



APS Vision Zero Task Force Notes- Meeting Five: Curriculum Implementation

May 18, 2023

Location: Zoom meeting

Attendees: Cordell Bock (APS, Capital Master Plan), Jennifer Lopez (APS, CMP - Intern), Sarah Young (APS CMP), Rachel Hertzman (APS, CMP), Tammira Taylor (APS, CMP - GIS Planner), Hodgins Serrullo (APS, CMP - Intern) Ashleigh Curry (SRTS Coordinator Las Cruces Public Schools), Cheryl Wheeler (APS Curriculum & Instruction), Andy Braman (Community School Coord., Longfellow ES), Ben Harris (APS FD+C), Omar Villezcas (T4B, Patricia Castro (Instructional Coach – Chaparral ES), Tara Cok (MRMPO/MRCOG), Julie Luna (Bernalillo County)

Notes Taken By: APS CMP

I. Agenda

Vision Zero Task Force Introductions

- Task Force Purpose
- Meeting Format Overview

Initiative Background/Refresh

The APS Vision Zero for Youth Initiative is federally funded through the Safe Routes to School Program and aims to create a culture of traffic safety for APS Student Youth through education and traffic safety awareness. The Initiative is still in development and has three major components:

- Traffic Safety Curriculum: Educates student youth about traffic safety.
- APS Vision Zero for Youth Campaign: Creates a culture of traffic safety across the district.
- APS Vision Zero Action Plan: Sets goals and progress evaluation measures for the development of the APS Vision Zero for Youth Initiative

APS Vision Zero Website is Live

- Landing page for Teachers/Users
- <https://www.aps.edu/capital-master-plan/vision-zero-for-youth-initiative>

Curriculum Update Presentation

- Curriculum Iteration #3 Overview
 - o Draft incorporates data from student engagement.
 - o Draft incorporates data/feedback from teachers.
- Implementation Plan

Breakout Rooms Group Feedback/Discussion- Discussion based on guiding questions-

1. ["Where does this Curriculum best fit in school? \(Gen Ed, Genius Hours, Field Trips, School Events, Student-Led Groups, Organizations?\)](#)



- a. Patricia Castro: The lessons can be coordinated into lessons and activities that are already being done at the schools. Examples:
 - i. Water Authority Curriculum
 - ii. Ditch Safety Curriculum
 - iii. Los Padilla's ES Wildlife Sanctuary (Field Trip)
 - iv. How can Traffic Safety-based curriculum be connected to these examples?
 - b. Ashleigh Curry: Traffic Safety "How-To" Curriculum may be useful to use prior to Walking Field Trips- connecting lessons into activities that teachers and schools are already doing. What traffic safety rules will they need to walk safely on their field trip?
 - c. Ashleigh Curry: Has written curriculum previously-
 - i. The curriculum was developed on an as-needs basis to respond to situations and needs.
 1. Role play scenarios based on local needs.
 2. Developed the Curriculum to be as interactive as possible.
 3. Was focused on 3rd Grade.
2. How do teachers choose which standards to teach in your classroom?
- a. Cheryl Wheeler: Previously, each school within the APS District would teach different standards to respond to the various needs of each school.
 - i. APS is moving towards a more standardized model for Curriculum Standards, where each school would teach similar standards.
3. Where can curriculum be connected in APS Departments (Coordinated School Health, Athletics, etc.)?
- a. Cheryl Wheeler: APS has emergency ALICE Drills to train students how to respond to emergency situations (Alert, Lockdown, Inform, Counter, and Evacuate).
 - i. A similar approach can be taken to train students to respond to different transportation safety-related scenarios.
 1. Community Safety
 2. Traffic Safety
4. How can local governments use data collected via curriculum in their planning efforts?
- a. MRCOG: interested in ways that we collect data and APS collected data. MRCOG is working to collect better bicycle/pedestrian data.
 - i. APS: We have added 7 different modes of transportation to the registration 2) currently working on interactive web mapping application so that students can interact and add safe/unsafe places, and draw routes to school. We are also developing a broader range of feedback that students can describe their commute.
 - b. A comprehensive survey of homeless families (McKinney-Vento Families) about transportation and health) no vehicle makes it difficult.
 - c. Ashleigh Curry: Walking field trips to local government organizations:
 - i. Get students to think about what their voices mean in terms of engineering and infrastructure.
 1. In Las Cruces, there is an example of students riding their bikes to the county office. The students had an opportunity to express their transportation concerns vocally or written.



5. How can curriculum be used by local organizations or community groups?

- a. Sarah: How we can get more input from families and organize conversations, incorporations into ongoing iterations of curricula and how to communicate with families in a way that is relevant to them.
 - i. Tara: Use walk to school/bike to school day events, build on excitement of event, build an event around it, exciting day for kiddos at schools, surveys at those types of events, a lot of stuff coming in from kids, hard to many ways to engage families (running medicine schools, founders go to schools, community dinners.

II. Group Reconvening

- 1) Ashleigh Curry: What are the long-term plans for the program? [In terms of long-term programmatic sustainability]
 - i) Cordell- We are implementing in 21 Pilot Schools, hoping to build a network of program champions at each school.
 - ii) Ashleigh- In the long term, it may be a good idea to create a Vision Zero/Safe Routes to School Coordinator position at APS.

III. Timelines

Revised Task Force Timeline (REVISED)

- Meeting One- Kickoff Meeting: **COMPLETE**
- Meeting Two- Curriculum: **COMPLETE**
- Meeting Three- Action Plan: **COMPLETE**
- Meeting Four- Campaign: **COMPLETE**
- **Meeting Five- Curriculum Implementation: COMPLETE**
- Meeting Six- Action Plan Review/Update: Late 2023

Curriculum timeline:

- Pilot School Implementation: **Fall 2023**
- Teacher/School Staff Curriculum Workshop: **January 2024**
- Curriculum Iteration #4 Drafting: **Spring/Summer 2024**
- District-Wide Implementation: **Aiming for Fall 2024**