



Focus Group Workshop
 November 16th 11:00- 12:15 pm | 2022
 George Kleidon: Director of Human Resources
 Carlos Hernandez: Warehouse Supervisor
 Maria Thomas: Coordinator, VAPA, P.E. & Sports Program
 Jose Chavez: Network & System Supervisor

Physical Fitness and Play Spaces Alum Rock Union School District





Ed Specifications
& Standards

Next Steps:

Incorporate content from this interview into the Ed Specs design guidelines—then schedule round two video conference meetings with the same group to review the draft chapter for input in, March 2023.

Ed Specs Workshop participants created this list of Learning Shifts that will support ARUSD's vision for the future to meet all learners' needs so they have the same opportunity to thrive.



Learning Shifts Focus on Student Empowerment- DRAFT

ARUSD's learning environments will support students' development of ***mind, body and spirit***. They will be empowered with the opportunity to try different ways of learning to discover how they learn best, ***find their spark*** and to ***keep the curiosity*** they were born with to become ***expert lifelong learners***. ARUSD will work to give students and families who need additional support to have an ***equal chance to thrive***, meeting all their needs.

EMPOWERING STUDENTS TO BECOME EXPERT LEARNERS

- Multi-sensory and multi-intelligences learning
- More control at the hands of the students
- Independent choice and/or collaborative elective periods
- Less teacher-directed time
- Students setting individual goals
- Student-driven activities
- Student-chosen schedules
- More independent work time
- Relaxation rooms
- No school uniforms

HIGHER COLLABORATION

- Team collaboration across studies, play, and extra-curricular activities
- Flexible and collaborative opportunities

EQUITY FOR STUDENTS AND THEIR FAMILIES

- Spaces to support personal and basic needs (i.e. laundry services)
- Full day kindergarten

MIND, BODY AND SPIRIT

- More outside and exploration time
- Play and naturalistic movement
- Bring community into the class
- Indoor and outdoor use spaces

Program Background:

- What does the physical fitness space look like at ARUSD at different grade levels?
- Does ARUSD have any joint use agreements for physical fitness spaces across campuses?

Participants were asked questions to confirm their programs.

Program Background:

Physical Education courses are held for middle school only. These programs have a dedicated P.E. teacher and classes are held for a 50 minute period 5 days a week. Activities are done outdoors due to the lack of indoor facilities. Fourth and fifth graders have P.E. once a week. This program is meant to get students acquainted to regular physical education; however it is much less structured and more play-based. While upper-level elementary students are playing, teachers use that period as their personal prep-time.

TK/Kinder students don't have structured physical education. Partnership programs with organizations like Little Heroes, YMCA, and Bossy (girls soccer) that support outdoor play time or indoor game time for a 45 minute period per week. Adaptive PE is provided for learners with disabilities, based on a comprehensive assessment, to give them skills necessary for a lifetime of physical fitness and wellness. Many campuses currently lack intentional space to support this program.

Participants were asked questions to confirm their programs.

Program Background:

Some campuses within ARUSD have joint use agreements with the City of San Jose for their tracks and fields to remain open to the public. These sites include Ocala, Joseph George, Sheppard, and Painter. There is a thirty-year Use and Priority contract with Alum Rock Youth Center set to end in 2030 that allows after school sports teams to use their facilities for practice.

Participants were asked questions to confirm their programs.

Before going into the Big Picture Questions, reference images below were shared. Participants were invited to leave comments on the photos.

MURAL LINK

Track and Outdoor Facilities



Indoor Facilities



Gathering Spaces



Tinker Space / Labs



Big Picture Questions:

- Are there peer institutions or specific facilities you've visited that you've liked (or didn't)? What did you like (or dislike) about them?
- Are there any physical activities geared more towards student groups to be accounted for spatially? Geared towards individual activity?
- What resources would best support motor skill development of children across different grade levels?
- Are there additional learning activities that would want to be considered in these areas?
- What resources/ infrastructure is required to support safe and engaging play across each grade level?
- Is there anything else we should know about how physical fitness and play spaces should be improved for ARUSD?

Participants were asked questions to draw out their ideas to improve the learning environments to support the mission and vision of Alum Rock USD.

Reference Projects Shared by Participants:

- San Jose Unified School District- lighted fields and rubber tracks
- James Lick High School
- Alum Rock Youth Center - After school sports team
- Capitol Park City Facility - Futsal League

The first question was intended to see if participants had reference projects to share with or felt that they were exemplary, whether it is in ARUSD or outside of the district. The following pages show the reference projects discussed.

The following pages show the participants answers placed in the sections in which they will appear in the educational specifications sections for this topic.

- Sections:
1. Activities
 2. Current Challenges
 3. Design Objectives
 4. Affordances
 5. Sizing and Adjacencies

1

Activities

Structured physical fitness takes place mostly at the Middle School level, those activities include:

Indoor/Outdoor:

Volleyball

Basketball

Futsal (football-based game played on a hard court smaller than a football pitch, and mainly indoors. It has similarities to five-a-side football and indoor football. Futsal is played between two teams of five players each, one of whom is the goalkeeper.)

Flag Football

Pickle ball

Yoga

Weight Room

Indoor:

Wrestling

Badminton

Handball

Dance

Weight Training

Outdoor:

Softball

Baseball

Field Hockey

Track and Field

Lacrosse

Soccer

Tennis

Ultimate Frisbee

Wall ball

2

Current Challenges

Physical fitness spaces across ARUSD are completely outdated, under-equipped, and under-supported, especially in comparison to neighboring school districts. The blacktop needs to be repaired at every site. No sites have a gymnasium space, which affects P.E. and limits students' sport training. By only being able to practice sports like basketball and volleyball outdoors, middle school students are unable to train in the proper conditions for indoor tournaments and competitions. Adequately sized and organized locker rooms with showers are a critical need.

Track and fields lack maintenance (i.e. gopher holes and tracks made of dirt). Outdoor sporting areas lack stadium seating which prevents family attendance for student events. Campuses with joint use agreements that are open to the community after school need better security infrastructure to address the pervasive littering and vandalism that occurs there.

3

Design Objectives

Physical fitness programs are different across grade levels and the environments should reflect that. The types of play, activities, spaces, and courts should be **universally supported and offered throughout the district**. There is a **heavy interest in indoor gymnasiums, tracks, and futsal pitches**, and a large need for equipment such as basketball hoops, volleyball poles, etc., to be replaced and installed properly. These facilities should also encourage family and community support with bleachers for spectator. *These facilities should prepare students for athletics beyond Middle School and give them the tools to succeed and advance in their High School P.E. curriculum requirements and extracurricular sports.*

3

Design Objectives

Ideas for the physical environment to support the vision for learning

TK/K-3:

Climbing walls and elements to crawl through support development of gross motor skills. Kinesthetic play with gears, levers, and wheels will support the development of fine motor skills. Learners would be supported optimally with a sensory room as a campus-wide resource. Circuit exercise paths throughout campuses could be integrated with nature to provide students with a fun way to increase movement and for science. Sensory paths are an alternative to a sensory room to meet all learners' needs so they are better able to focus when they go back indoors. Any outdoor play equipment should be adequately sized to these younger students

3

Design Objectives

Ideas for the physical environment to support the vision for learning

Grades 4/5:

Students need adequately sized play structures that progress the motor skills engagement they had been developing in K-3. At the same time, these students need to be engaged in cognitive and imaginative in play areas that offer loose parts with a variety of everyday items and simple equipment. This experience encourages integrated play across age range, ability and gender. An example would be Play Pods, a collection of commercial operations items that stoke unique imaginative play. Easily accessible, outdoor storage space for supplemental materials, a rubberized track, and other outdoor courts are needed.

6-8:

Students are more individually responsible for their own physical fitness and regularly engage in physical wellness in P.E. and athletics. They need an equipped weight room to encourage individual practice and training, rubberized tracks that are pre-marked for things like hurdles, and facilities geared toward indoor team sports.

4

Affordances

Furniture and Equipment

Furniture and Equipment

- Climbing walls
- Equipment to crawl through
- Play stations for kinesthetic play with gears, levers and wheels-these can be attached to a fence or wall
- For E-sports, a screen and stepped seating in a Media Resource Center
- Touchless bottle fillers
- New sports equipment like basketball hoops and volleyball poles
- Mats for yoga and potential dance programs to use
- Imaginative play equipment such as Play Pods
- Bleachers or other spectator seating

4

Affordances

Technology

- PE, play-based learning and Professional Development programs can be supported with technology. This requires a reliable WiFi connection. Examples of how the technology would be used in PE include: physical fitness data mapping and specific sport ability tracking such as speed tracking.
 - For inclement weather and lunchtime activities, students could engage in Virtual Reality sports and E-sports. A large screen in a media resource center would support these activities as well as be booked by teachers for their classes to use for presentations.
-

5

Sizing and Adjacencies

- Provide access from the outside to the storage space for supplemental materials and equipment to save prep time for PE.
- Locker rooms with showers and adequate space.
- Outdoor restrooms to serve outdoor activities.

Appendix

Please follow the links to the Mural board to see artifacts from the focus group interview and the Ed Specs Visioning Workshop link to see the Artifacts from the workshop.

Mural Link: [HERE](#)

Ed Specs Visioning Workshop Link: [HERE](#)