AGENDA

1. Welcome and Introductions
2. Policy and Funding Updates
3. YES Conference Update
4. Part I: Integrating SRTS Curriculum into the School Day
5. Facilitated Walk & Talks
6. Lunch
7. 19-22 High School Grant Proposal
8. Part II: Integrating SRTS Curriculum into the School Day
POLICY AND FUNDING UPDATES

- MTC Updates
  Rebecca Long, MTC
2020 YES CONFERENCE
YOUTH FOR THE ENVIRONMENT & SUSTAINABILITY
**YES Conference 2020**

- **Date:** Saturday, March 28, 2020
  9 a.m. – 3 p.m.

- **Location:** El Camino High School
  South San Francisco

- Shuttle service provided to areas of region without easy access to BART
  - North Bay
  - East Bay
  - South Bay
  - Mid Bay
  - Group of 30+ can request own shuttle

- **Deadline:** January 10, 2020
Registration

• Visit [http://www.sparetheairyouth.org](http://www.sparetheairyouth.org)
• Download waiver for signature
• Click “Register now!”
• Register for the conference
• Upload signed waiver
• That’s it!

• Conference App to come in January 2020 for session sign-ups
Call for Proposals

• Visit http://www.sparetheairyouth.org
• Click “Submit a YES Conference Proposal here!”
• Complete the form
  – Provide contact information
  – Describe self
  – Provide information on project
• Submit proposals by December 13, 2019
2020 *Draft* Agenda

• 9 a.m. – Registration/Breakfast
• 10 a.m. – Welcome & keynote
• 10:45 a.m. – Session 1
• 11:30 a.m. – Lunch
• 12:30 p.m. – Activities/Networking
• 1:00 p.m. – Session 2
• 2:00 p.m. – *Keynote Speakers*
• 2:30 p.m. – Raffle/Closing
• 3:00 p.m. – Conference ends
Questions?
Contact Kristina Chu or Christine Nguyen
kchu@baaqmd.gov or cqnguyen@baaqmd.gov
PART I: INTEGRATING SRTS CURRICULUM INTO THE SCHOOL DAY
Safe Routes to School, Environmental Literacy and In-class Curriculum

Vanessa Castro, San Mateo County Office of Education
Safe Routes to School for Health and Wellness
Sustainability

Administrator Support

Parent/Community Engagement

In-class curriculum
The Brainstorm
The Early Stages

- ATP Task Force
- Next Generation Science Standards (NGSS) rollout
- Science Technology Engineering Art Math (STEAM) Center Collaboration
  - Environmental literacy/science focus
The Approach/Understanding
Educational Philosophy

The World Becomes What We Teach

- PLANET
- HUMANITY
- SCHOOL

- Personal Connection & Stewardship
- Knowledge Skills Values
- Advocacy and Action

Educating a Generation of Solutionaries

ZOE WEIL
Educational Philosophy

CONCEPT

From Isolation

To Integration
The Curriculum
Getting Teacher Buy In

• Making it relevant to their needs and frameworks that teachers want/need to implement
  • $$$
SRTS Curriculum Pilot Overview

Components of SRTS Curriculum Pilot Program

**Summer Training**
- 2 Days
- Aug 2019

**Curriculum Implementation**
- by Spring 2020
- Individual Check-In as Needed

**Final Reflection and Survey**
- Webinar - Feb 2020
- Survey - May 2020

2 CEUs

$500 Stipend
Promotion and Attendees

• 29 teachers
• 15 districts

Register to Participate!
Resilient Neighborhoods:
Safe Routes to School Curriculum

Today, only 13% of children walk or bike to school. How can educators the address environmental and social issues impacting our schools and promote sustainable transportation in our communities?

At this two-day workshop you will learn how the Safe Routes to School Resilient Neighborhoods unit can take your students outdoors, provide opportunities to build 21st Century Skills through PBL, and learn environmental literacy principles.

- Receive tools and resources necessary to implement the unit (NGSS, History/Social Studies, Health and Common Core standards-aligned)
- Provide students a memorable classroom experience
- Inspire students to combat climate change and social justice problems

Aug. 5-6, 2019
9:00 AM to 4:00 PM
Breakfast and lunch provided.

TEACHERS...

$500 Stipend for implementing the unit in the 2019-20 school year*

Register at:
https://arts-resilient-neighborhoods-pd.eventbrite.com

*For more information, contact us at:
(650) 598-2184, vcastro@smcoe.org

101 Twin Dolphin Drive
Redwood City, CA 94065
Safe Routes to School
K-5 Curriculum Pilot Training
2019-2020

Walking or rolling to school are the healthiest modes of transportation for people and the planet. To reach this conclusion, students learn about the risks and benefits of various types of transportation, the infrastructural features and challenges of their neighborhood and community, and methods to implement solutions to foster a healthy and safe lifestyle.

This K-5 curriculum is standards-aligned and integrated across content areas. It was designed by the San Mateo County Office of Education (SMCOE) STEAM Center Team in partnership with the SMCOE Safe Routes to Schools program. It is our hope that teachers will deliver this curriculum to encourage students to choose modes of transportation that are healthy for people and the planet, and to take action in their communities to create solutions to ensure safe routes to and from school.
Essential Question (EQ)

How can learning more about modes of transportation to and from school, and our neighborhoods, keep us and the planet safe and healthy?
Enduring Understanding (EU)

What is your enduring understanding of the importance of Safe Routes to School?
Define the Term “Transportation”
How did you get to school today?

<table>
<thead>
<tr>
<th>How did you get to school today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ride on the bus.</td>
</tr>
</tbody>
</table>

I came to school ________

How We Get to School

<table>
<thead>
<tr>
<th></th>
<th>Number of Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>2</td>
</tr>
<tr>
<td>Bike</td>
<td>1</td>
</tr>
<tr>
<td>Car</td>
<td>1</td>
</tr>
<tr>
<td>Bus</td>
<td>1</td>
</tr>
</tbody>
</table>
Which modes of transportation are the most healthy for people and the planet?
This is a map of my neighborhood.
How would you define the term route?

*a way or course taken in getting from a starting point to a destination*

What are the types of routes associated with each mode of transportation?
Analyze the number of sidewalks, bike lanes, safe crosswalks, etc. along your typical route to school.
Solutionary Unit Framework

PBLs: Project, Problem, Place, and Phenomenon Based Learning

Inquiry-Based Learning

Systems Thinking

Story Arc

Pedagogical Triangle

Find Full Description @ tinyurl.com/SMCSolutionaryUnit
Examples

- Walking Bus
- Infrastructure Improvement: bike lanes, sidewalks, racks, speed limit signs, speed bumps, bollard, etc.
- No-Idling Campaigns
- Big Dates and Year-Round
- Crossing Guards
- Neighborhood Beautification and Tree Planting
- Collective Transport

Design A Campaign That Involves Awareness AND Advocacy &/or Action
By learning more about the design of our community and safe transportation practices, we can make smart and informed decisions that ensure the health of the members of our community and the planet.
Engineering: Crash Safety

Balloon Brain: Designing a Helmet

Video Grades: K-8 Collection: Makers
Rolling and Pedestrian Skills
Winners!
Implementation
Challenges

- First attempt to conduct training during the school day
  - No substitute teachers
- Providing a stipend
- Reframing the curriculum from 2/4 grade units to K-5 over the summer
Next Steps...Future of SRTS curriculum?

- Include into SMCOE San Mateo Environmental Learning Collaborative (SMELC) fellowship summer institute
- Ongoing/permanent funding for future fellowships
- Expand beyond San Mateo County
Questions?

Thank you!

vcastro@smcoe.org

http://tinyurl.com/SMCOE-SRTS-K5CurriculumPilot
WALK & TALKS
PART II: INTEGRATING SRTS CURRICULUM INTO THE SCHOOL DAY
MCBC: Safe Routes to Schools

Education: Elementary and Middle

- 2nd Grade: Traffic Safety / Walk Around the Block
- 4th Grade: Bike Rodeos
- 6th Grade: Bike Drills / Skills
- Family Biking
- Assembly
MCBC: Safe Routes to Schools

Elementary

- 2nd Grade: Traffic Safety / Walk Around the Block
  - Steps to Safety - Asimo
  - Experiential - Hands On
  - Mid-block crossing
MCBC: Safe Routes to Schools

Elementary

➢ 4th Grade: Traffic Safety / Bike Rodeos

Rules of the Road
Traffic Circles

Obstacle Course
Cross Traffic

Quick Release
MCBC: Safe Routes to Schools

Middle School

- 6th Grade: Bike Drills / Skills
- Context – History / Bike Boom / Use Beyond School
MCBC: Safe Routes to Schools

Middle School

- 6th Grade: Bike Drills / Skills
- Quiz – Same Rules and Responsibilities
MCBC: Safe Routes to Schools

High School

- Share the Road
- Bicycle – Pedestrian – Driver Safety
- Public Service Announcements
Safe Routes to Schools: All Day, Everyday.

Carrie Harvilla, Safe Routes to Schools Program Director
charvilla@TransFormCA.org
TransFormCA.org
Facebook.com/TransFormCA
Twitter.com/TransForm_Alert
K-5 Educator Guide

Safe Routes to Schools Alameda County
Walk and Roll K-5 Educator Guide: Activities for Creating Safe and Healthy Communities

Includes:
- Engaging grade level activities for the classroom and afterschool programs
- California State Content Standards correlations
- Themes on safety, community, health, and environment
- Ways to connect to Safe Routes to Schools program components
- Safety DVD and This is the Way we Go to School book
- Teacher Champion opportunities
- 30-minute Teacher Orientation

Questions? Contact Rachel Davidson, Education Coordinator
rachel@transformca.org | 530-740-3150 Ext. 332

Walk and Roll K-5 Educator Guide Order Form

Name ___________________________________________ School/Organization ___________________________________________
Address ___________________________ City __________________ Zip Code __________________
Role ___________________________ (teacher, admin, after school program provider)
What is the best way to reach you to schedule the Teacher Orientation? Circle one.
Phone ___________________________ Email ___________________________
Number of Guides ____________________ Principal Signature ____________________
Align with educational goals
Teacher testimonials

<table>
<thead>
<tr>
<th>K-1</th>
<th>Use Your Head Before Your Feet</th>
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</thead>
<tbody>
<tr>
<td><strong>Themes:</strong> Safety</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Grade K</td>
<td>Listening &amp; Speaking 1.1, 1.2, 2.2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Listening &amp; Speaking 2.1 Reading 1.1, 1.3, 2.3</td>
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<thead>
<tr>
<th>K-1</th>
<th>Pedestrian Safety Basics with Octo</th>
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<tbody>
<tr>
<td><strong>Themes:</strong> Safety, Community</td>
<td>Language Arts</td>
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<tr>
<td>Grade K</td>
<td>Reading 2.5</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Listening &amp; Speaking 1.1-1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-1</th>
<th>Walking Makes Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes:</strong> Community</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Grade K</td>
<td>Reading: 1.18; Writing 1.1, 1.2; Listening &amp; Speaking 3.1</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Writing 1.1, 1.2, 2.1, 2.2 Listening &amp; Speaking 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.4</td>
</tr>
</tbody>
</table>
Transit Training
Solve a school problem
Find the class that fits
Biking Out Loud Oral History Project

"I remember one time we walked to go school without any shoes because we were so poor. I used to go to school with ripped clothes, no slipper, we didn't care, we never cared what we wore or how we only cared about going to school for knowledge and education.

“One time on the way to school, we were walking on our balcony then I stayed on a huge rock, I kept bleeding and so my sister grabbed a bunch of grass to stop the bleeding.”

"Life in Lebanon"

Quote 1: “My parents didn’t have a car to drop me or pick me up.”

Quote 2: “I used to ride the bus to school.”

Quote 3: “School was about 5 miles away.”

“Going to School”

When I was in America, we used to go to school. I had to take the bus. We walked with our friends, too. Kids who came from the countryside didn’t have any relatives. I didn’t have any relatives. I don’t have any relatives. Some kids would come to the countryside to work. But I always went home each day. Because we had the home.”

Wendy Orine
Be attentive to school themes
Who needs projects?
Go Green
Build off SR2S momentum
Highlight cultural appeal
Rail Safety Education

ACT Safely

Always look and listen for trains
Cross only at designated railroad crossings
Take your time – never race the train to the crossing or travel along the tracks

RAIL SAFETY PROGRAM
Alameda County Safe Routes To Schools
Demonstrate your flexibility
Bring the issue home
AP Human Geography

Gentrification in Downtown Oakland

By: Noéyah Martinez-Torres, Alfredo Martinez, Selvis Moneke, Tushar
Look in unexpected places
Be creative
2019-22 HIGH SCHOOL GRANT PROPOSAL
STAY HIGH SCHOOL PROGRAM

• 4-year Initiative
• Deepen SRTS efforts in High Schools
• Funding innovative and learning programs
• Year-long grants, up to 10K to “vendors”

<table>
<thead>
<tr>
<th>Organization</th>
<th>School(s)</th>
<th>Project</th>
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<tbody>
<tr>
<td><strong>2018/2019 School Year</strong></td>
<td></td>
<td></td>
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<tr>
<td>Earth Team</td>
<td>JFK High School; Richmond High School</td>
<td>Something is in the Air</td>
</tr>
<tr>
<td>Marin County Bicycle Coalition</td>
<td>San Marin High</td>
<td>Share the Road Education and Encouragement Campaign</td>
</tr>
<tr>
<td>San Francisco Bicycle Coalition</td>
<td>Mission High School</td>
<td>Mission Youth Bike Club</td>
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<tr>
<td>TransForm</td>
<td>Alameda Co. High Schools</td>
<td>Safe Routes to School Youth Champions</td>
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<td>Peninsula Family YMCA</td>
<td>Redwood High School</td>
<td>Redwood High School Bike Shed Program</td>
</tr>
<tr>
<td><strong>2019/2020 School Year</strong></td>
<td></td>
<td></td>
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<tr>
<td>Transform</td>
<td>Alameda Co. High Schools</td>
<td>McClymonds HS “Walk and Roll TV”</td>
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<td>Something is in the Air</td>
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BARRIERS TO EXISTING PROGRAM

- Small funding amount – 6-10K
- Relationship building with new age group
- Evaluation requirements
- Grant period
- Regional issues
REVISED APPROACH

• Regional Task Forces
• Two Year Grant Period
• Regional Coordinators
REGIONAL TASK FORCES

• Four Regional Task Forces
  • Central Area Task Force – San Francisco, Alameda
  • East Area Task Force – Solano, Contra Costa
  • South Bay Task Force – Santa Clara, San Mateo
  • North Bay Task Force – Marin, Sonoma, Napa
• Members include SRTS County Administrators
• Help recruit applicants, review applications, build capacity
REGIONAL COORDINATORS

- Facilitate bi-monthly task force meetings
- Attend countywide meetings and share information and resources
- Build capacity among organizations interested in applying for HS programs