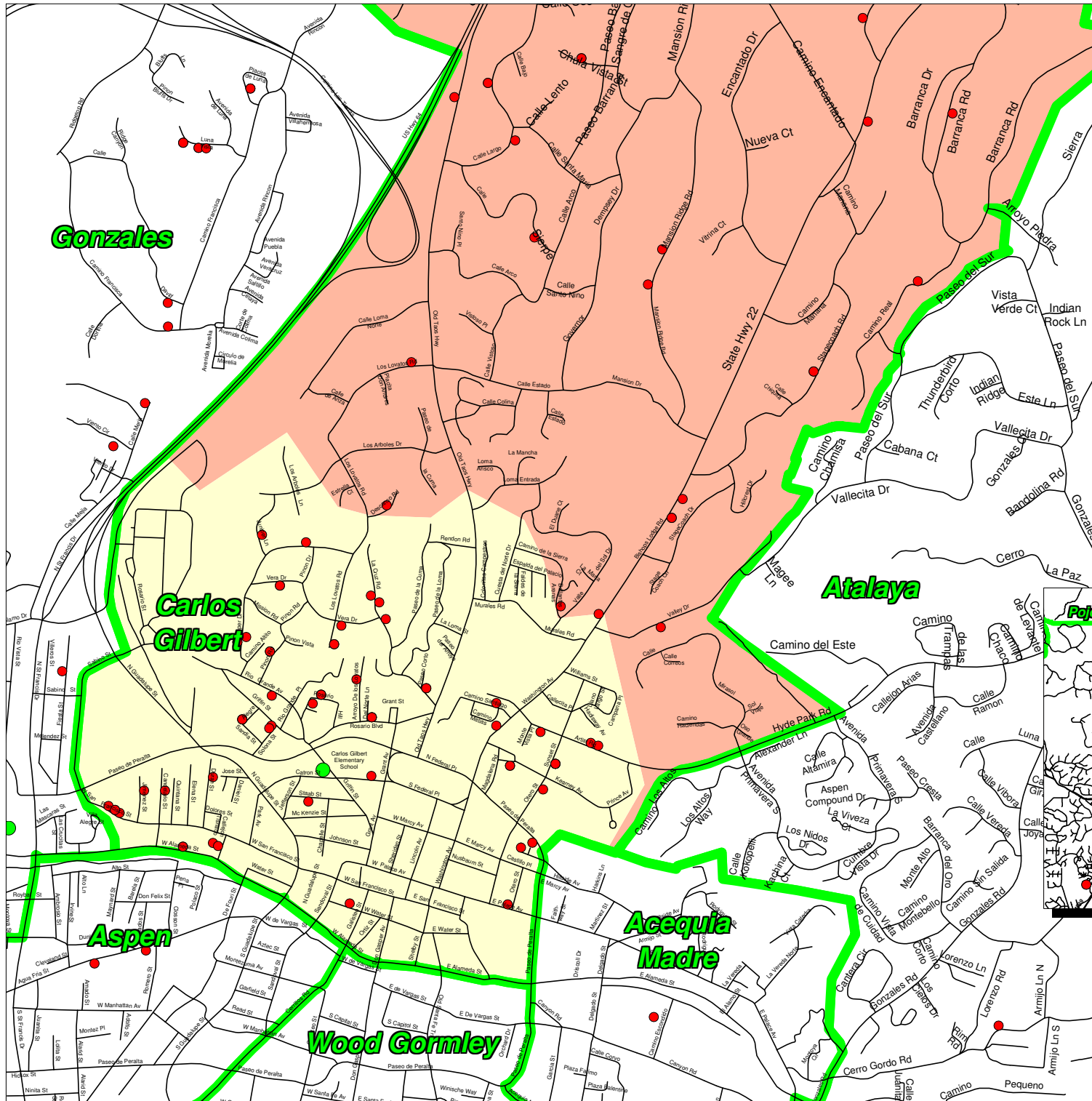
Carlos Gilbert Elementary School

- Student attending school
(Approximate Location)

Enrollment 301

Living in:

Walk	60
Hazardous	0
Ride	53
Total	113



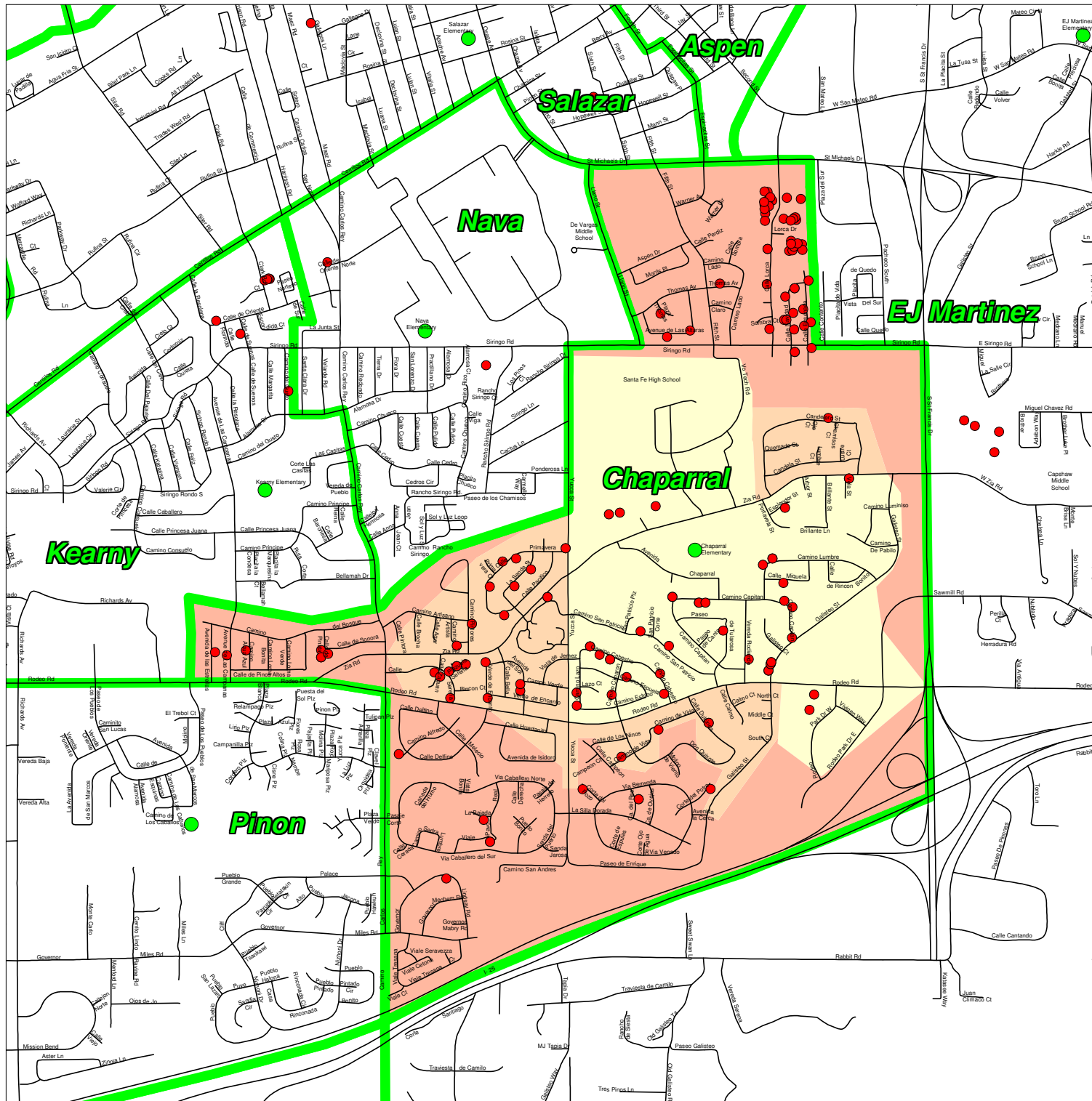
- Walk
- Hazardous
- Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.32 miles



Santa Fe Public Schools Chaparral Elementary

- Student attending school
(Approximate Location)

Enrollment	190
Living in:	
Walk	41
Hazardous	29
Ride	67
Total	137



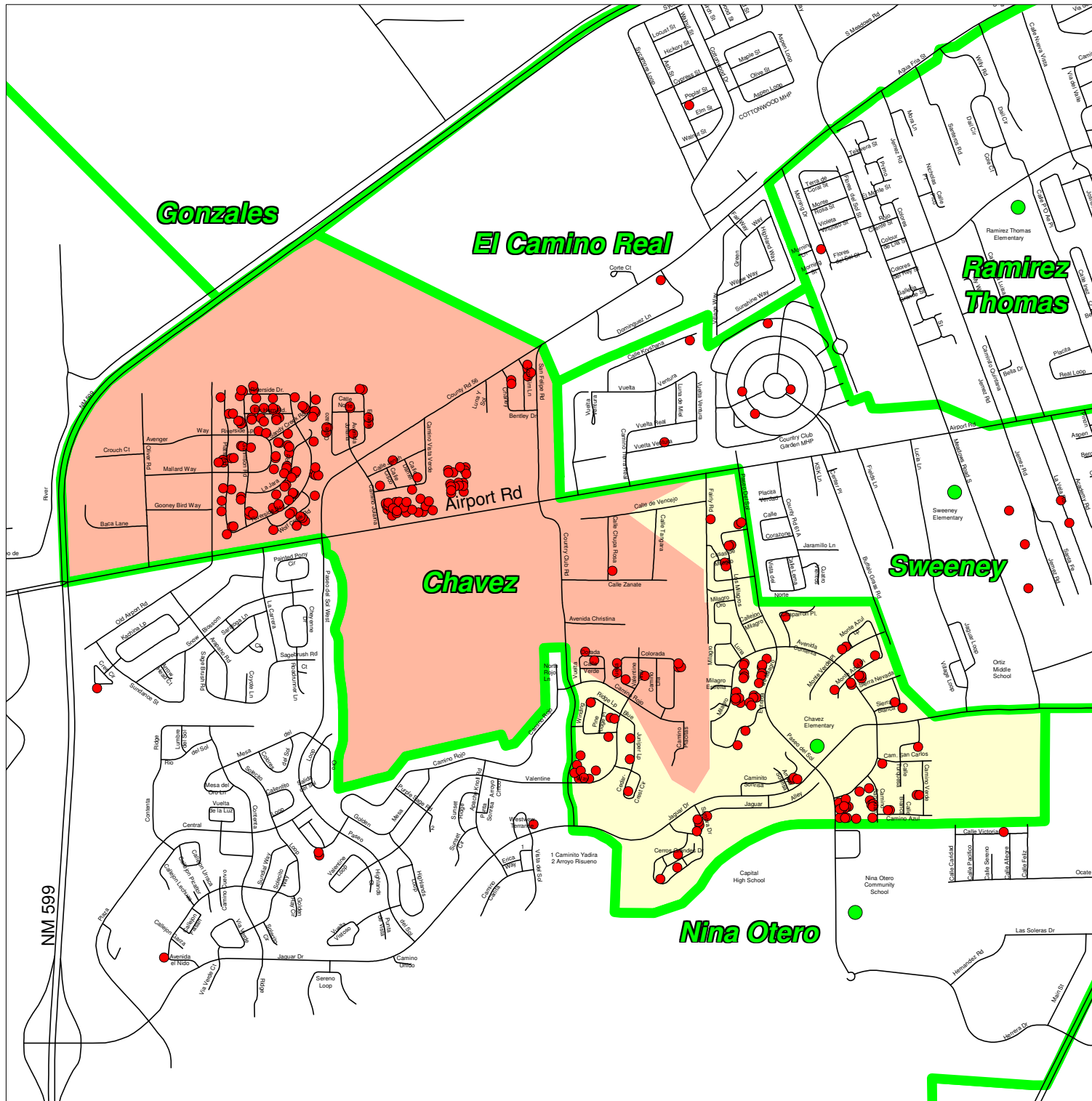
- Walk
- Hazardous
- Ride



Architectural Research
Consultants, Incorporated



Geocoded student data from 10/25/22
1 inch is approximately 0.38 miles



Santa Fe Public Schools

Cesar Chavez Elementary School

- Student attending school
(Approximate Location)

Enrollment 314

Living in:

Walk	96
Hazardous	0
Ride	171
Total	267



Walk
 Hazardous
 Ride



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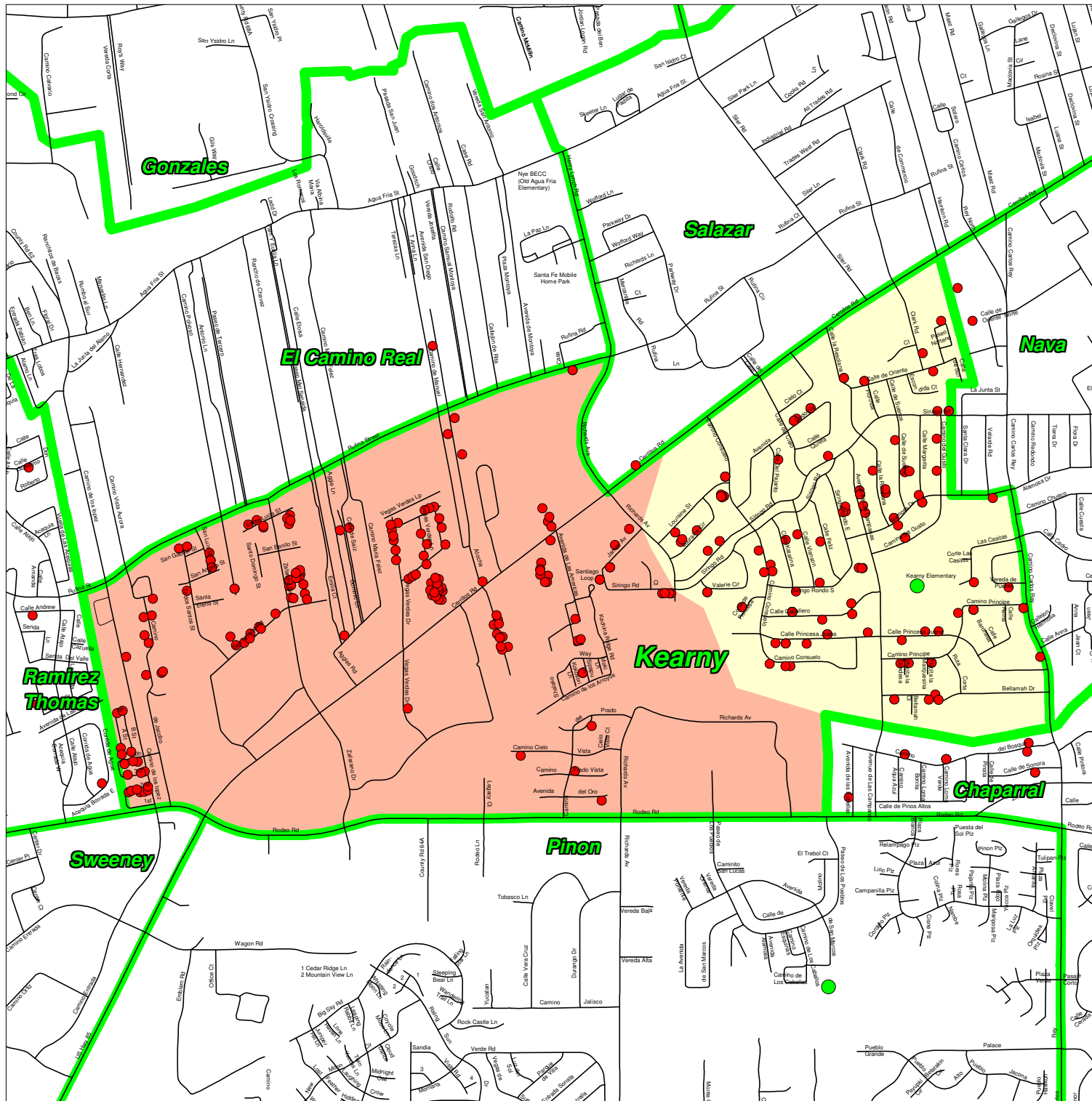
Geocoded student data from 10/25/22
1 inch is approximately 0.32 miles

Santa Fe Public Schools Kearny Elementary

- Student attending school
(Approximate Location)

Enrollment 349

Living in:
Walk 116
Hazardous 0
Ride 154
Total 270



Walk
Hazardous
Ride



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Consultants, Incorporated

Geocoded student data from 10/25/22
1 inch is approximately 0.32 miles



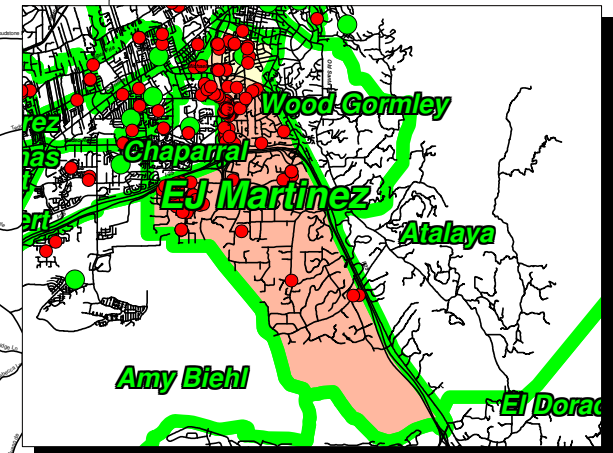
Santa Fe Public Schools E.J. Martinez Elementary School

- Student attending school
(Approximate Location)

Enrollment 189

Living in:

Walk	13
Hazardous	13
Ride	101
Total	127



Walk
 Hazardous
 Ride



Architectural Research
Consultants, Incorporated



Geocoded student data from 10/25/22
1 inch is approximately 0.51 miles

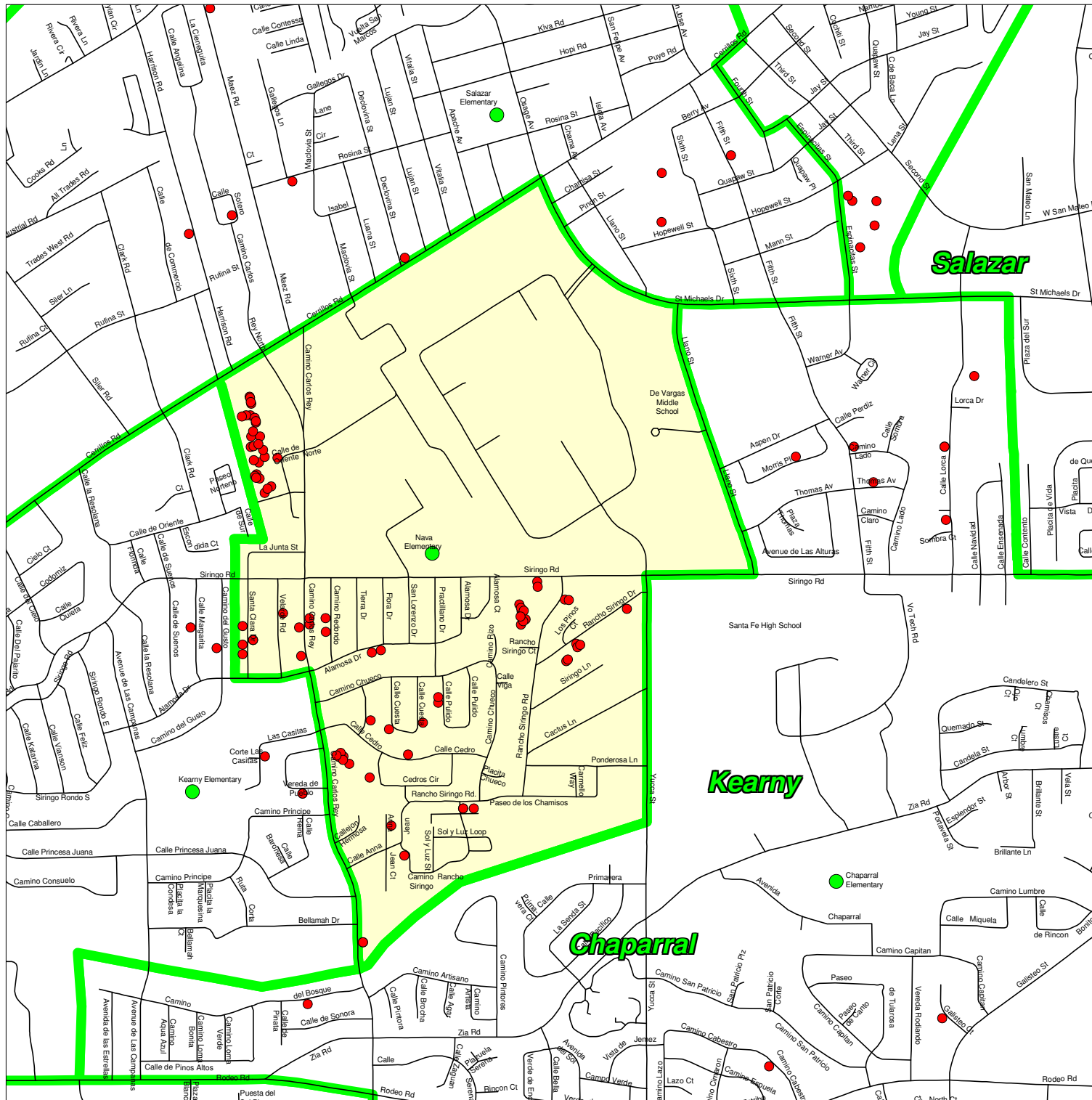
Santa Fe Public Schools Nava Elementary

- Student attending school
(Approximate Location)

Enrollment 183

Living in:

Walk	81
Hazardous	0
Ride	0
Total	81



Walk
 Hazardous
 Ride



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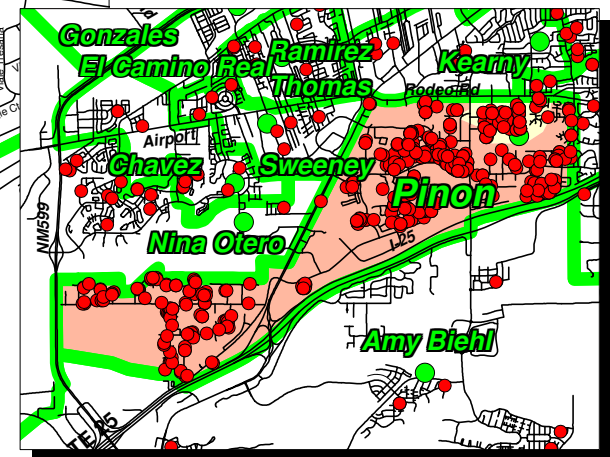
Geocoded student data from 10/25/22
1 inch is approximately 0.25 miles

Santa Fe Public Schools Pinon Elementary School

- Student attending school
(Approximate Location)

Enrollment 545

Living in:
Walk 62
Hazardous 0
Ride 371
Total 433



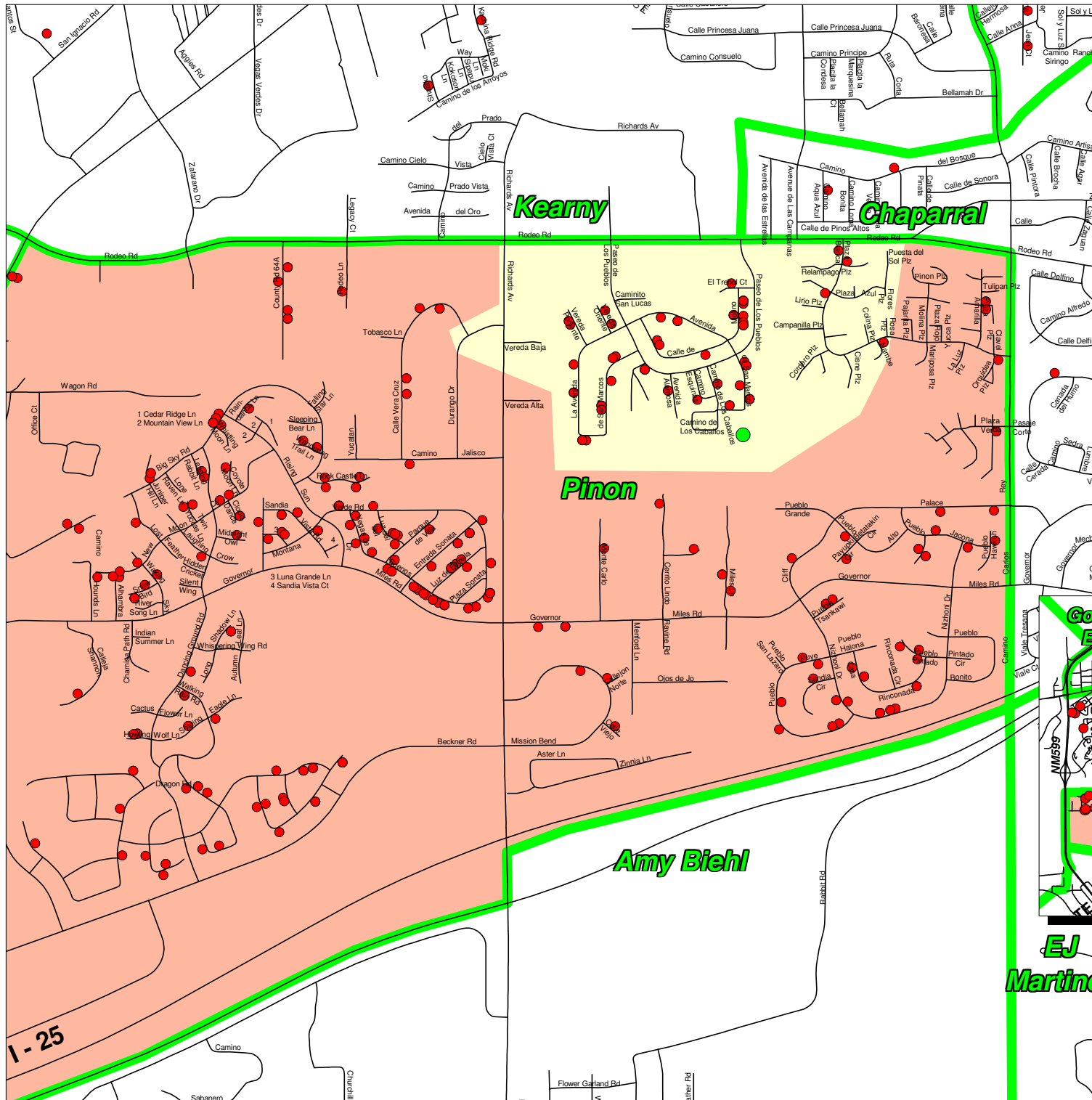
Walk
Hazardous
Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.28 miles



Santa Fe Public Schools Ramirez Thomas Elementary School

- Student attending school
(Approximate Location)

Enrollment 421

Living in:

Walk	321
Hazardous	0
Ride	13
Total	334



Walk
 Hazardous
 Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.19 miles

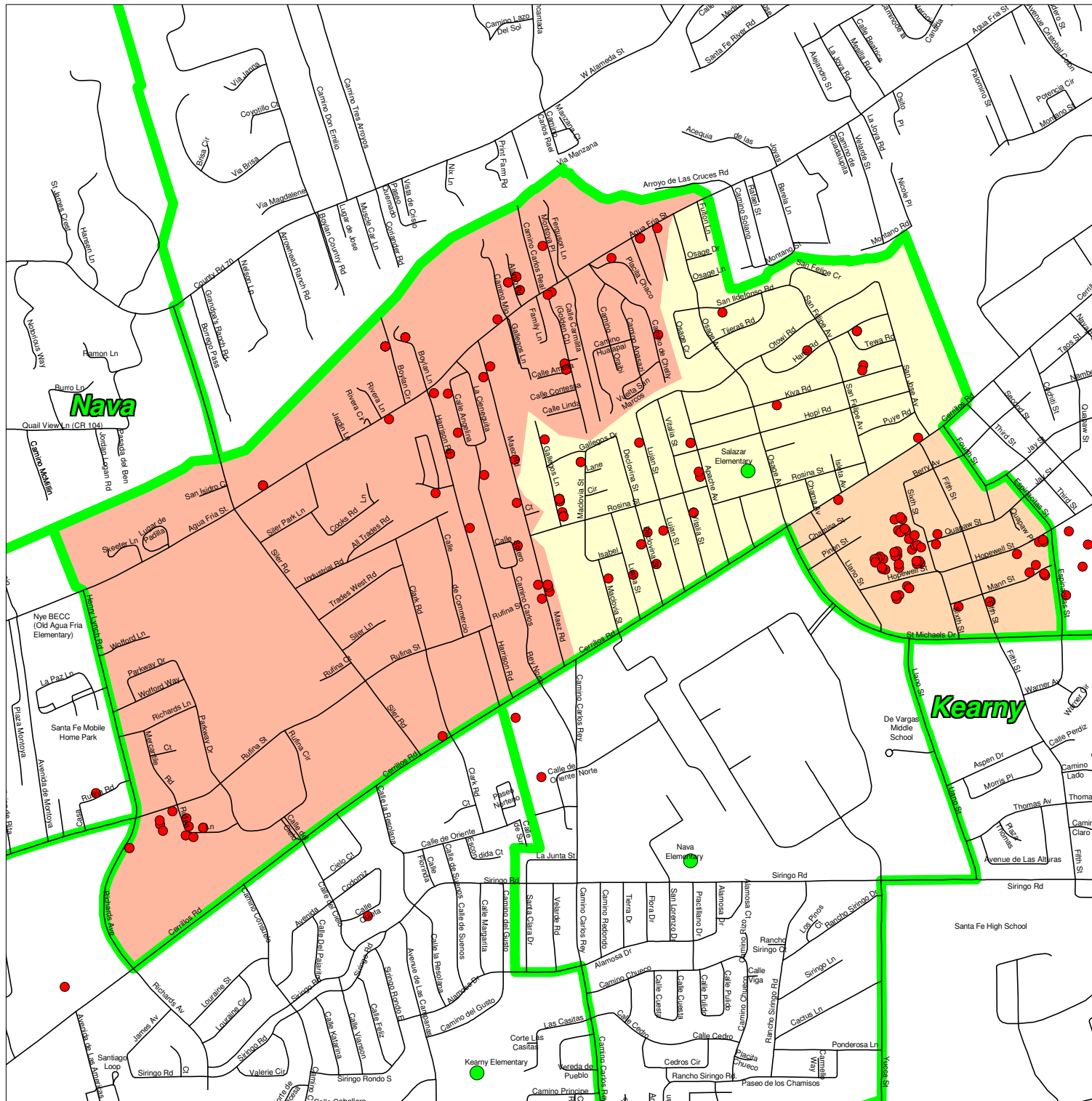
Santa Fe Public Schools Salazar Elementary

- Student attending school
(Approximate Location)

Enrollment 206

Living in:

Walk	39
Hazardous	54
Ride	62
Total	155



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Geocoded student data from 10/25/22
1 inch is approximately 0.29 miles

Santa Fe Public Schools

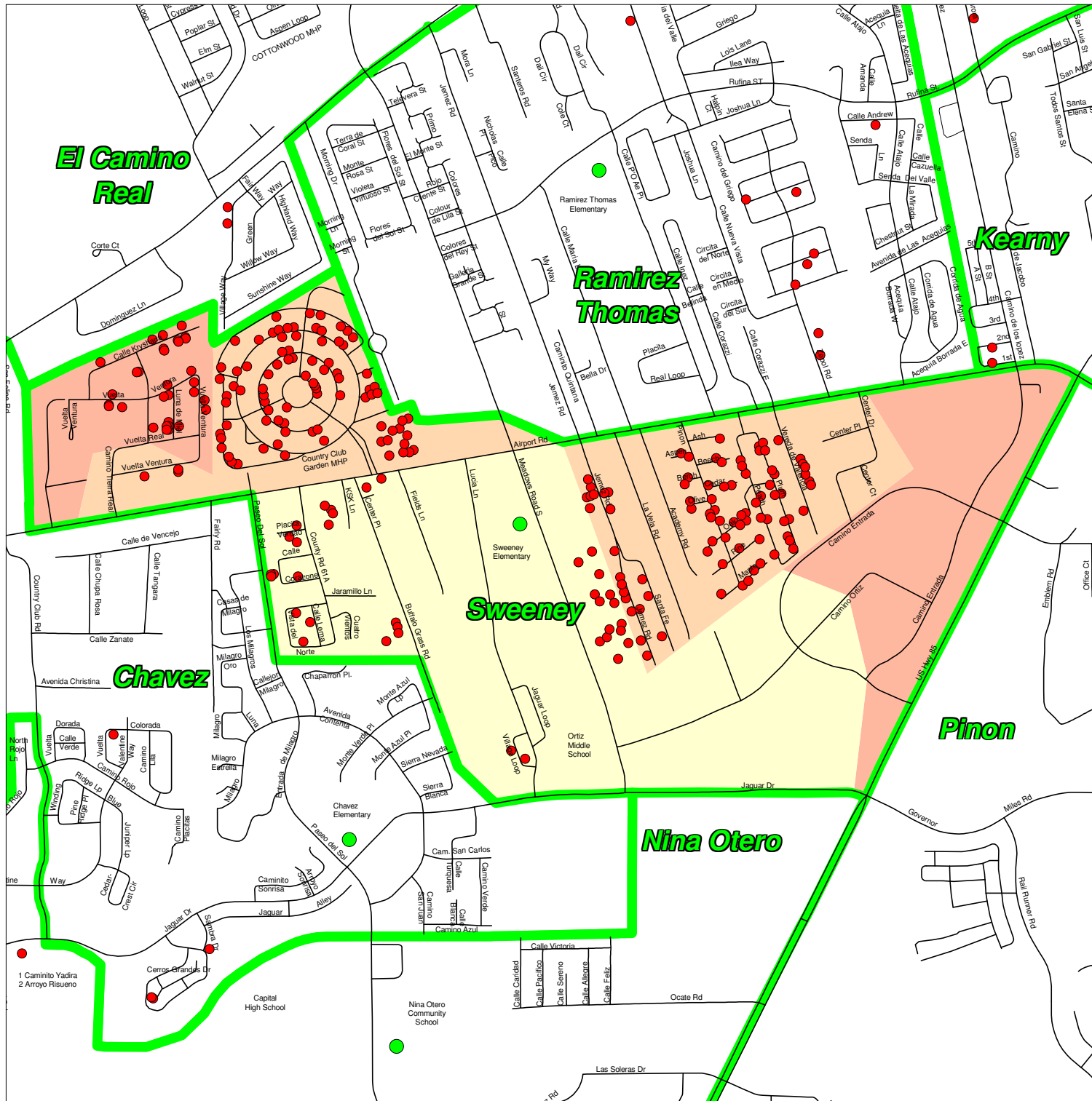
Sweeney Elementary School

- Student attending school
(Approximate Location)

Enrollment 273

Living in:

Walk	36
Hazardous	172
Ride	31
Total	239



Walk
 Hazardous
 Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.25 miles

Santa Fe Public Schools

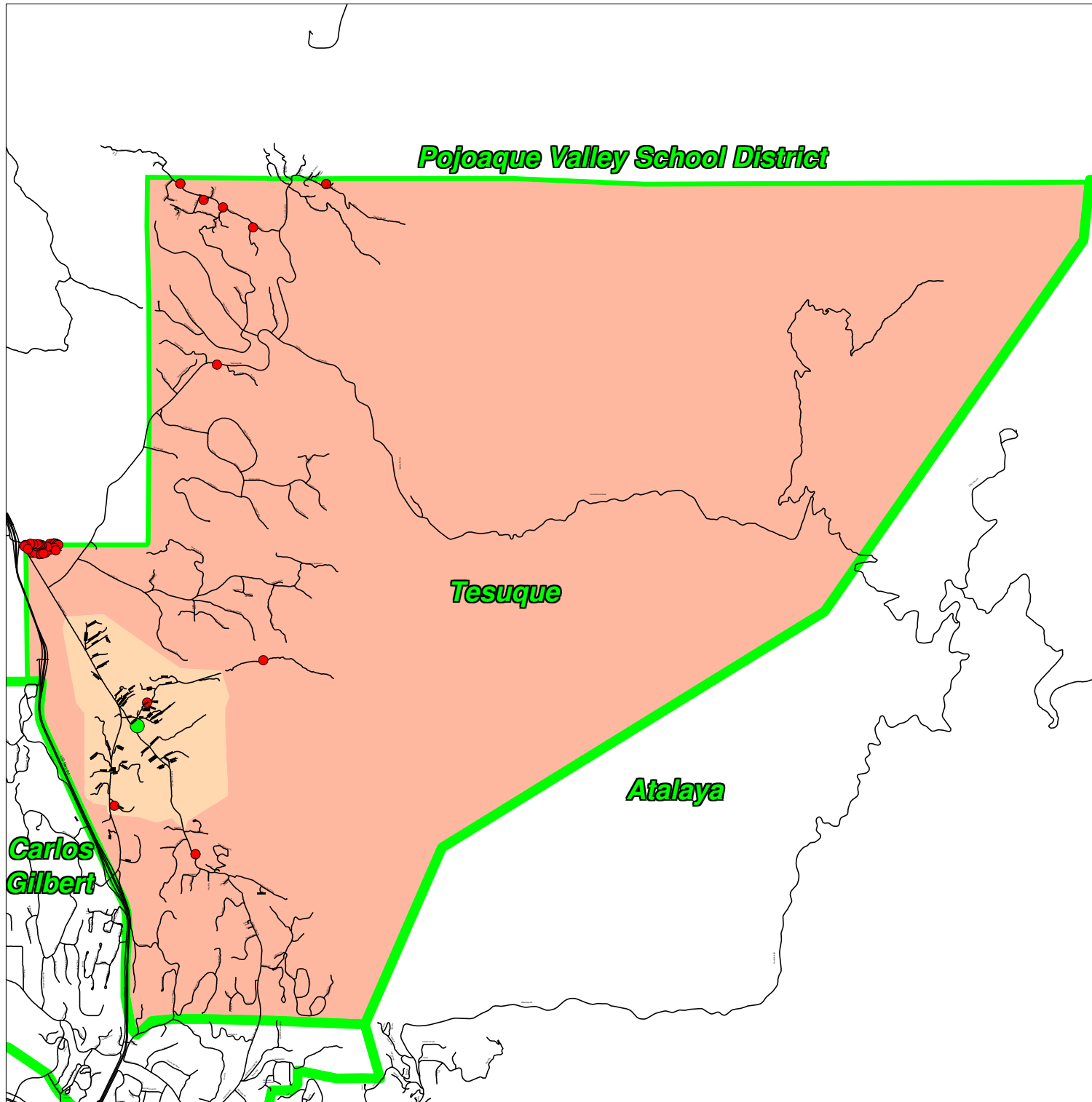
Tesuque Elementary School

- Student attending school
(Approximate Location)

Enrollment 67

Living in:

Walk	0
Hazardous	2
Ride	44
Total	46



Walk
 Hazardous
 Ride



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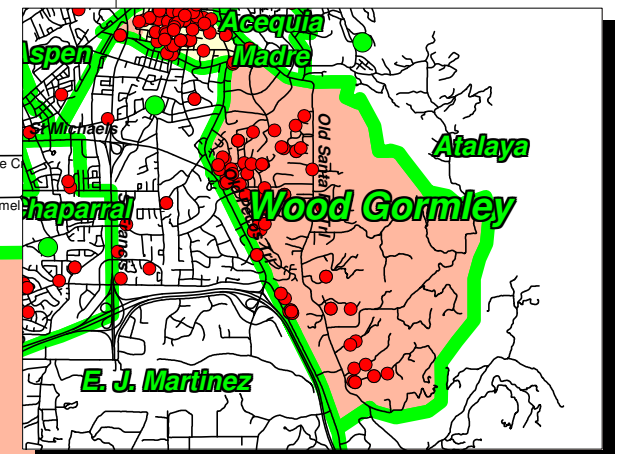
Geocoded student data from 10/25/22
1 inch is approximately 1.14 miles

Santa Fe Public Schools Wood Gormley Elementary School

- Student attending school
(Approximate Location)

Enrollment 293

Living in:
 Walk 75
 Hazardous 0
 Ride 76
 Total 151



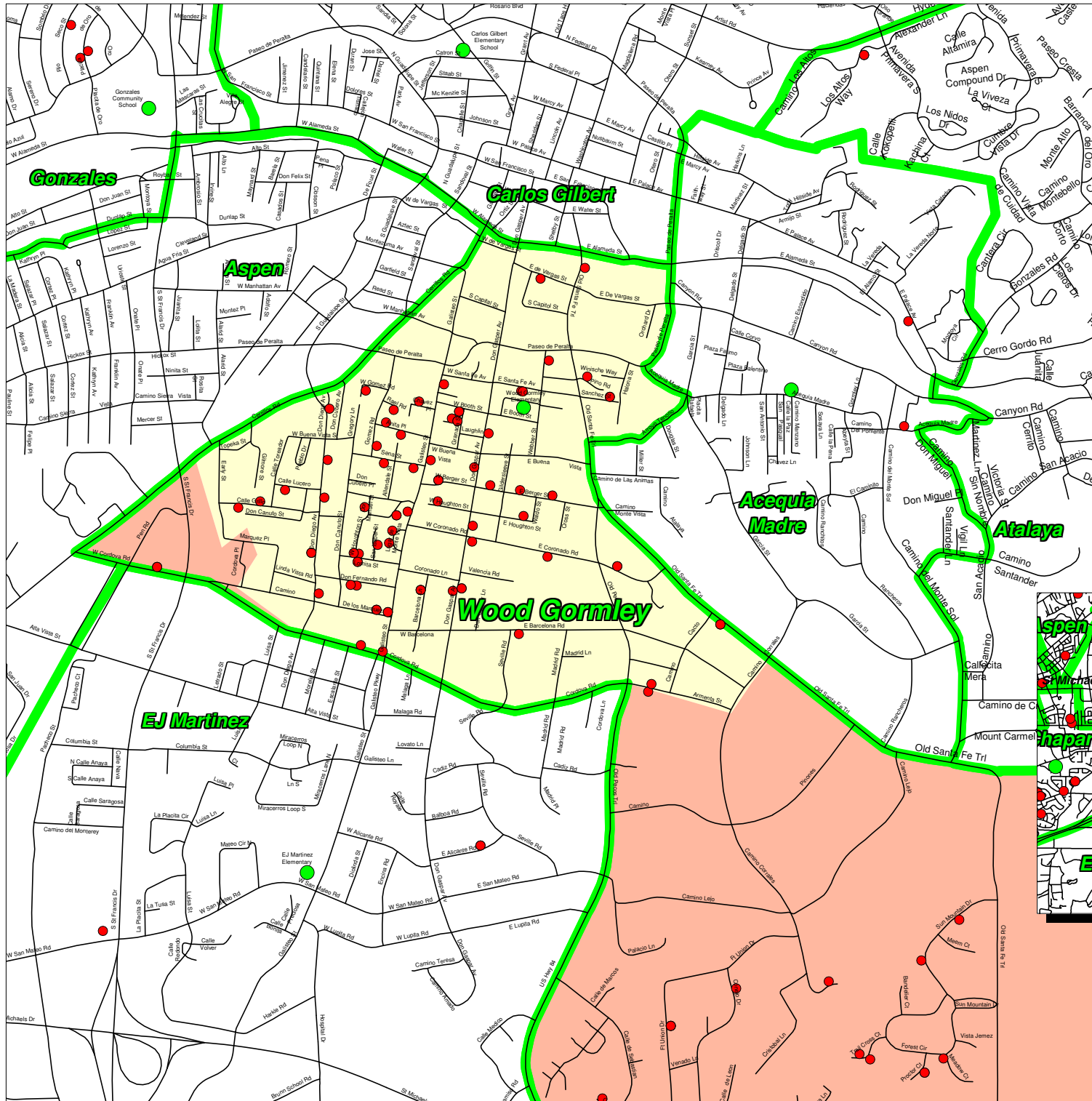
Walk
 Hazardous
 Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.32 miles



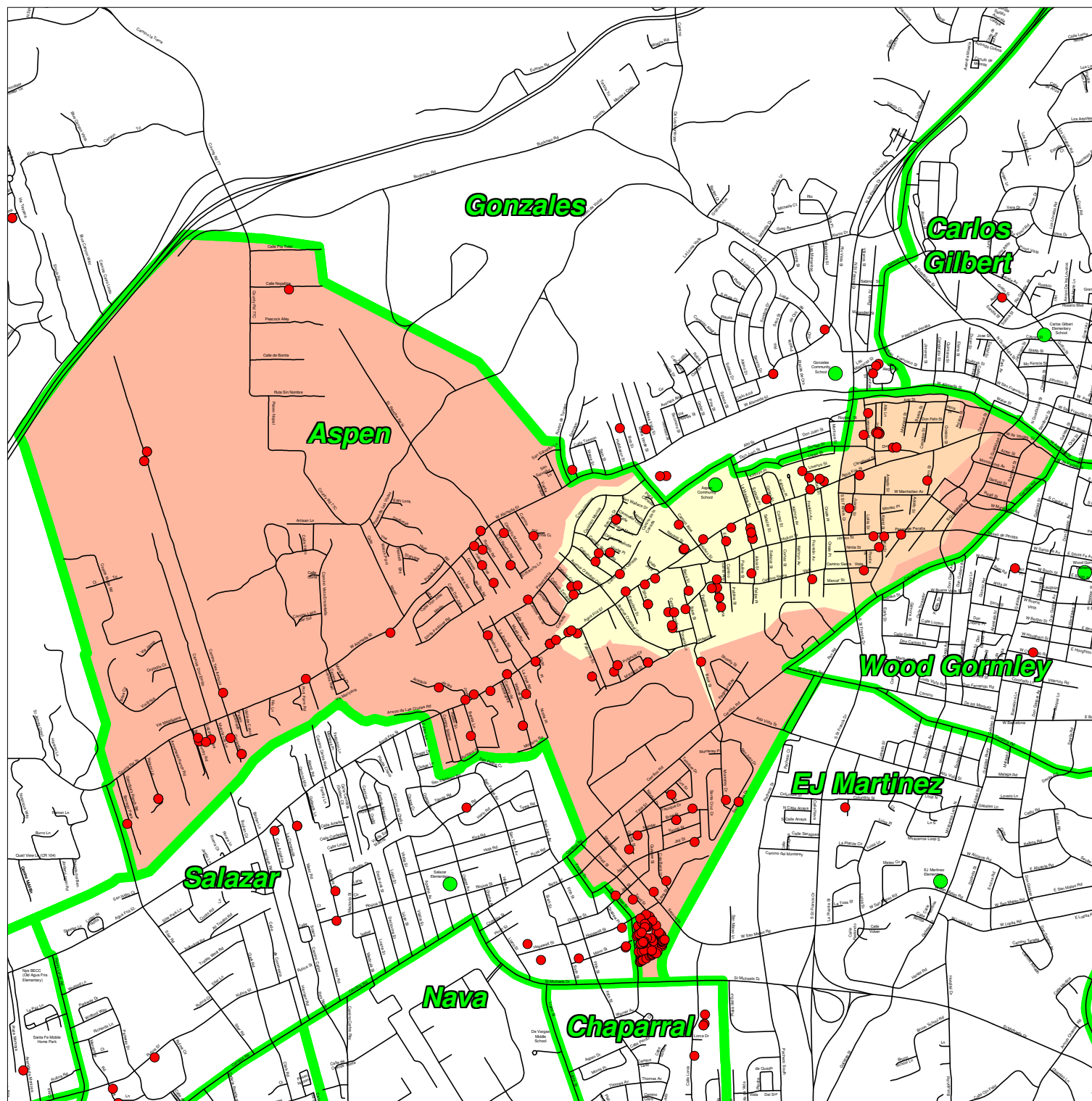
Santa Fe Public Schools Aspen Community School

- Student attending school
(Approximate Location)

Enrollment 363

Living in:

Walk	50
Hazardous	19
Ride	142
Total	211



March 2023

Walk
 Hazardous
 Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.48 miles

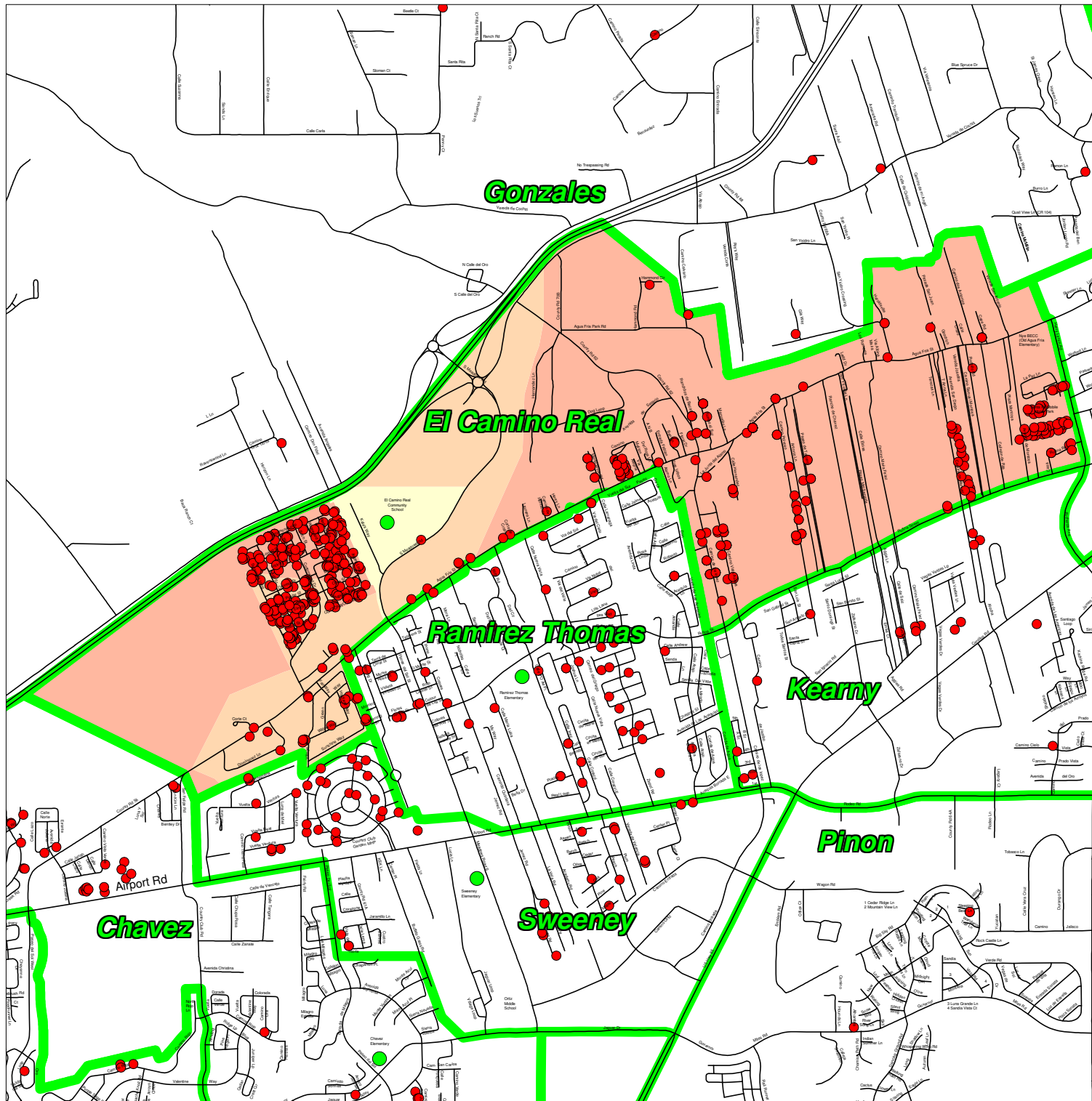
Santa Fe Public Schools El Camino Real Academy Community

- Student attending school
(Approximate Location)

Enrollment 778

Living in:

Walk	1
Hazardous	141
Ride	367
Total	509



Walk
 Hazardous
 Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.44 miles

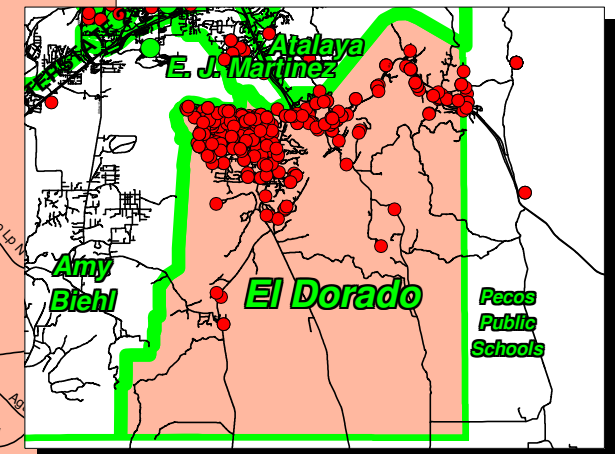
Santa Fe Public Schools El Dorado Community School

- Student attending school
(Approximate Location)

Enrollment 395

Living in:

Walk	35
Hazardous	0
Ride	284
Total	319



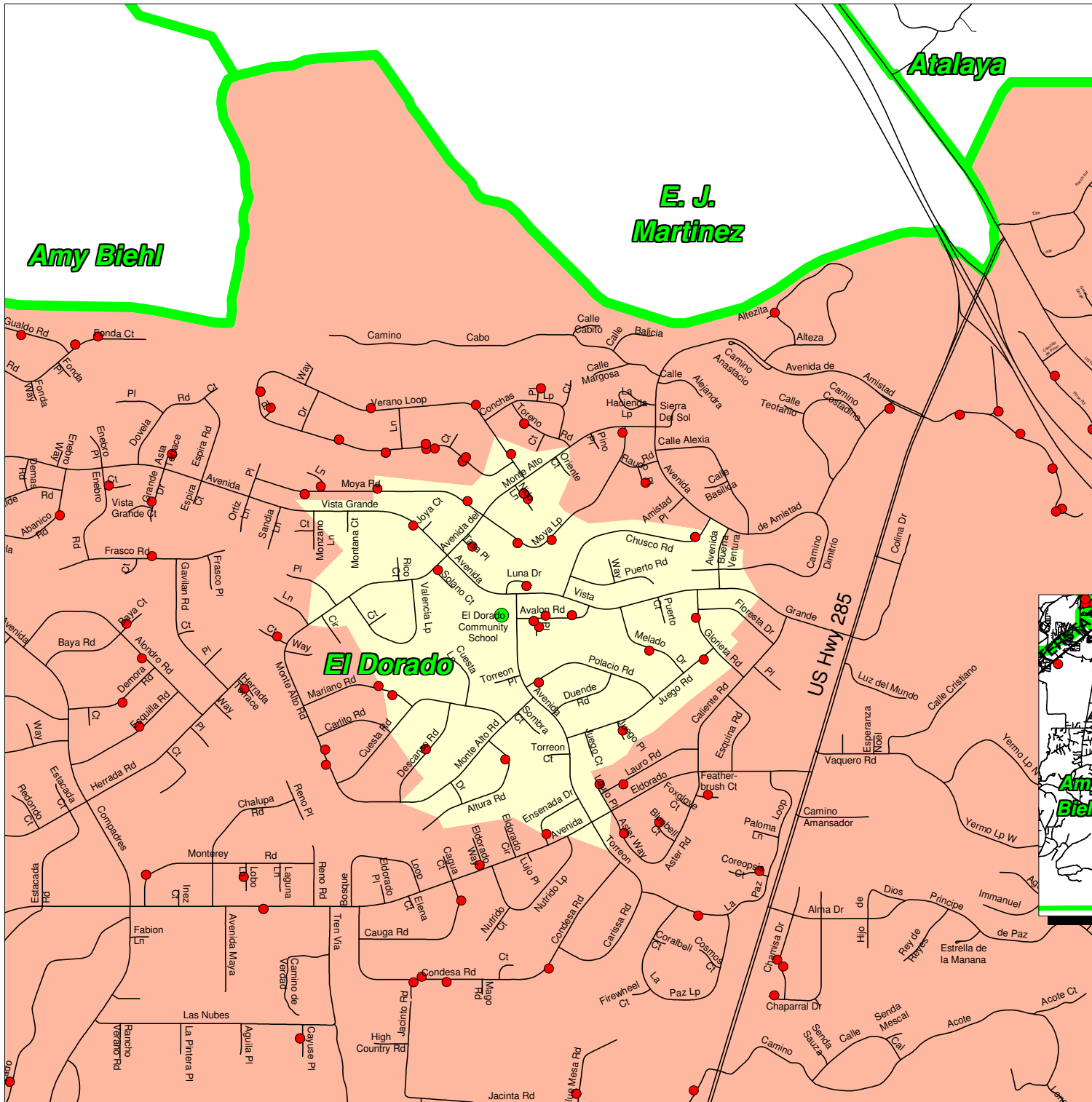
Walk
 Hazardous
 Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.51 miles



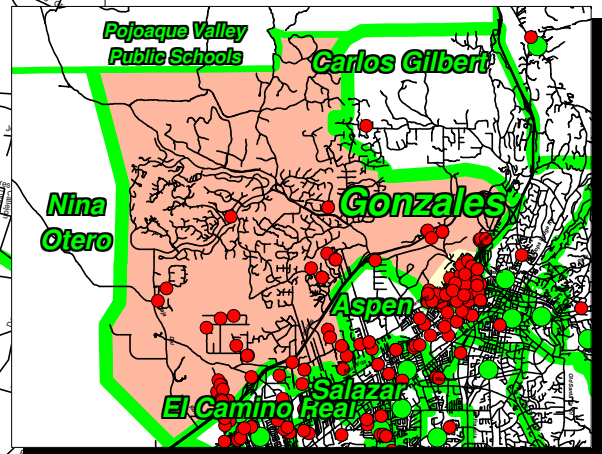
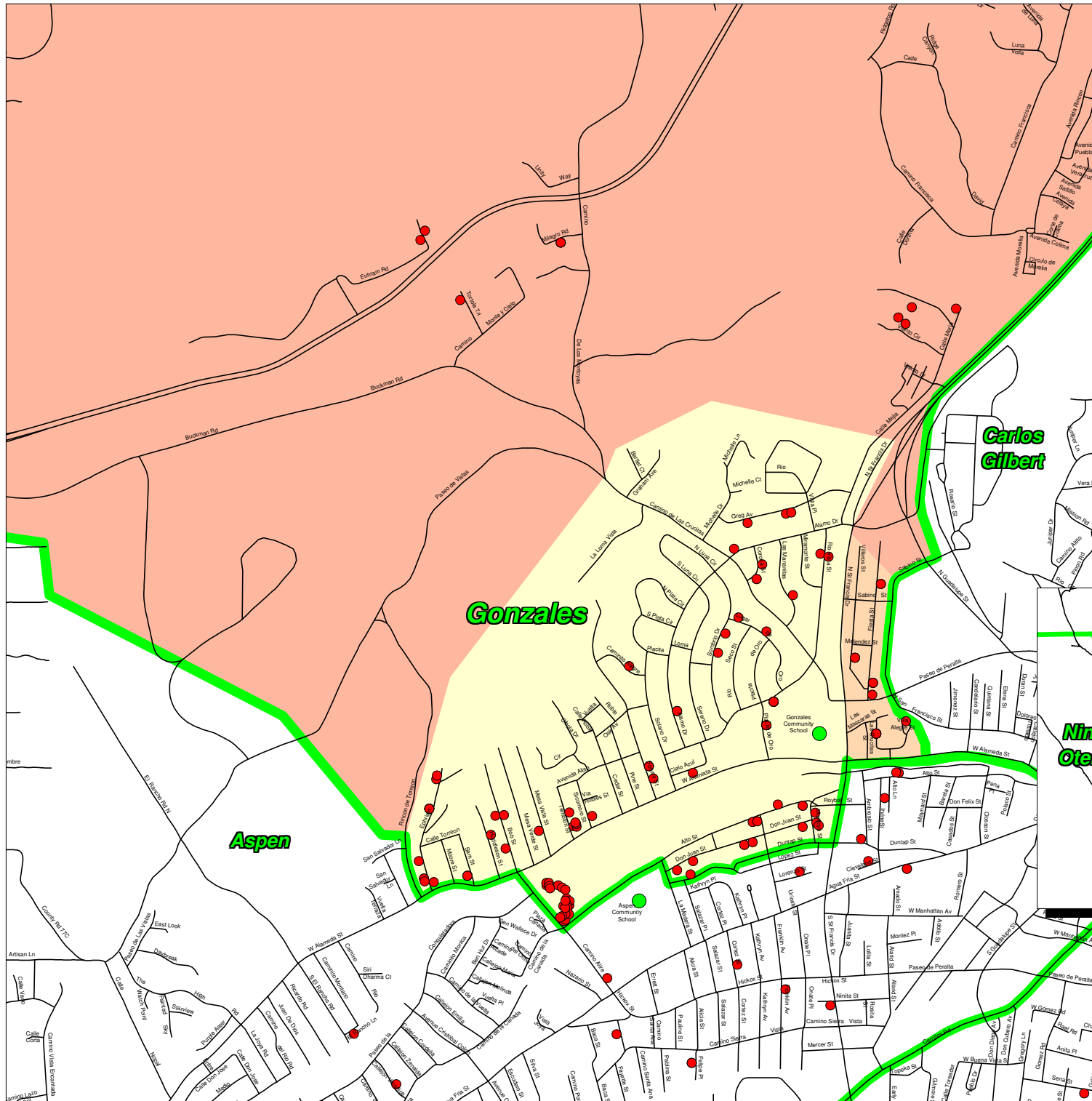
Santa Fe Public Schools Gonzales Community School

- Student attending school
(Approximate Location)

Enrollment 323

Living in:

Walk	96
Hazardous	19
Ride	58
Total	173



- Walk
- Hazardous
- Ride



Architectural Research
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Geocoded student data from 10/25/22
1 inch is approximately 0.32 miles

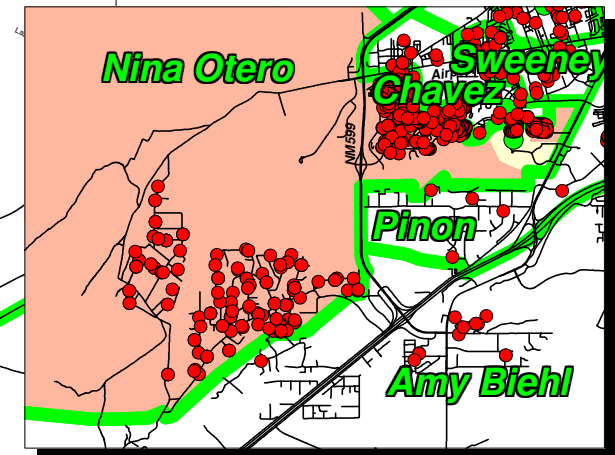
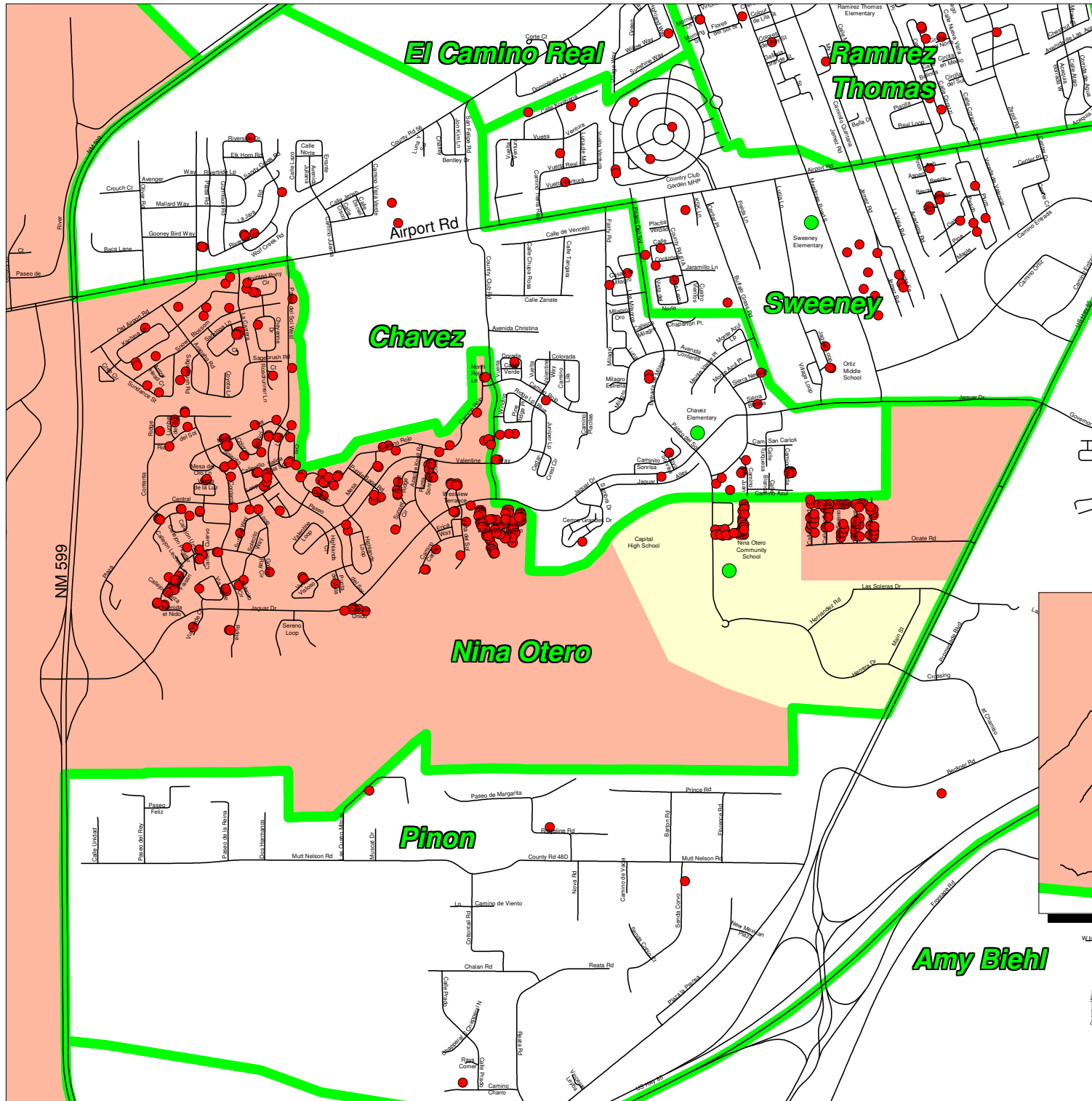
Santa Fe Public Schools Nina Otero Community School

- Student attending school
(Approximate Location)

Enrollment 679

Living in:

Walk	29
Hazardous	0
Ride	459
Total	488



- Walk
- Hazardous
- Ride



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Geocoded student data from 10/25/22
1 inch is approximately 0.38 miles

Santa Fe Public Schools

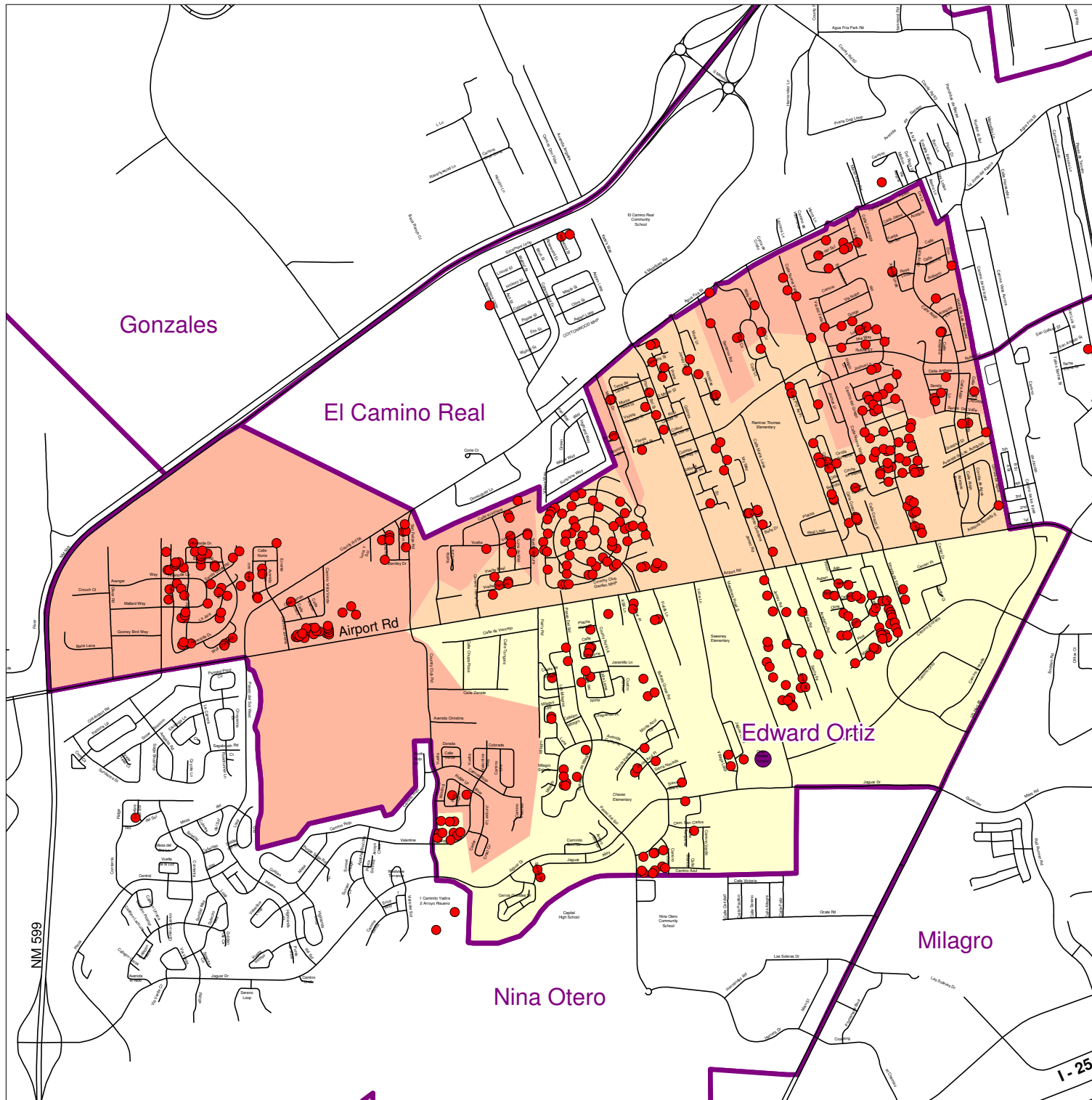
Edward Ortiz Middle School

- Student attending school
(Approximate Location)

Enrollment 443

Living in:

Walk	120
Hazardous	161
Ride	135
Total	416



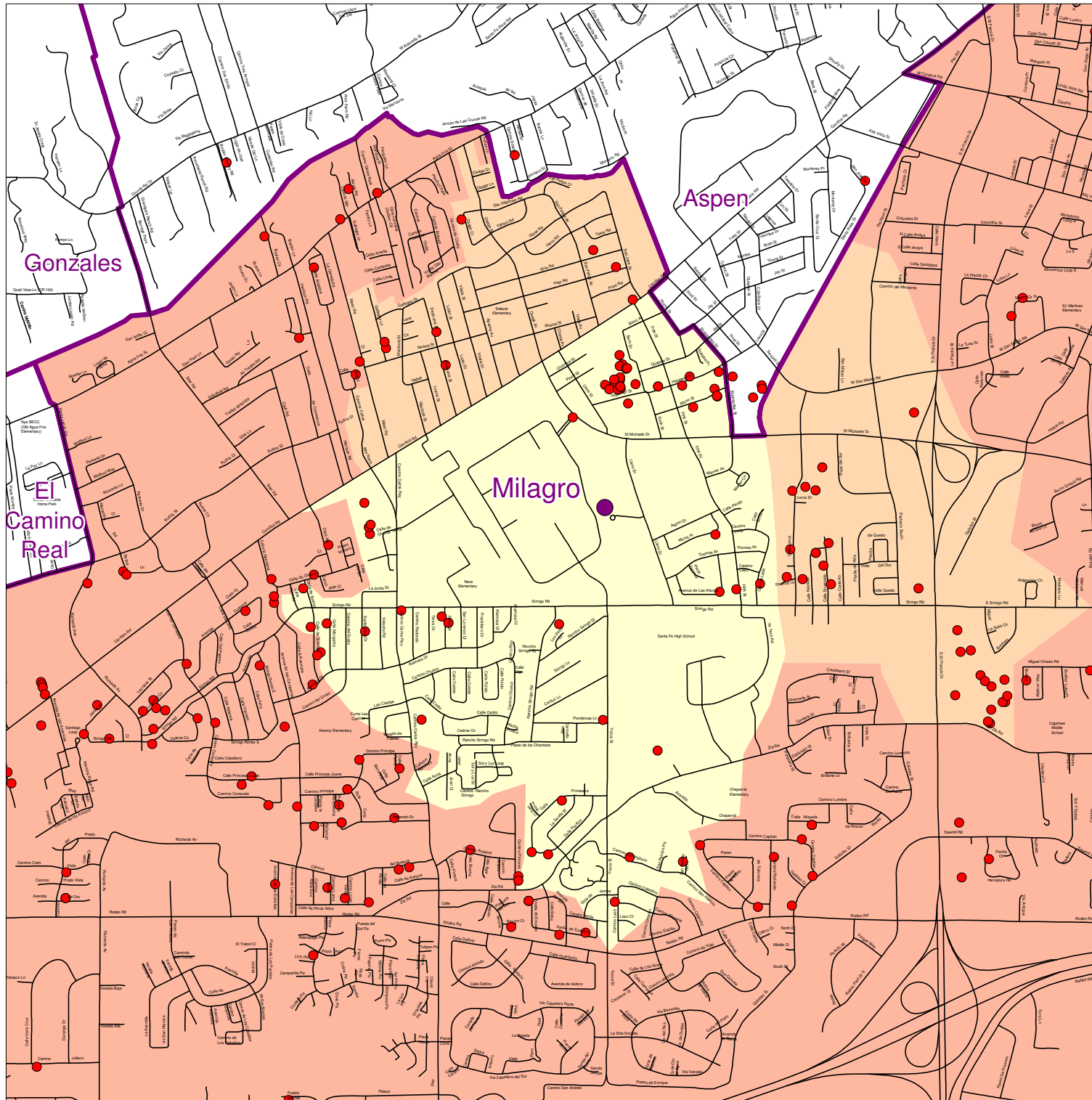
Walk
Hazardous
Ride



Architectural Research
Consultants, Incorporated



Geocoded student data from 10/25/22
1 inch is approximately 0.41 miles



Santa Fe Public Schools

Milagro Middle School

- Student attending school
(Approximate Location)

Enrollment 381

Living in:

Walk	52
Hazardous	36
Ride	251
Total	339



Walk
 Hazardous
 Ride



Architectural Research
Consultants, Incorporated



Geocoded student data from 10/25/22
1 inch is approximately 0.41 miles

p. 72 Santa Fe Safe Routes to School Action Plan for 2024-2027

Appendix 5. Tables of Educational Activities, by School, June 2021-Dec 2023

SRTS Education Programming to SFPS Schools, June 2021-December 2023: Summary, by School				
School	Instruction Provided	grade level	students reached	hours of instruction
Acequia Madre Elementary School	Bike Club, Walk this Way, Bike this Way, Pump It Up	k-6	134	8
Aspen Community School	Walk this Way, Bike this Way, Pump It Up	1-5, 7-8th	158	8
Amy Biehl Community School	Walk this Way, Bike this Way, Pump It Up	2-6	188	10
Carlos Gilbert Elementary School	Pump It Up	5th	42	2
Cesar Chavez Elementary School	Walk/Bike this Way & Pump It Up	1st-5th	152	8
Chaparral Elementary School	Walk/Bike this Way & Pump It Up; Route Assessment	3rd+	97	5
El Camino Real Academy	Walk/Bike this Way; Bike Rodeo, Skills Trng; Repair Clinic	1st-8th	538	35
Kearny Elementary School	Walk this Way, Bike this Way, Pump It Up; Walking Rodeo	1-6	306	21.5
Nina Otero Community School	Walk/Bike this Way; Bike Rodeo, Skills Trng; Pump It Up; Bike Camp	1st-8th	727	66
Milagro Middle School	Pump It Up; Route Assessment	7&8	287	16
Ortiz Middle School	Pump It Up; Training of Teachers as Bike Educators	6-8; teachers	164	15
Piñon Elementary School	Walk/Bike this Way	1st-4th	248	14
Ramirez Thomas Elementary School	Walk/Bike this Way & Pump It Up	K-5th	680	36
Salazar Elementary School	Walk/Bike this Way	k-6	199	10
Sweeney Elementary School	Walk/Bike this Way & Pump It Up	1st-5th	204	8
Wood Gormley Elementary School	Walk/Bike this Way	1,2,3,4	183	9
Bike Rodeo at GCCC	Bike Rodeo	k-8	20	4
Total	16 Schools	k-8	4327	275.5

SRTS Education Programming to SFPS Schools, by Semester and Grade Level								
School	Grades	Focus Level	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Acequia Madre Elementary School	k-6	Minor				*	k-6	
Amy Biehl Community School	k-6	Minor					2-6	
Aspen Community School	k-8	Major	5	7-8		1-4		?
Carlos Gilbert Elementary School	k-6	-		5				
Cesar Chavez Elementary School	k-5	Future	1-4	5				
Chaparral Elementary School	k-6	Major		3	*	3*		?
El Camino Real Academy	k-8	Major	6-8				1-8	
Kearny Elementary School	k-6	Minor				1-6		
Gonzales Community School	k-8	Future						
Milagro Middle School	7-8	Future		7-8		7*		?
Nina Otero Community School	k-8	Major	6-8		1, 7-8	1-8		
Ortiz Middle School	6-8	Minor		6-8		*		?
Piñon Elementary School	k-6	Minor				1-4		
Ramirez-Thomas Elementary School	k-5	Major		k-5			k-5	
Salazar Elementary School	k-6	Minor					k-6	
Sweeney Elementary School	k-5	Minor	1-2	3-5				?
Wood Gormley Elementary School	k-6	-	1-4					
* - not grade-wide SRTS education programming								

Appendix 6. Outlines of Educational Curricula

- Pedestrian Safety - "Walk this Way"
- Bicycle Safety - "Bike this Way"
- Flat Tire Repair - "Pump It Up"

Pedestrian Safety Education Outline

1. Introduction
 - a. Who we are
 - b. What we will be doing
2. Tally Sheet
3. Pedestrian safety video, with short Q&A stops throughout
 - a. What's my name?
 - b. Crosswalk with crossing guard
 - c. No crosswalk
 - d. Crosswalk with signal
 - e. Object in the street
 - f. Driveways (Optional: talk about backing up lights on vehicles)
 - g. Walking at night (Optional: show examples of good/bad clothing choices)
 - h. Bad weather
4. Optional: play a game that emphasizes a safety skill



Bike Safety Education Outline

1. Introduction
 - a. Who we are
 - b. What we will be doing
2. Why might it be better to walk/roll rather than drive a car to school?
3. Tally Sheet
4. Helmets
 - a. How to be safe while riding a bike?
 - b. Why is a helmet important?
 - c. The law
 - d. Free helmet
5. Bike safety video
6. Discussion of video
7. Flashcard quiz/discussion
 - a. Stop sign
 - b. Railroad crossing sign
 - c. Yield sign
 - d. Aggressive dog
 - e. Etc.
8. Optional: play a game that emphasizes a safety skill



Pump It Up Flat Tire Repair Outline

1. Introduction
 - a. Who we are
 - b. What we will be doing
2. Tally sheet
3. Helmets
 - a. Why is a helmet important?
 - b. The law
 - c. Free helmet
4. Flat tire repair demo
 - a. Explain wheel parts and tools
 - b. Checking for objects in tire - external
 - c. Release air from valve
 - d. Remove tire from one side of rim
 - e. Remove tube
 - f. Check for objects in tire - internal
 - g. Locate/mark puncture in tube using air, and explain other methods
 - h. Use sand paper
 - i. Place patch
 - j. Check if patch is holding with air
 - k. Replace tube, noting valve stem orientation
 - l. Replace tire
 - m. Inflate, and explanation of air pressure
5. Using sealant as a preventative measure
6. Hands-on learning session



Appendix 7. Table of Walking and Bicycling Events, 2021 – 2023

SFSRTS Encouragement Activities (Walk/Bike to/from School), June 2021 – November 2023

	Sum. 2021	Fall 2021*	Spring 2022	Fall 2022	Spring 2023	Sum. 2023	Fall 2023**	Total	
# of schools	2	3	6	6	7	2***	11	12	schools
Events	7	21	39	71	82	4	74	298	events
Walk to School	0	7	24	61	56	4	53	205	walks to school (includes walk n' roll)
Bike to School	0	11	12	10	18	0	21	72	bikes to school (specific to bikes)
W/B from School	7	2	3	0	8	0	0	20	walks or bikes from school
Participants	152	231	596	1767	1646	67	1748	6207	Participants
Students	136	136	384	1250	1081	37	1081	4105	times students
Adults	16	95	209	517	565	30	667	2099	times adults
SFPS Staff	9	55	105	182	196	16	243	806	times SFPS Staff
Family	0	10	52	252	292	8	363	977	times family
SRTS Staff	7	9	41	71	56	6	40	230	times SRTS Staff
Volunteers/BSF stipendees	0	21	12	11	12	0	21	77	times volunteers/other stipendees

Schools by Season	Summer 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Total Seasons
Acequia Madre					X		X	2
Amy Biehl		****	****	X	X		X	3
Aspen CS		X	X	X	X		X	5
Chaparral ES				X	X		X	3
ECRA	X	X	X	X	X		X	6
Kearny ES							X	1
Nina Otero CS	X	X	X	X	X	X	X	7
Ortiz MS			X	X	X		X	4
Piñon ES			X		X		X	3
Ramirez-Thomas ES						X	X	2
Salazar ES							X	1
Sweeney ES			X					1
12 Schools	2	3	6	6	8	2	11	6

*Participant counts for Fall 2021 incomplete.

**Reporting through Nov 30 2023 (For final year-end data see sfct.org/safe-routes-to-school/safe-routes-to-school-encouragement).

***Nina Otero Bike-from-School event and participant counts not included in data.

****Amy Biehl held regular bike-to-school events prior to involvement with the SFSRTS program.

Appendix 8. SRTS in Metropolitan Bicycle and Pedestrian Master Plans

- Santa Fe MPO, Metropolitan Bicycle Master Plan (BMP), 2012, p. 79: “Safe Routes to School,” p. 84: “Recommendation 2.4: Establish a District-Wide Safe Routes to School Program”
- Santa Fe MPO, Metropolitan Pedestrian Plan, 2015, pp 57-58: “School-Area Improvements”
- Santa Fe MPO, Metropolitan Bicycle Master Plan Update, 2019, p. 47: “Establish a District-Wide Safe Routes to School Program,” p. 51, “Safe Routes to School”
- Update of BMP 2012 Table 7, Rankings for Top Trail Segments with possible significance as Safe Routes to School, based on data in Santa Fe Metropolitan Bicycle Master Plan, 2019 Update

expressed interest in receiving this kind of training for transit operators in Santa Fe.

Another strategy to educate motorists about safe driving around bicyclists is to include bicycle education in drivers' education curricula and to include questions about bicycles in the tests that new drivers must take in order to receive their license. Local advocates and BTAC members worked with the State Motor Vehicle Division (MVD) in the past year to get more questions about bicycles in the MVD's standard tests and to add more information into training materials. As a result, the June 2011 revision of MVD's "New Mexico Driver Manual," now includes a page and a half dedicated to information on sharing the road with bicyclists.



Members of the Duke City Wheelmen, Bicycle Coalition of NM, local law enforcement, and friends and family of Amy Marie Jobe gather in Cuyamungue in March 2011 to dedicate a ghost bike for the teenager who was struck trying to cross US84/285 just south of here in 1999.

4. Safe Routes to School

Efforts in the area of educating and encouraging children to bike or walk to school are supported in New Mexico by federal and state-level "Safe Routes to School" (SRTS) programs, which also provide limited funding for related engineering improvements. While Santa Fe-area schools have yet to take advantage of SRTS resources, several have expressed interest and several more are already undertaking significant education and encouragement activities on their own, including participation in the annual Walk and Roll to School Day promoted each October by the New Mexico Safe Routes to School (NMSRTS) program.



"Walk and Roll to School Day" is an annual event that is celebrated by various Santa Fe area schools. Walking or bicycling to school on a regular basis is a healthy activity that also serves to reduce motor vehicle traffic congestion around schools.

SRTS advocates at Chaparral Elementary School have made efforts to create an "SRTS Action Plan." These plans typically include data on the number of children walking and bicycling to school, information on educational and promotional efforts, analysis of walking and cycling conditions on campus and in the surrounding neighborhood, and proposed improvements. A completed SRTS Action Plan is required by the NMSRTS program in order to apply for "Phase 2" funding for infrastructure improvements.

SANTA FE METROPOLITAN BICYCLE MASTER PLAN 2012

Recommendation 2.4: Establish a District-Wide Safe Routes to School Program

This plan recommends that the MPO work with local governments, the cycling community, and Santa Fe Public Schools to:

- Secure active involvement of Santa Fe Public School (SFPS) District.
- Work toward district-wide involvement in annual Walk-and-Roll-to-School Day (held each October), National Bike-to-School Day (to be held each May), and other promotional opportunities.
- Advance SFPS policies that favor walking and bicycling to school.
- Enlist support of NMSRTS program, public health community (e.g., through NMDOH's Healthier Weight Coalition and the NM Helmets for Kids Coalition), and private foundations for development of local SRTS activities.
- Develop and promote promising trail alignments and other non-motorized routes as part of broader SRTS programs that would also have significant impact on the bikeway system. Examples of bikeway improvements prioritized for this Plan that connect K-8 schools with residential areas that they serve are presented in Table 7:



A dozen bicycles crowd the rack at Gonzales Community School.

LAB's Feedback on Santa Fe's Bicycle-Friendly Community Application, Fall 2011

- Ensure that bicycle-safety education is a routine part of public education and that schools and the surrounding neighborhoods are particularly safe and convenient for biking.
- Work with your Bicycle Advisory Committee, local bicycle advocates and the Santa Fe MPO to integrate the Safe Routes to School program into local elementary schools, middle schools and high schools.
- Strongly encourage all schools to participate. Funding is currently still available through the federal transportation bill SAFETEA-LU, among several other sources at both the federal and state levels. See www.saferoutesinfo.org as well as www.nmsaferoutes.com for more information.

Table 7. Prioritization for Top 11 Trail Segments with Significance for Safe Routes to School

Rank*	Location and Type of Improvement	Score	K-8 School(s) served (1) = Immediate Vicinity (2) = More Distant
6	RIVER TRAIL: Connection to La Madera St via Alto Park	31	(1) Aspen, (2) Gonzales (also Desert Academy & Dragonfly)
20	TIERRA CONTENTA (N. Arroyo Chamisos) Buffalo Grass to S. Meadows	28	(1) Sweeny & Ortiz
20	SF University of Art & Design ROADBED: along E. Boundary Ditch	28	(1) De Vargas
20	ARROYO CHAPARRAL TRAIL: Ragal Park to Zia Station via Candeler Park	28	(1) Chaparral
20	NM CENTRAL/KENNEDY LINE: Pinon ES to Pueblos del Sol Trails	28	(1) Pinon
32	PUEBLOS DEL SOL: N-S Connector across Governor Miles	27	(2) Pinon
32	RAIL TRAIL: Connection at Calle Sombra	27	(2) De Vargas
43	ARROYO EN MEDIO TRAIL: completing route from Sawmill to Rodeo	26	(2) Capshaw
43	ARROYO DE LOS CHAMISOS TRAIL: Zia to Zia Connection	26	(1) Capshaw
43	ARROYO CHAPARRAL TRAIL: Arroyo Chamisos Trail to Ragal Park or Chaparral ES.	26	(2) Chaparral
43	ARROYO DE LOS PINOS TRAIL: Fifth St @ Camino Lado to Llano St.	26	(1) De Vargas

* - All Scores and rankings reflect overall trail considerations – not specific to SRTS

PLAN RECOMMENDATIONS

3.2.3 SCHOOL AREA IMPROVEMENTS

Area schools serve as major destinations and have the potential of being prime locations for pedestrian activity. Although current national statistics indicate that 70% of all school-age children are brought to school in a vehicle (compared to 30% just 30 years ago), a variety of programs such as 'Safe Routes to Schools' are enabling and encouraging walking to school. These efforts help reduce peak hour traffic, encourage physical activity through walking, and reduce emissions near schools.

In Santa Fe, some major impediments to walking to school exist where students must cross busy roadways to get to their area school. If students must cross a major roadway to schools in their district (within 1 mile for Elementary Schools, 1.5 miles for Middle Schools, and 2 miles for High Schools), these areas are designated as 'Hazard Zones' and students can be bussed to school. Santa Fe Public School District has identified 10 Hazard Zones near public schools in which students cannot walk because it is not safe.

Pedestrian improvements near schools should focus on sidewalk connectivity and crossing improvements. Identifying creative solutions to improve safety at intersections should result in either the removal or elimination of the hazard area designation. Planning for new schools and locating them in the heart of neighborhoods with a pedestrian focus, can further encourage walking as the primary means of transportation for students.

The following select improvement projects have been identified that would address current barriers to walking to school.

Airport Road Corridor

Two primary residential areas along Airport Road are designated as hazard zone within the Sweeney Elementary School walk zone. During the 2013-2014 school year, 168 students were bussed from these areas just 1/4 mile to their designated school because there was no safe route for them to walk. Students from the Country Club Gardens Mobile Home Park north of Airport Road must cross the busy road to get to school.

Sidewalk and landscape buffer improvements along Airport Road, in addition to intersection improvements at South Meadows and a mid-block crossing at Country Club Gardens / Buffalo Grass Road would increase pedestrian safety in this area.

An internal trail connection between residential areas from Center Drive west to South Meadows, together with sidewalk and landscape buffer improvements along Airport Road would increase pedestrian safety for these students and provide a non-vehicular route to school.

Lower Agua Fria Street Corridor

Almost all of the students within the new El Camino Real school district (2014, first year of operation) are in designated ride zones because walking to school is not safe and does not meet state minimum requirements. The Cottonwood Mobile Home Park, whose eastern border is just 820 feet from the school property, houses 320 elementary school students who are bussed twice a day because no safe route to school exists for students to walk.

Pedestrian improvements include securing a sidewalk or trail easement and constructing a connection between the Cottonwood Mobile Home Park and the El Camino Real School. In addition, the construction of a sidewalk along Agua Fria Street, or providing crossings and a connection to the future Santa Fe River Trail to connect to the school would increase pedestrian safety in this area.

Figure 3.14: Sweeney Elementary School - Hazard Zones 2014

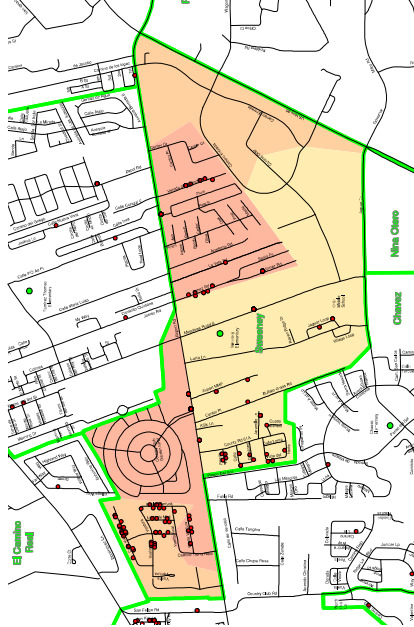
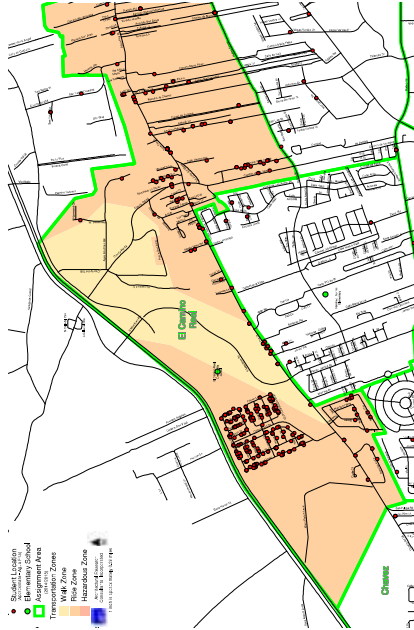


Figure 3.15: El Camino Real School - Ride Zones 2014



Ramirez Thomas School - Area Improvements

Ramirez Thomas has the highest number of students that live within the 1 mile walk zone who attend the school with 389 of 478 students, or 81% of students in the walk zone. Many of these students, however, do not walk to school because area roadways do not feel safe and there is a culture of parents driving their children to school. Sidewalk and landscape buffer improvements along Ruffina Street, a busy connector roadway north of the school property, would help improve walkability. In addition, paving and adding sidewalks and safe crossings across Calle Po Ae Pi to the west of the school would help connect to residential areas south and west of the school.

Other School Area Improvements

Improvements to the pedestrian environment around schools should be studied on a site by site basis, looking both at internal circulation networks and access points as well as connections to sidewalk and trail networks. Multiple points of access from area neighborhoods should be provided to school grounds for students to increase options for walking, without affecting school safety.

Some improvements to area schools include the following:

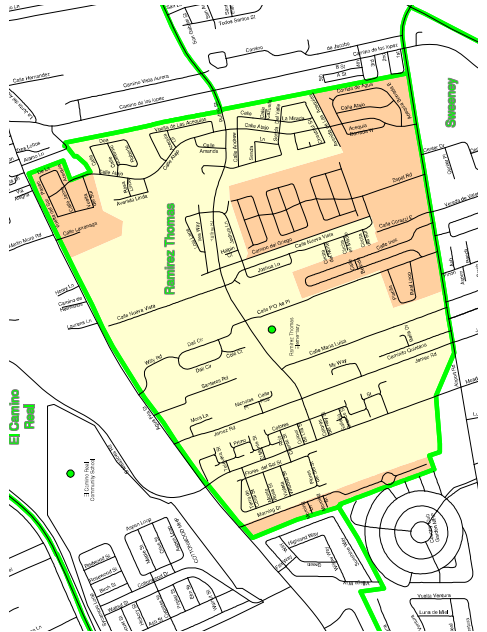
- crossing markings / striping
- intersection improvements
- sidewalks with landscape buffers and good pedestrian visibility
- pedestrian education programs geared toward school children
- enforcement of lower speeds in school zones

School Bus Stop Area Improvements

Students living outside the walk zone of their school and attending their designated school are served with school bus transportation from remote school bus stop areas. The locations of these stops are determined by the school district and oftentimes vary from year to year. Pedestrian connections to these stops should be present for the safety of the students.

An analysis of these remote school bus stops should be conducted that takes into consideration pedestrian safety issues, parent pick-up / drop-off configuration, and ridership numbers. A joint effort between the school district and the municipality of that jurisdiction would be beneficial to implement any site specific improvements.

Figure 3.16: Ramirez Thomas Elementary School - Ride Zones



Sweeney Elementary School - Crossing Guard at pick-up time



School Bus Stop locations should be safe for pedestrians





3 ESTABLISH A DISTRICT-WIDE SAFE ROUTES TO SCHOOL PROGRAM

This plan recommends that the MPO work with member agencies, the cycling community, and Santa Fe Public Schools to:

- Secure active involvement of Santa Fe Public School (SFPS) District.
- Work toward district-wide involvement in annual Walk-and-Roll-to-School Day (held each October), National Bike-to-School Day (to be held each May), and other promotional opportunities.
- Advance SFPS policies that favor walking and bicycling to school.
- Enlist support of the public health community (e.g. through NMDOH's Healthier Weight Coalition and the NM Helmets for Kids Coalition), and private foundations for development of local SRTS activities.
- Develop and promote trail alignments and other non-motorized routes as part of broader SRTS programs that align with the bikeway system.



Image 3.1: Chaparral Elementary's Walk-and-Roll to School Day aims to reduce vehicular congestion, promote activity, and encourage the future development of safe routes to the school.

4 SUPPORT BICYCLE EDUCATION FOR CHILDREN AND ADULTS

This Plan recommends that the MPO, the City and County of Santa Fe, the State of New Mexico, educational institutions, public health and safety advocates, and the local cycling community work together to:

- Establish formal programs for pedestrian and bicycle education for children and adults by engaging local certified League Cycling Instructors (LCIs) and other local groups active in bicycle education to lead programs (eg. City Recreation Department, NMDOT resources).
- Offer bicycle education to youth, college students, new residents, new employees, lower-income groups, and other individuals that may be embarking on bicycle transportation for the first time in our area.
- Provide bicycle education through LCIs and others to local government staff, elected officials and committee members, law enforcement, and others who plan for bikes, design for bikes, enforce bicycle laws, and/or use bicycles in their work.
- Link bicycle education with recreational activities, events, and other opportunities.
- Provide guidance on trail etiquette, particularly on how to be safe and courteous in sharing trails with other users.
- Promote helmet use among children and adults; work with the NM Helmets for Kids Coalition and local partners to ensure that helmets are available for children and youths whose families cannot afford a helmet.



Image 3.2: Utilize national organizations, government agencies, and local non profits to support bike safety education.



Image 3.3: Helmet give away programs reduce risk of concussion and lay the foundation for a lifetime of bicycle safety.



MOTORIST EDUCATION

The Bicycle Coalition of New Mexico (BCNM) and Bike Santa Fe have worked to raise awareness of bicycles among motorists through campaigns such as “Give Bicyclists Five Feet” slogan boards placed throughout the city. Another form of raising all highway users’ awareness of bicycles, and the need to safely share the road, has been through the installation of “ghost bikes” to commemorate where bicyclist fatalities have occurred in New Mexico. These white ‘ghost bike’ markers, an idea spearheaded by the Duke City Wheelmen Foundation based in Albuquerque, are protected under state law relating to roadside descansos (memorial shrines). Two bicyclists who were killed on Santa Fe area roadways in years past were memorialized through ghost bikes in 2010-11.

Local LCIs may be available to discuss safe operation of motor vehicles around bicyclists with special audiences such as transit operators, police, public agency staff, teenagers, or driving students. The City has expressed interest in receiving this kind of training for transit operators in Santa Fe. Beginning in June 2011, the New Mexico Motor Vehicle Division (MVD) Handbook included a section on sharing the road with bicycles and safe driving around bicyclists as a component of driver education. The New Mexico driver’s license tests also includes questions about interactions with bicyclists.

In response to the apparent lack of clarity of local ‘Share the Road’ signs, local bicycle advocates lobbied for “May Use Full Lane” signs within Santa Fe City limits. Approved in 2018, the new signs will be accompanied by additional signs outlining the minimum five feet to pass requirement as dictated by city ordinance. Implementation and an educational campaign is anticipated to occur beginning in 2019.

SAFE ROUTES TO SCHOOL

“Safe Routes to School” (SRTS) efforts have been primarily school-based, focusing on participation in Walk n Roll to School Day (October) and National Bike to School Day (May). Since 2018, Santa Fe Public Schools, through its Sustainability Program, has taken a stronger interest in promoting walking and bicycling to school. At Chaparral Elementary School, for example, SRTS advocates conduct monthly ‘Walk and Roll to School’ days and have initiated an “SRTS Action Plan.” This plan includes data on the number of children walking and bicycling to school, information on educational and promotional efforts, analysis of walking and cycling conditions on campus and in the surrounding neighborhood, and proposed improvements. In 2019, Santa Fe Public Schools received TAP funds for two years to develop a district-wide SRTS program.



Figure 3.4: NMDOT has an ongoing media campaign with bus wraparounds, print, and PSAs to educate all users of the roads to look.
Source: NMDOT, Look For Me Campaign.

Safe Routes To Schools

Key Elements include:

- City transportation planning and engineering approaches that address built environment needs and ensure safe conditions for walking and biking
- Tools, guides, and resources to encourage participation in safe and active transportation
- Educational activities for students, parents, and community members about rules of the road and traffic safety
- Enforcement approaches to encourage safety and reduce unsafe behaviors among drivers, bicyclists, and pedestrians
- Evaluation activities to monitor and measure the impact of these programs.



Image 3.9: A Safe Routes to School Program has the potential to positively impact thousands to Santa Fe students.

Rankings for Top Trail Segments with possible significance as Safe Routes to School: Update of Santa Fe Metropolitan Bicycle Master Plan 2012 Table 7, using data in 2019 Update of BMP

Santa Fe MPO - Bicycle Master Plan Trail Prioritization: Rankings in 2019 for Top Trail Segments with possible Significance as Safe Routes to School

Planned / Proposed Trail	SCORE *	K-8 School(s) Served: (1) = immediate/direct, (2) = more distant/indirect
RIVER TRAIL Connection between Cottonwood Estates and ECRA	39	(1) El Camino Real Academy
ACEQUIA TRAIL: Rufina to San Felipe, with connector and crosswalk at Agua Fria	38	(2) Sweeney ES, ECRA
RIVER TRAIL: Caja del Oro Grant Rd. west to AFTC line (w/connection n. to S. Meadows)	35	(1) El Camino Real Academy
RIVER TRAIL: San Felipe to E. of S. Meadows (at AFTC line)	35	(1) El Camino Real Academy
ACEQUIA TRAIL: Atajo to Cielo Azul development (n. side of Las Acequias Park)	34	(1) Ramirez-Thomas ES
ACEQUIA TRAIL: Otowi to La Cieneguita via Maclovía and Hermanos Rodríguez Parks	34	(1) Salazar ES
ACEQUIA TRAIL: Rufina to Atajo/Las Acequias Park (via Cielo Azul development)	34	(1) Ramirez-Thomas ES
MID-TOWN CAMPUS TRAIL: East boundary, from Siringo to near St. M's Dr., w/ connections to LaFarge Library, Milagro MS and shopping center	34	(1) Milagro Middle School
TIERRA CONTENTA (A.C.) TRAIL: Buffalo Grass to S. Meadows	34	(1) Ortiz MS, Sweeney ES
RIVER TRAIL: Siler Rd. to San Ysidro Crossing, with connection to Henry Lynch Rd.	34	(2) El Camino Real Academy
RIVER TRAIL: San Ysidro Crossing to Caja del Oro Grant Rd. (pave existing trail)	34	(2) El Camino Real Academy
ACEQUIA TRAIL: Connection to Larragoite Park and Agua Fria St.	33	(2) Aspen CS
CANADA RINCON TRAIL: Calle del Viento (@ Calle Mejía) to Camino Francisca (@ Zocalo)	33	(2) Gonzales CS
NM CENTRAL RAIL TRAIL: Piñon ES to Pueblos del Sol Trails	33	(1) Piñon ES
ACEQUIA TRAIL: Lopez Lane to Atajo	33	(2) Ramirez-Thomas ES
TIERRA CONTENTA (A.C.) TRAIL: Along S. Meadows, to Camino Entrada via School X-ing	32	(1) Sweeney ES, Ortiz MS
ARROYO CHAPPARAL TRAIL: from Arroyo Chamiso Trail under Zia to Chapparal E.S. (to ped bridge to north)	32	(1) Chaparral ES
Mid-Town Campus Wall Trail: Continue e. side easement trail to n., connect to Lujan St.	32	(1) Milagro Middle School
* - All scores and rankings reflect overall trail considerations - not specific to SRTS		

Appendix 9. Table of Recommended SRTS Infrastructure Improvements

Recommendation	Location	unding Neede	Priority	Agency	Status	Next Step (s)	School(s) and population bene	Potential # of families served
Amy Biehl School								
Sidewalk connecting neighborhood to west to campus	Via Orilla Dorado to Crosswalk/Sidewalk on School Campus (Dirt Path exists)	\$\$	Medium	County / Rancho Viejo Subdivision / SFPS			Amy Biehl School	7 direct; up to 20 n of Ave del Sur (more with new subdivision under construction)
Aspen Community School								
Bike Rack needed in accessible location near entry	Aspen CS entrance on campus	\$ - done	High	School / SFPS	Bike Rack installed by SFPS, Spring 2023	Completed	Aspen Community School	Any staff or families who choose to ride a bicycle
Cesar Chavez Elementary School								
Open Pedestrian Gate	Cesar Chavez ES - Sidewalk along s side of driveway entrance	policy and/or staff time only	High	Aspen CS / SFPS	Principal notified, gate opened	Monitor and report findings to Principal	Cesar Chavez Elementary School	All arrivals on foot or children on bicycles
Provide Wayfinding or Close sidewalk	Cesar Chavez ES - Dead-End sidewalk on north side of driveway entrance	\$	Low	Cesar Chavez ES / SFPS			Cesar Chavez Elementary School	"
Improve sidewalk, ramps, and striping to accommodate arrivals from northwest	Cesar Chavez ES - On Campus from Paseo del Sol to W. entrance	\$\$	Medium	Cesar Chavez ES / SFPS	Requires access / door open on west side of school		Cesar Chavez Elementary School	Arrivals from NW: 40 in nearby apts. W. of Paseo del Sol, 40 more now connected via Camino Rojo extension (shorter alternative to Tierra Contenta
Chaparral Elementary School								
ADA-accessible connection between street and park	Intersection of Yucca/Zia Rd. to Ragle Park loop trail	\$	High	City Parks, with Public Works	Input provided in past to Parks planners; included in BMP 2023 Revision	Check Parks Master Plan for mention; Continue to provide input to Parks planning processes	Chaparral Elementary School	16 families living west of Yucca who qualify for hazard bussing; 40+ more if Rail Trail used from
ADA-accessible connection between Ragle Park Loop Trail and Trail toward Chaparral ES	Ragle Park loop trail lacks connectivity to route to school	\$\$	Low - alternate route exists	City Parks / Public Works		Check Parks Master Plan for mention; Continue to provide input to Parks planning processes	Chaparral Elementary School	16 families living west of Yucca who qualify for hazard bussing; 40+ more if Rail Trail used from Siringo; Weekly Bike Train
Sidewalk on south side of Ave Chaparral along Ragle Park (Zia to end of park)	South side of Ave Chaparral along Ragle Park (Zia to end of park)	\$\$\$	Low - if access through Ragle Park is improved	City Parks / Public Works			Chaparral Elementary School	16 families living west of Yucca who qualify for hazard bussing; 40+ more if Rail Trail used from Siringo
Replace two buckling sidewalk panels to meet ADA	N. side of Ave Chaparral east of school crossing	\$	High	City Public Works / SPFS as landwoner			Chaparral Elementary School	12+ families living within walking distance east and south of the school
Replace missing sidewalk panel (s)	S. of Zia - trail footbridge over Arroyo Chaparral	\$	Medium - only accessible route served is to locked gate	City Public Works / SPFS as landwoner			Chaparral Elementary School	c.3, more if can cross Zia Rd.
Open gate to accessible route through playground	Chaparral ES playground	policy and/or staff time only	Medium	School / SFPS			Chaparral Elementary School	c.3, more if can cross Zia Rd.
Arroyo Chaparral Multi-Use Trail	Arroyo Chaparral from proposed Candelero Park bridge to / around school campus	\$\$\$	Low	City Parks / Public Works			Chaparral Elementary School	c.3
Bridge and Trail	Bridge and Trail between Candelero Park (Brillante St). and Camino Lumbré	\$\$\$	Medium	City Parks	Prioritized in BMP 2023 Revision		Chaparral Elementary School / Safe Route to Park	For route to school: 3; for route to park, 20+ in walking distance to south
ADA-accessible ramp to Rail Trail; consider marking crosswalk	Camino Lumbré at Galisteo St.	\$	Medium	City Public Works / Parks			Chaparral Elementary School / Safe Route to Park / Trail	23
El Camino Real Academy								
Trail between Cottonwood Village Mobile Home Park and ECRA	North of River Trail and along South Meadows west of ECRA	\$\$\$	High	City Public Works and Land Use / neighboring subdivision	Built (Aleksander Estates), Remainder to be completed by City hv April 2024	Anticipate improvements and promote usage	El Camino Real Academy	c. 200 living in and around CVMHP, this is route of ECRA Walking School Bus
River Trail, with connectivity north and south	Caja del Rio Rd. to S Meadows	\$\$\$	High	County / City Parks / River Coordinator	Planned	Consider interim unpaved trails / bike park in this area	El Camino Real Academy	If connectivity is provided to south: 10-20 to walk; 20-40 to bike; many more with new
Unpaved Trails as Interim River Trail	Caja del Rio Rd. to S Meadows	\$	High	County / City Parks / River Coordinator	Needs Study		El Camino Real Academy	If connectivity is provided to south: 10-20 to walk; 20-40 to bike; many more with new
Muti Use Trail, Bridge, and Trailhead with drop-off / pick-up pull-through	South of River Trail to Agua Fria St. between Willy and Santeros	\$\$\$	High	County / City Parks / River Coordinator	Conceptual design, minus trailhead		El Camino Real Academy	10-20 directly; many more for longer route and/or remote drop-

Appendix 9. Infrastructure Improvements Identified by the Santa Fe Safe Routes to School Program, 2021-2023

Recommendation	Location	unding Neede	Priority	Agency	Status	Next Step (s)	School(s) and population bene	Potential # of families served
River Trail with Connectivity South	Siler to San Ysidro, w connection to Agua Fria at Henry Lynch	\$\$\$	Medium (as SRTS)	County	Designed	Provide advocacy and input on River Trail and Henry Lynch Rd. projects as they are developed	El Camino Real Academy	A long bike ride for 40+ families; connectivity to River Trail more important
Trail along Henry Lynch Rd.	Between Agua Fria St. and planned Crosswalk for Acequia Trail	\$\$ - integrate into current road project	Medium (as SRTS)	City Public Works with County	Under Design	Provide advocacy and input on River Trail and Henry Lynch Rd. projects as they are developed	El Camino Real Academy	A long bike ride for 40+ families; connectivity to River Trail more important
River Trail with Connectivity South	Existing Trail at San Felipe to South Meadows	\$\$\$	Low	County / City Parks / River Coordinator	Planned		El Camino Real Academy	c. 10 biking distance west of CVMHP (others s. of Agua Fra St. to be better served by Acequia
Acequia Trail w. of South Meadows	San Felipe to S. Meadows	\$\$\$	High	City Public Works	30% Designed		ECRA, also benefits Sweeney, Ramirez-Thomas, and Ortiz	c. 43 biking distance (ECRA students out of ECRA assignment
Bike Lanes and sidewalks	Agua Fria St., Jemez Rd. to Cottonwood Dr.	\$\$\$	High	City Public Works	Designed and under construction		El Camino Real Academy	Within walking distance: c. 8 east of S Meadows, 22 w of S
Bike Lanes and sidewalks	Agua Fria St. beyond these termini	\$\$\$	Medium	City Public Works			El Camino Real Academy	5 to east, 6 to west
Wayfinding to west/north sidewalk	Intersection of S Meadows and Agua Fria	\$	Medium	City Public Works			El Camino Real Academy	c. 10 families who might arrive at NE corner of intersection
Connect sidewalk / trail to future River Trail underpass	S. Meadows: E side sidewalk where it discontinues n. of Bridge over River	\$S	Low	County / City Parks / River Coordinator	Integrate into River Trail design	Provide input to relevant city and county projects	El Camino Real Academy	c. 10 families who might arrive at NE corner of S Meadows & Agua Fria St.
Sidewalk - new alignment from campus	East side of ECRA Campus to S Meadows	\$S	High	School / SFPS / City Public Works	Discussed with developer, school, and SFPS	Convene parties to discuss	El Camino Real Academy	Unknown: Subdivision did not exist in Dec 2021
Kearny Elementary School								
Reinstate gate access to Herb Martinez Park	NE boundary gate / new fence for solar installation	\$ / policy	High	School / SFPS		Ensure that future SFPS designs address pedestrian needs	Kearny Elementary / Safe Route to Park	For use by PE teacher et al for all students; could also be Walk to School Route for 35 per below
Arroyo de los Pinos Trail: Improve existing unpaved trail	Herb Martinez Park Footbridge and Trail to Ave de las Campanas	\$\$\$	Medium	City of Santa Fe	Prioritized in BMP 2023 Revision		Kearny Elementary / Safe Route to Park	Participants in Walking School Bus; otherwise 5 directly, 30 if Resolana Park used as alternate to Ave de las Campanas
Arroyo de los Pinos Trail: Improve existing unpaved trail	Ave de las Campanas to Camino Consuelo	\$\$\$	Medium	City of Santa Fe	Prioritized in BMP 2023 Revision		Kearny Elementary / Safe Route to Park	Up to 15 if used as alternative to local streets
Milagro Middle School								
Mid-Town Campus Trail - East boundary of campus	Yucca St. to driveway/St. Michael's Dr. with spur east north of Milagro Middle School	\$\$\$	High	City working with private landowner for spur	In Bike Master Plan, and official BPAC (City) input for Mid-Town Campus Plan in 2021-22		Milagro Middle School; would also serve SFHS students	30 within walking distnce, 30 more via A de C Trail on bike
Mid-Town Campus Trail - North Boundary with access to north	Driveway to State Library/Franklin Miles Park with connectivity to Cerrillos Rd. at Lujan St.	\$\$\$	Medium	City working with private landowner for spur	In Mid Town Campus Plan, mas o menos		Milagro Middle School; would also serve SFHS students	5 in walking distnace, 10 more in bicycling distance
Arroyo de los Pinos Trail	Mid Town Campus Trail / South Driveway to Llano St. at LaFarge Library, east to Fifth St.	SSS	Medium	City			Milagro Middle School; would also serve SFHS	4, c. 30 more in bicycling distance once Rail Trail underpass is built
Nina Otero Community School								
Extend Tierra Contenta Phase IV Trail along Capital High School south boundary	Tierra Contenta Trail at Paseo del Sol West to Nina Otero School Crossing on Paseo del Sol	\$S	High Priority (as future improvement)	Tierra Contenta developer, City, SFPS	Tierra Contenta Phase IV Trail is conceptually designed; Extension of Trail to Nina Otero Crosswalk is only under loose discussion		Nina Otero Community School	150+ w of Country Club Rd. (Over a mile away but within cycling distance)
Advocate for Crossing Guard (Currently only used for special walk or bike to school days)	No Crossing Guard at School Crossing of Paseo del Sol at Nina Otero C.S.	\$	High Priority (as future improvement)	SFPS	Discussed with SFPS Security	Anticipate need as Tierra Contenta Phase IV is developed	Nina Otero Community School	up to 150+ / all walking school bus and bike train users
ADA Ramps	Sidewalk along west side of Paseo del Sol in front of Capital High School	\$	High	SFPS / City			Nina Otero Community School, would also benefit CHS students	All walking school bus and bike train users
Bump-outs on Jaguar Dr. at Tierra Contenta Trail crossing	Tierra Contenta Trail crossing of Jaguar Dr.	\$	High	City		Share concept with City Traffic Engineer	Nina Otero Community School	All bike train users
Sidewalk on campus southeast to Herrera Dr.	From existing school sidewalk to Herrera Dr.	\$S	Medium	SFPS		Discuss with SFPS to include in capital planning	Nina Otero Community School	100: In close proximity, if use Hernandez Rd.
Formalize paths from Ocate Rd.	Undeveloped land north of Herrera Dr.	\$	Medium	City Land Use / Public Works	Needs study; students have many informal walking routes including to Hernandez Rd and Herrera Dr	Ensure that any new development facilitates a walking route from Ocate Pl	Nina Otero Community School	100: In close proximity
Consider pedestrian gate through east-side fence to school entrance area	Campus fence on east boundary at entrance area (north of Herrera Dr.)	\$	Medium	SFPS		Discuss with SFPS to consider gate	Nina Otero Community School	100: In close proximity

Appendix 9. Infrastructure Improvements Identified by the Santa Fe Safe Routes to School Program, 2021-2023

Recommendation	Location	unding Neede	Priority	Agency	Status	Next Step (s)	School(s) and population bene	Potential # of families served
Ortiz Middle School								
Tierra Contenta Trail w. of S Meadows	from w. of Buffalo Grass Rd. to S. Meadows	\$\$\$	High	City Public Works	Project to begin Spring 2024		Ortiz Middle School; Also benefits Sweeney and CHS	50
Tierra Contenta Trail e. of S Meadows	S. Meadows east to subdivision to east and/or future transit center on Camino Entrada	\$\$\$	High	City Public Works			Ortiz Middle School; Also benefits Sweeney and CHS	50
Pinon Elementary School								
Multi-Use Trail on east side of Pinon Campus	Camino de los Caballos to Pueblos del Sol Trails	\$\$\$	High	SFPS with City Public Works	Bicycle Master Plan priority	Advocate for continued prioritization by city; coordinate with school so playground gate can be opened at select times for special events or in general; integrate into City and SFPS capital improvement planning	Pinon Elementary School	c 35 in Pueblos del Sol and E/N; 8 bet Pueblos del Sol & Richards (#'s do not count new Homewise subdivision)
Open Pinon ES fence gate on south	Campus fence - existing gate, opened for special events	policy and/or staff time	Medium - used for special events	SFPS		Ensure that future SFPS designs address pedestrian needs	Pinon Elementary School	c. 45
Power Line Trail	Richards Ave. to Pinon Campus and East-Side Trail to Publis fedl Sol Trails	\$\$\$	Medium	City Public Works with SFPS	Needs Study		Pinon Elementary School	c 65 with a crossing of Richards Ave and a trail
Crosswalk at Gov. Miles and Multi-Use Trail South to Existing Trail	Gov. Miles Rd. to Pueblos del Sol Trail to south	\$\$	Medium	City Public Works and Parks	Input made to City Parks		Pinon Elementary School	9 w. of Nizhoni; more from Homewise development under
Pueblos del Sol Park Steps to corner to intersection	No direct pedestrian access from Pueblos del Sol Park to intersection of Gov Miles and Nizhoni	\$	High	City Parks	Input to City Sustainability Office and City Parks	Stay apprised of City Park designactivity, Trails Plus Grant effort	Pinon Elementary School	90 students; 30 adults participated in inaugural event
Ramirez-Thomas Elementary School								
Acequia Trail	Griego to Las Acequias Park	\$\$\$	Medium	City Public Works and Parks	Advocated for (1) Inclusion in local developments, (2) Prioritization as City Trail		Ramirez Thomas Elementary School	20: c. 12 families via Camino Atajo; c. 6 become <1 mi walk via this route; c. 8 on Lois Lane
Sidewalk 10-20 ft.	W side of Calle Po Ai Pi, SE corner of campus	\$	High	SFPS with City	Include in SFPS Capital Improvements		Ramirez Thomas Elementary School	1; more if part of route for following
Sidewalk along e. side of Calle Po Ai Pi	S.f Campus - 1200 ft. or connectivity with mobile home park playground at 700 ft.	\$\$	Medium	City with Rancho Zia Subdivision			Ramirez Thomas Elementary School	c 20 esp with below
Pedestrian access through mobile home park playground	Calle Inez to Calle Po Ai Pi: Lockable Gate?	\$	High	Rancho Zia Subdivision			Ramirez Thomas Elementary School	c 20
Marked School Crossing with median refuge, consider crossing guard	Legal crosswalk of Calle Po Ai Pi at Bonitas Loop (south leg)	\$ - done	High	SFPS with City	Built; Consider placing crossing guard		Ramirez Thomas Elementary School	c 30 nearby, + 100 if Camino del Griego route is promoted
ADA Accessible Trail: 150 ft.	Sierra Vista MHP at Zepol Rd. to Camino del Griego	\$\$	High	Sierra Vista MHP		Research future of Camino del Griego, promote walking school bus route	Ramirez Thomas Elementary School	mobility challenged among c 100; up to 100 when it rains
Legal Access / Trail: 100 ft.	Camino del Griego to Calle Nueva Vista (and Dawson Park: Start of Walking School Bus)	\$	Medium	City?	Need to develop demand: Apparently neighbors do not mind use of private ROW		Ramirez Thomas Elementary School	100 to get to Walking School Bus (alternative route exists via Camino del Griego)
Acequia Trail w. of South Meadows	San Felipe to S. Meadows	\$\$\$	High	City Public Works	30% Designed	Funded, 30% Design, Continue to participate in design	Ramirez Thomas Elementary School, also ECRA, Sweeney, and Ortiz	25 if trail is connected to north to Flores del Sol St.
Salazar Elementary School								
Accessible Pedestrian Access to North-Side Entrance from East and West	Lujan into Campus, Osage into Campus	\$\$	Medium	SFPS	Needs Study	Check SFPS facilities plan; recommend design and construction of ADA-accessible walkways	Salazar Elementary School	all walkers except kindergarten
Acequia Trail	West end of Otowi to La Cieneguita	\$\$\$	High	City Public Works, Homewise and City Parks for Maes to La Ceineguita	Design to begin soon		Salazar Elementary School	6-12 on Maez or east (if desire out of way vs. Rosina); 7 more in biking distance w. of Maes
Sweeney Elementary School								
Airport Rd Crossing Improvement / Consider Crossing Guard(s)	Airport Rd at S Meadows (west leg)	\$\$	High	City Public Works, SFPS for crossing guard(s)	Needs Study	Include in Airport Rd Mainstreet discussion	Sweeney Elementary School	
Acequia Trail w. of South Meadows, including connectivity through Homewise Park	San Felipe to S. Meadows	\$\$\$	High	City Public Works	30% Designed	Stay engaged in park planing by Homewise	Sweeney Elementary School, also ECRA, Ramirez-Thomas, and Ortiz	50-100 depending on desire for out of directio ntravel to access trail
Tierra Contenta Trail w. of S Meadows	from w. of Buffalo Grass Rd. to S. Meadows	\$\$\$	High	City Public Works	Project to begin Spring 2024	Promote use when built	Sweeney Elementary School, also Ortiz MS, Capital HS	6
Tierra Contenta Trail e. of S Meadows	S. Meadows east into subdivisions to east and/or future transit center on Camino Entrada	\$\$\$	High	City Public Works with Subdivisions east of S Meadows			Sweeney Elementary School, also Ortiz MS, Capital HS	30-100 to avoid Airport Rd., depending how far east the path can be extended
Re-Open sidewalk to school crossing or provide crossing guard at Airport Rd in interim	East side of S. Meadows from Airport Rd. to School Crossing	City Land Use Policy	High	City Land Use	500 ft of sidewalk providing access to school X-ing to remain closed for duration of multi-year commercial development		Sweeney Elementary School	80-100 SE of Airport/S Meadows

Appendix 10. NM Public Education Department's Hazard Bussing Law

TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 41 TRANSPORTATION - SCHOOL BUS SAFETY PART 3 STANDARDS FOR DETERMINING HAZARDOUS WALKING CONDITIONS

6.41.3.1 ISSUING AGENCY: Public Education Department

[12-31-98, 07-30-99; 6.41.3.1 NMAC - Rn, 6 NMAC 9.5.2.1, 05-31-01; A, 11-13-09]

6.41.3.2 SCOPE: Provisions of this rule apply to public school districts to provide general standards pursuant to statute to allow for exceptions to subsection B of Section 22-16-4 NMSA 1978, which establishes the distance from the attendance center that a school bus route may be approved or maintained.

[12-31-98, 6.41.3.2 NMAC - Rn, 6 NMAC 9.5.2.2, 05-31-01; A, 11-13-09]

6.41.3.3 STATUTORY AUTHORITY: This rule is adopted by the department pursuant to Section 22-16-2, NMSA 1978 which stipulates that the state transportation division shall enforce those rules adopted by the department relating to school bus transportation and subsection B of Section 22-16-4, NMSA 1978 which stipulates that no school bus route shall be maintained for lesser distance than: (1) one mile one way for students in grades kindergarten through six; (2) one and one-half miles one way for students in grades seven through nine; and (3) two miles one way for students in grades ten through twelve.

[12-31-98; 6.41.3.3 NMAC - Rn, 6 NMAC 9.5.2.3, 05-31-01; A, 11-13-09]

6.41.3.4 DURATION: Permanent

[12-31-98; 6.41.3.4 NMAC - Rn, 6 NMAC 9.5.2.4, 05-31-01]

6.41.3.5 EFFECTIVE DATE: December 31, 1998, unless a later date is cited at the end of a section.

[12-31-98; 6.41.3.5 NMAC - Rn, 6 NMAC 9.5.2.5 & A, 05-31-01]

6.41.3.6 OBJECTIVE: In school districts having hazardous walking conditions as determined by the local school board and confirmed by the state transportation director, students of any grade may be transported a lesser distance than that provided in subsection B of Section 22-16-4, NMSA 1978. The standards shall be flexible and not rigidly applied by the local school board and the state transportation director to prevent accidents and help ensure student safety.

[12-31-98; 6.41.3.6 NMAC - Rn, 6 NMAC 9.5.2.6 & A, 05-31-01]

6.41.3.7 DEFINITIONS:

A. Regulated - A crossing site where, for the street or roadway being crossed, a crossing guard, traffic enforcement officer, stop sign, or traffic control signal is present or the crossing site is designated and marked as a reduced speed school crossing zone.

B. Unregulated - A crossing site where, for the street or roadway being crossed, no crossing guard, traffic enforcement officer, stop sign, or traffic control signal is present, or the crossing site is not designated or marked as a reduced speed school crossing zone.

C. High speed - 40 miles per hour (MPH) or higher posted speed limit.

D. Department - The public education department.

E. State transportation division - The program support and student transportation division.

[12-31-98; 6.41.3.7 NMAC - Rn, 6 NMAC 9.5.2.7 & A, 05-31-01; A, 11-13-09]

6.41.3.8 REQUIREMENTS: In school districts having hazardous walking conditions, as determined by the local school board and confirmed by the state transportation director, students of any grade may be transported a lesser distance than that provided by law.

A. The local board of education and the state transportation director must approve any costs incurred for implementing transportation due to the qualification of the hazardous walking standards prior to implementation. The costs must be within the available resources of the categorical transportation appropriation.

B. The school district shall justify that an attempt has been made to improve or eliminate hazardous walking conditions and/or establish properly posted signs or supervised school crossings in those cases where such crossings would eliminate hazardous walking conditions.

C. The district must also show effort to utilize the existence of available pedestrian crossings at controlled intersections within the statutory walking distance to the specific attendance center, which may require students to walk an increased distance before crossing the street.

D. Traffic volume shall be determined by the most current traffic engineering study conducted by a state or local agency.

[12-31-98; 6.41.3.8 NMAC - Rn, 6 NMAC 9.5.2.8, 05-31-01]

6.41.3.9 STANDARDS FOR HAZARDOUS WALKING CONDITIONS: Transportation may be provided for students in grades K through 12 who reside within the statutory walking distance from their attendance center pursuant to Section 22-16-4 NMSA 1978 supra, if the following criteria are met:

A. Walking parallel to (along side of) roadway. If the total volume on roads exceeds a rate of 120 vehicles per hour or on roads with little or no walking space is available (shoulder or path) and the traffic volume exceeds sixty (60) vehicles per hour during the times when children are en route to or from school and at least one of the following exists:

- (1) less than four (4) feet of walking space outside of a curbed roadway for a continuous distance of 75 feet or more on at least one side of the roadway;
- (2) less than five (5) feet of walking space outside of the traveled portion of an uncurbed roadway for a continuous distance of 75 feet or more on at least one side of the roadway;
- (3) a physical or visual obstruction on the walking space that obstructs for a distance of 75 feet or more.

B. Walking across roadway and/or intersection.

(1) If the traffic volume of the street or roadway being crossed exceeds a rate of 180 vehicles per hour through an unregulated crossing site, which exceeds forty (40) feet in width during the times when children are en route to or from school.

(2) If the total traffic volume of the intersection in all directions exceeds the following vehicle rates as applicable:

- (a) secondary school children - a rate of 70 vehicles per minute;
- (b) elementary school children - a rate of 55 vehicles per minute through a regulated intersection during the times when children are en route to or from school, unless crossing guards or other traffic enforcement officers are present.

(3) If roadways that students must cross are major traffic arteries for high volume movement of traffic with five lanes or greater, high speed and high accident frequency, during the times when children are en route to or from school, and where it is determined that traffic lights and traffic guards are not adequate. If a turn bay is present at a traffic control signal, it is not considered a lane. High speed is 40 M.P.H. or higher posted speed limit.

C. Railroad crossings. Hazardous walking conditions shall automatically apply to students required to walk across a main lane, at grade, railroad crossing. (This does not include industrial, spur or exempt railroad crossings.)

[12-31-98; 6.41.3.9 NMAC - Rn, 6 NMAC 9.5.2.9 & A, 05-31-01]

6.41.3.10 TEMPORARY HAZARDOUS WALKING CONDITIONS: Temporary transportation service may be provided in cases involving conditions such as construction, dams, drainage ditches, etc., which have been determined to be hazardous by the local board of education. The superintendent of the local district must provide justification to the state transportation director to show that efforts have been made with local government entities to eliminate the hazardous conditions or show that efforts are underway to eliminate the conditions.

[12-31-98; 6.41.3.10 NMAC - Rn, 6 NMAC 9.5.2.10, 05-31-01]

6.41.3.11 APPLICATION FOR TRANSPORTATION DUE TO HAZARDOUS WALKING CONDITIONS:

The determination of hazardous walking conditions shall be made on a case by case basis by a local board of education and approved by the state transportation director in accordance with the application format. Where additional transportation services are requested by official action of the local board of education due to the determination of hazardous walking conditions, the request shall have the recommendation of the police agency having jurisdiction and shall have the necessary back-up data, cost impact and method for implementation submitted by the administration of the local public school prior to approval.

[12-31-98; 6.41.3.11 NMAC - Rn, 6 NMAC 9.5.2.11, 05-31-01]

6.41.3.12 DISCONTINUANCE OF TRANSPORTATION: In the event that transportation is approved under any of the foregoing exceptions, such transportation will be discontinued immediately upon the improvement of the conditions for which the transportation has been provided. It shall be the responsibility of the local school district administration to notify the state transportation director and all affected parties as soon as walking conditions are improved and temporary transportation is terminated.

[12-31-98; 6.41.3.12 NMAC - Rn, 6 NMAC 9.5.2.12, 05-31-01]

6.41.3.13 APPEAL: If a local board of education does not agree with the final determination of the state transportation director, the board may appeal to the department.

[12-31-98; 6.41.3.13 NMAC - Rn, 6 NMAC 9.5.2.13, 05-31-01; A, 11-13-09]

6.41.3.14 FLEXIBLE APPLICATION OF THIS RULE: In accordance with subsection C of Section 22-16-4 NMSA 1978, supra, the local school board and the state transportation director to prevent accidents and help ensure student safety shall flexibly and not rigidly apply the standards for hazardous walking conditions. Local boards of education therefore, may choose to adopt hazardous walking standards that exceed those outlined under Section 6.41.3.10 NMAC. The requirements for the application of the hazardous walking standards that exceed Section 6.41.3.9 NMAC are:

A. the local board of education shall adopt a written policy which includes the standards for hazardous walking within the local district that exceed those outlined in Section 6.41.3.9 NMAC; and

B. any additional costs incurred due to the local school district's policy which exceed the standards established in Section 6.41.3.9 NMAC shall be the responsibility of the local district unless a legislative appropriation has been approved for this purpose.

[12-31-98; 6.41.3.14 NMAC - Rn, 6 NMAC 9.5.2.14, 05-31-01; A, 11-13-09]

6.41.3.15 CLARIFYING THE LIMITATION ON QUALIFICATION FOR TRANSPORTATION: Where the educational program of a school district is structured on a basis other than grades one through six, seven through nine, and ten through twelve, the highest limitations of Section 22-16-4, NMSA 1978, shall be applied for all students attending each attendance center served by the school bus route. The walking distance for each attendance center is based on the highest-grade level served.

[12-31-98; 6.41.3.15 NMAC - Rn, 6 NMAC 9.5.2.15, 05-31-01]

HISTORY OF 6.41.3 NMAC:

PRE-NMAC HISTORY: The material in this regulation was derived from that previously filed with the State Records Center and Archives under State Board of Education Regulation 73-3 Clarifying the Limitation on Qualification for Transportation, filed January 22, 1973;

Amendment #1 State Board of Education Regulation 73-3 Clarifying the Limitation on Qualification for Transportation, filed June 27, 1988;

State Board of Education Regulation 93-22 General Standards for Determining Hazardous Walking Conditions, filed December 20, 1993;

State Board of Education Regulation 84-5 Standards and Criteria for Determining Extremely Hazardous Walking Conditions, filed July 11, 1984;

State Board of Education Regulation 80-9 Hazardous Walking Conditions Criteria, filed December 1, 1980;

State Board of Education Regulation 79-5 Hazardous Walking Conditions Criteria, filed May 14, 1979;

State Board of Education Regulation 78-7 Hazardous Walking Conditions Criteria, filed July 7, 1978.

Appendix 11. Data Collection Forms used by the SFSRTS Program

- Safe Routes to School Students Arrival and Departure Tally Sheet (from saferoutesinfo.org)
- SFSRTS Walk and Bike to School Survey (also see [Google Form](#))
- NMSRTS School Site Assessment, Neighborhood Assessment: Street Segment, and Neighborhood Assessment: Intersection

Safe Routes to School Students Arrival and Departure Tally Sheet

+

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

+

School Name:

Teacher's First Name:

Teacher's Last Name:

Grade: (PK,K,1,2,3...)

Monday's Date (Week count was conducted)

Number of Students Enrolled in Class:

0 2

M M D D Y Y Y Y

1 5

• Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday.** (Three days would provide better data if counted)

• Please do not conduct these counts on Mondays or Fridays.

• Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.

• Ask your students as a group the question "How did you arrive at school today?"

• Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**

• Follow the same procedure for the question "How do you plan to leave for home after school?"

• You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.

• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1.

Fill in the weather conditions and number of students in each class

Step 2.

AM – "How did you arrive at school today?" Record the number of hands for each answer.

PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									
Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.									

+

+

Walk and Bike to School Survey

Dear Families,

The Santa Fe Safe Routes to School (SRTS) Coalition is working to encourage more walking and biking safely to schools in our area. We are reaching out to you to learn about the wants and needs of our students and families, and to find partners and community members who are interested in participating in our effort.

Please take a few minutes to answer the questions below about walking and biking to school. Your answers are important to us, and will help the SRTS Coalition, the school district, and local governments further support and expand safe walking and biking to schools in our area.

Thank you for your time,

The Santa Fe Safe Routes to School Coalition

www.sfct.org/safe-routes-to-school

Estimadas familias,

La Coalición de Rutas Seguras a la Escuela (SRTS) de Santa Fe está trabajando para alentar a caminar y andar en bicicleta de manera segura a las escuelas de nuestra área. Nos comunicamos con usted para conocer los deseos y necesidades de nuestros estudiantes y familias, y para encontrar socios y miembros de la comunidad que estén interesados en participar en nuestro esfuerzo.

Tómese unos minutos para responder las siguientes preguntas sobre caminar y andar en bicicleta a la escuela. Sus respuestas son importantes para nosotros y ayudarán a la Coalición SRTS, el distrito escolar y los gobiernos locales a seguir apoyando y expandiendo la seguridad para caminar y andar en bicicleta en las escuelas de nuestra área.

Gracias por tu tiempo,

The Santa Fe Safe Routes to School Coalition

www.sfct.org/safe-routes-to-school

1. Would you like your student(s) to participate in a regular, organized group of students walking to school (walking school bus)? ¿Le gustaría que su(s) estudiante(s) participen en un grupo regular y organizado de estudiantes que caminan a la escuela (autobús escolar a pie)?

Mark only one oval.

☐

Yes / Sí

☐

No

☐

Maybe / Quizás

2. Would you like your student(s) to participate in a regular, organized group of students riding bicycles to school (bike train)? ¿Le gustaría que su(s) estudiante(s) participe(n) en un grupo regular y organizado de estudiantes que van en bicicleta a la escuela (tren de bicicletas)?

Mark only one oval.

- ☐ Yes/ Sí
- ☐ No
- ☐ Maybe / Quizás

3. Would you be interested in participating in a school-based bicycle fix-it event (for students' and adults' bikes)? ¿Le interesaría participar en un evento de reparación de bicicletas en la escuela (para bicicletas de estudiantes y adultos)?

Mark only one oval.

- ☐ Yes/ Sí
- ☐ No
- ☐ Maybe / Quizás

4. If yes to any of these, may we contact you with further information? En caso afirmativo a cualquiera de estos, ¿podemos comunicarnos con usted con más información?

Mark only one oval.

- ☐ Yes/ Sí
- ☐ No

5. If yes, please provide your name, and how may we may best contact you?
En caso afirmativo, ¿cómo se llama Usted y cómo podemos contactarlo mejor?

6. Do you have students attending an SFPS school? ¿Tiene estudiantes que asisten a alguna escuela de SFPS?

Mark only one oval.

☐ Yes/ Sí

☐ No

7. If yes, what school(s)/grade level(s)? En caso afirmativo, ¿En qué escuela(s)/ y en qué nivel(es) grados escolares están?

8. What is the street intersection nearest your home (name two streets)? ¿Cuál es la intersección de calles más cercana a su casa (nombre dos calles)?

9. On most days, how do your children get to school? La mayoría de los días, ¿cómo llegan sus hijos a la escuela?

Mark only one oval.

☐ Walk / Caminar

☐ Bike / Bicicletas

☐ School Bus / Autobús Escolar

☐ Family vehicle (only students in your family) / Coche de la familia (solo estudiantes en su familia)

☐ Carpool (students from other families) / Coche de la familia que ayuda a otras familias para que el / los estudiante (s) sean conducidos a la escuela)

☐ City bus / Autobús de la ciudad

☐ Other (skateboard, scooter, skates) / Otro (patineta, scooter, patines)

10. On most days, how do your children get home from school? / La mayoría de los días, ¿cómo llegan sus hijos a casa de la escuela?

Mark only one oval.

- ☐ Walk/ Caminar
- ☐ Bike/ Bicicletas
- ☐ School Bus/ Autobús Escolar
- ☐ Carpool (students from other families) / Coche de la familia que ayuda a otras familias para que el / los estudiante (s) sean conducidos a la escuela)
- ☐ City bus / Autobús de la ciudad
- ☐ Other (skateboard, scooter, skates) / Otro (patineta, scooter, patines)

11. Has your student asked you for permission to bike or walk to school in the past year? / ¿Su estudiante le ha pedido permiso para ir en bicicleta o caminar a la escuela en el último año?

Mark only one oval.

- ☐ Yes/ Sí
- ☐ No

12. If your student does not already walk or bike to school, which of the following issues affect your decision to keep your child from walking or biking to school? (Check all that apply)/ Si su hijo aún no camina o va en bicicleta a la escuela, ¿cuál de los siguientes problemas afecta su decisión de evitar que su hijo camine o vaya en bicicleta a la escuela? (Marque todo lo que corresponda)

Check all that apply.

- ☐ Distance / Distancia
- ☐ Convenience of Driving / Conveniencia de conducir
- ☐ Time / Tiempo
- ☐ Student's before or after school activities / Actividades del estudiante antes o después de la escuela
- ☐ Speed of traffic along the route / Velocidad del tráfico a lo largo de la ruta.
- ☐ Amount of traffic along the route / Cantidad de tráfico a lo largo de la ruta.
- ☐ Lack of sidewalks or pathways / Falta de aceras (banquetas) o caminos.
- ☐ Safety of intersections or street crossings / Seguridad de las intersecciones o cruces de calles
- ☐ Lack of crossing guards / Falta de guardias de cruce
- ☐ Violence or Crime / Violencia o Crimen
- ☐ Weather or Climate / Tiempo o Clima

13. Would you let your student walk or bike to and from school if this issue/ these issues were changed or improved? / ¿Dejaría que su estudiante caminara o andara en bicicleta hacia y desde la escuela si este problema/estos problemas cambiaran o mejorarán?

Mark only one oval.

- ☐ Yes / Sí
☐ No
☐ Maybe / Quizás

14. Does your child have a bicycle? / ¿Su hija/o tiene una bicicleta?

Mark only one oval.

- ☐ Yes/ Sí
☐

15. If yes, is this bicycle working and in good condition? / En caso afirmativo, ¿esta bicicleta funciona y está en buenas condiciones?

Mark only one oval.

- ☐ Yes/ Sí
☐ No

16. Does your child have a helmet? / ¿Su hija/o tiene casco?

Mark only one oval.

- ☐ Yes/ Sí
☐ No

17. Does your child have a bike lock? / ¿Su hijo/a tiene un candado de seguridad para bicicleta?

Mark only one oval.

- ☐ Yes/ Sí
☐ No

18. What can be done to make walking and biking to and from school more realistic for your family? / ¿Qué se puede hacer para que caminar y andar en bicicleta hacia y desde la escuela sea más realista para su familia?

19. Do you have any additional comments or questions that you would like to share? / ¿Tiene algún comentario o pregunta adicional que le gustaría compartir?



New Mexico Department of Transportation Safe Routes to School SCHOOL SITE ASSESSMENT

Use this form to conduct an assessment of the school site. Observe student arrival and dismissal to identify conflicts and/or unsafe behavior. Each observer needs an assessment form and map of the school site that shows adjacent streets. Use the “Comments” box to provide details of any identified issues.

Reviewer _____

School _____

Date _____ Weekday _____

Time _____ Weather _____

General School Site Assessment	Yes	No	Comments
On your map, please note locations/description of any of the following:			
Bus Loading Zones Student Pick-up/Drop-off Zones School Advance Sign Flashing Beacons School Crossing Sign School Speed Limit No Parking/Standing Sign Pick-up/Drop-off Signs	Marked Crosswalks In-road Stencils (speeds, slow, etc) Other Pavement Stencils (school zone, etc) Colored Curbs (no parking, loading only, etc) Other Signs or Markings Any traffic calming treatments (speed humps, speed tables, traffic circles, etc)		
1. Do the students have access to the school grounds from 3-4 sides of the property?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Can students access the main school entrance without crossing motorized vehicle routes or driveways?	<input type="checkbox"/>	<input type="checkbox"/>	
3. If no, is there a school monitor to assist at these driveways or areas?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the school site have adequate lighting for pedestrians?	<input type="checkbox"/>	<input type="checkbox"/>	
Pedestrian Facilities	Yes	No	Comments
1. Sidewalk width is _____ ft, _____ in.			
2. Are the walking routes contiguous? If no, provide location and details of the gap(s).	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the school meet Americans with Disabilities Act (ADA) requirements, such as wheelchair access ramps?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are walking routes separated from motor vehicle traffic by raised curbs, trees, bollards, parking bumpers or other separators?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are the walking routes clear of physical and/or visual obstructions, such as trash cans, overgrown shrubbery, etc.? If no, provide location and details of the obstruction.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are walking routes well maintained without weeds, dirt, heaving, or cracks?	<input type="checkbox"/>	<input type="checkbox"/>	
Bicycle Facilities	Yes	No	Comments
1. Can students bicycle safely from street facilities through campus to bicycle parking facilities? If no, provide location and details of the problems	<input type="checkbox"/>	<input type="checkbox"/>	

2. Are the bicycle routes clear of physical and/or visual obstructions? If no, provide location and details of the obstruction.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are bicycle routes well maintained and free of dirt, glass, or debris?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are there bicycle racks on school property?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are bicycle racks designed to provide two-point support and secure the frame?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are the bicycle racks in a safe and secure location, such as within close proximity to school entrances.	<input type="checkbox"/>	<input type="checkbox"/>	
Student Pick-Up & Drop-Off Areas Consider how well the pick-up/drop-off areas function and observe the students' and drivers' behavior.	Yes	No	Comments
1. Are the pick-up/drop-off areas well marked and signed to provide clear directions to motorists?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do motor vehicles move through the pick-up/drop-off area in a one-way, counterclockwise direction?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are the sidewalks wide enough for students, including those with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are waiting areas separated from traffic by raised curbs, trees, bollards, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is there a stand-back line in the student waiting area so that students are standing a safe distance from the motor vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are students exiting and entering cars protected from other vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Are there valets to assist students in and/or out of cars?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does traffic seem to move freely without congestion and backup onto adjacent streets?	<input type="checkbox"/>	<input type="checkbox"/>	
Bus-Loading Zones Consider how well the bus-loading zones function and observe the students' and drivers' behavior.	Yes	No	Comments
1. Are the bus-loading zones well marked and signed?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is the bus loading zone separated from student pick-up and drop-off areas?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do the busses move through the zone in a one-way, counterclockwise direction?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the bus-loading zone meet the minimum width of 24' for drop-off/pull-out lanes?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are the sidewalks wide enough for students, including those with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are student waiting areas separated from traffic by raised curbs, trees, bollards, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there a stand-back line in the student waiting area so that students are standing a safe distance from the motor vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are students exiting and entering buses protected from other vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	



New Mexico Department of Transportation Safe Routes to School NEIGHBORHOOD ASSESSMENT: STREET SEGMENT

Use this form to assess each intersection considered to be a walking/bicycling route to the school. Conduct assessments during school arrival and departure so you can observe behavior. Use the “Comments” box to provide details of any identified issues.

Reviewer _____
Date _____ Weekday _____

School _____
Time _____ Weather _____

General Information	
Street Name: _____	
Between: _____	And: _____
Length of Segment (ft.): _____	Posted Speed Limit (mph): _____
Curb-to-Curb Width (ft.): _____	Number of Lanes: _____
Average Daily Traffic: _____	Observed Heavy Trucks/Commercial Vehicles: _____
Functional Classification: _____	(Less than 1 out of 20 vehicles?)
OPTIONAL - Type and Location of Crashes Along This Segment: _____	

Please indicate the primary type of land use along the roadway.

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Residential | <input type="checkbox"/> Industrial |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Rural/Agricultural |

Pedestrian Facilities	Yes	No	Comments
1. Sidewalk width is _____ ft, _____ in.			
2. Are the sidewalks contiguous on both sides of the street? If no, provide location and details of the gap(s).	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are sidewalks separated from traffic with raised curbs, trees, bollards or other separators?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is the sidewalk separated from traffic with a buffer (separation) between sidewalk & street? If yes, provide width: _____ ft, _____ in.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are the sidewalks clear of physical and/or visual obstructions? If no, provide location and details of the obstruction.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are sidewalks well maintained without weeds, dirt, heaving or cracks?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do the sidewalks meet Americans with Disabilities Act (ADA) requirements, such as wheelchair access ramps and tactile warning strips?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is sidewalk on a steep grade?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are there a limited number of curb cuts/driveways? How many curb cuts are located along the street segments?	<input type="checkbox"/>	<input type="checkbox"/>	
10. Can pedestrians, bicyclists, and motorists clearly see each other? If no, provide location and details of the obstruction.	<input type="checkbox"/>	<input type="checkbox"/>	
11. Do drivers yield to pedestrians at driveways?	<input type="checkbox"/>	<input type="checkbox"/>	

12. Is this street segment a shady, comfortable route to walk along without barking dogs, large parking lots, and high speed traffic?	<input type="checkbox"/>	<input type="checkbox"/>	
Bicycle Facilities	Yes	No	Comments
1. Are there marked or signed bicycle lanes or routes?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the bicycle routes contiguous or connected? If no, provide location and details of the gap(s).	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are the bicycle routes clear of physical and/or visual obstructions? If no, provide location and details of the obstruction.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are bicycle lanes or routes well maintained and free of dirt, glass, and debris?	<input type="checkbox"/>	<input type="checkbox"/>	
Roadway	Yes	No	Comments
1. Are all marked crosswalks at intersections? If marked crosswalks at mid-block location(s), provide location and type of control (none, traffic signal, flashing beacons, etc).	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are there raised medians where pedestrians can wait in the middle of the roadway?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do students cross the street only where crosswalks are marked? If no, provide location.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the roadway have good line-of-sight without blind curves or hills?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are there features such as speed humps or speed tables to slow traffic?	<input type="checkbox"/>	<input type="checkbox"/>	
Traffic Signs, Speed Control, Signals & Pavement Markings	Yes	No	Comments
1. Is the speed limit posted?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do the majority of drivers appear to be complying with the speed limit?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Was a police officer present during your observation?	<input type="checkbox"/>	<input type="checkbox"/>	
4. If this segment is adjacent to the school, is there a posted reduced speed limit in front of the school?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Were any school monitors or crossing guards present during your observation?	<input type="checkbox"/>	<input type="checkbox"/>	
Safety and Security Issues	Yes	No	Comments
1. Is this route segment safe and secure from issues such as bullying, gang activity, crime, drug activity, loitering, vagrancy, loose dogs, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	



New Mexico Department of Transportation Safe Routes to School NEIGHBORHOOD ASSESSMENT: INTERSECTIONS

Use this form to assess each street segment considered to be a walking/bicycling route to the school. Conduct assessments during school arrival and departure so you can observe behavior. Use the “Comments” box to provide details of any identified issues.

Reviewer _____
Date _____ **Weekday** _____

School _____
Time _____ **Weather** _____

North-South Street	East-West Street
Name:	Name:
# of Lanes Northbound:	# of Lanes Eastbound:
# of Lanes Southbound:	# of Lanes Westbound:
Posted Speed Limit:	Posted Speed Limit:
Observed Speed:	Observed Speed:
Average Daily Traffic:	Average Daily Traffic:

How is the intersection controlled? [Check one]

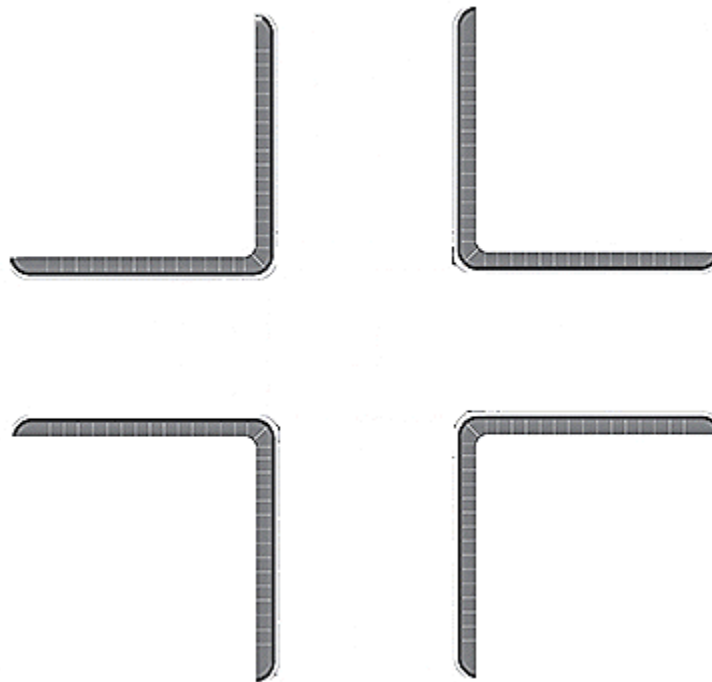
- ☐ Traffic Signal
☐ Stop Sign

- ☐ Roundabout
☐ Uncontrolled

How is the crosswalk controlled? [Check one]

- ☐ Flashing Light
☐ Pedestrian Activated Signal

- ☐ Stop Sign
☐ Uncontrolled



INTERSECTION DIAGRAM

Please use this diagram to depict the traffic controls, sidewalk conditions, crosswalk conditions, and other assessment information.

Intersection	Yes	No	Comments
1. Are the crosswalks on all intersection legs marked?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are high visibility crosswalk markings used?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are crosswalk markings in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the intersection have sidewalks leading up to it on all intersection legs?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do the sidewalks meet Americans with Disabilities Act (ADA) requirements, such as wheelchair access ramps and tactile warning strips?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are the landings at the crossings large enough for students to wait away from the curb?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there a stand-back line to show students where to wait?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are bicycle lanes marked and signed through the intersection?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are there school zone signs, flashers, or overhead signs at or near the intersection?	<input type="checkbox"/>	<input type="checkbox"/>	
10. Do drivers yield to pedestrians at the crosswalk?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Can pedestrians, bicyclists, and motorists clearly see each other? If no, provide location and details of the obstruction.	<input type="checkbox"/>	<input type="checkbox"/>	
12. Are there medians or islands where pedestrians can wait between traffic lanes?	<input type="checkbox"/>	<input type="checkbox"/>	
Signalized Intersections	Yes	No	Comments
1. Are there pedestrian countdown crossing signals?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the crossing signal allow enough time to cross during the WALK phase (WALK + flashing DON'T WALK)?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do drivers yield to yellow lights and stop safely at red lights? If no, please indicate which intersection leg observed.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do drivers turn right during the red light yield to pedestrians?	<input type="checkbox"/>	<input type="checkbox"/>	
Crossing Guards	Yes	No	Comments
1. Is the guard an adult?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Please note which leg of the intersection the guard is working.			
3. Does the guard have a Manual on Uniform Traffic Control Devices-compliant 18" or larger STOP paddle?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is the guard wearing a reflective Type II safety vest or jacket?	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 12. Student Arrival Tallies, by School, 2021-23

[illegible]