



Focus Group Workshop
 November 15th 1:00-2:15 pm | 2022
 Arturo Vasquez: Operations Manager
 Ed Villarreal: Director of MOT
 Julio Villalobos: Principal at George MS
 Bret Littrell: Chief Technology Officer
 Norma Flores: Director of Student Services

Safety and Security

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.

Participants were oriented to understand what a Master Plan is and what Ed Specs are. Then highlights from the Ed Specs Visioning Workshop were shown, concluding with a list of learning shifts produced by Ed Specs Workshop participants as a vision for the future on the following page. After that, participants were asked a series of questions to confirm the program and vision for the future.



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:

- Describe the layers of security of the campus. Is there perimeter fencing and good lighting? If not, has there been discussion of adding it?
- Describe the entry sequence for a visitor. After class begins, is there a single point of entry for visitors? How does visitor check-in work? Is it consistent at all the campuses?
- What programs and measures are being implemented at ARUSD for the safety and security of students and staff?

Participants were asked questions to confirm their programs.

Program Background:

An Emergency Operations Committee is in charge of [please give us how to describe what this group will do once its formed].

Currently, earthquake safety training drills called Great Shake Out are given monthly. Run, Hide, Defend trainings are done with principals annually. The San Jose Police Department assists with shelter in place lock down facility practice.

Partnership Programs and/or Joint Use Agreements currently exist at each ARUSD campus with either after school programs or San Jose Parks & Rec that leave parts of the school fields or buildings open or accessible beyond school hours. These agreements include: City Year, Think Together for TK/K-8, Kidango Childcare SVC, and San Jose Parks & Rec which has a joint field agreement with Sheppard and Ocala. Most after school programs finish by 6pm.

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

MURAL LINK

Reception Area and Wayfinding



Campus Protection



Big Picture Questions:

- Are there peer institutions or specific facilities that have integrated safety and security in a good or unique way you've seen that you've liked (or didn't)? What did you like (or dislike) about them?
- Are there any insights you have from seeing the introduction regarding a holistic approach to K12 safety and security?
- Does ARUSD have any campuses with joint use agreements? If so, are there any concerns from the district or the community regarding campus safety?
- What is the parent perception regarding security at your campuses? Do they feel they are handing off their children to a safe and positive environment?
- What concerns do parents have? How have you been addressing those?
- Is there a need to come up with a new model for visitor management district-wide?

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

Big Picture Questions:

- How is visitor management handled? Is there access zoning? Is there room for improvement for security?
- At the elementary school level, threats of violence can come from the outside. Please share some concerns you have regarding campus safety as it relates to threats coming from the outside. How are these risks currently being mitigated?
- Are there other threats to safety at ARUSD that are currently a challenge? (i.e. bullying, online bullying, custody disputes, etc.)
- Is there anything else we should know?

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:

- Aptitud Academy - Wellness Center which supports mental wellness which supports safety

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.



Aptitud Academy | ARUSD
Wellness Center



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

- Secured point of entry and visitor management
- Camera surveillance monitoring
- Shared/joint use with after school programs and San Jose Parks & Rec
- Safety training drills

2

Current Challenges

- Poor fencing and multiple points of entry leave campus facilities and inhabitants vulnerable to walk-ons, break-ins, and vandalism.
- Outdoor learning areas are not accessible to students due to limited supervision from the classroom.
- Cyber bullying and inappropriate online activity have increased in recent years with students struggling to adjust to the in-person structure of school.
- Many ARUSD school site neighborhoods have seen an overall increase in crime and homelessness. There have also been notable issues with illegal dumping around ARUSD campuses.
- Lack of controlled single point entry makes supervision and surveillance difficult. There is an interest in future key-card access.

2

Current Challenges

- Part of campus security that needs improvement within ARUSD sites is the visitor check-in process and front office organization. Currently visitors are required to sign-in to a log book and wear a name tag while on campus. They come in through the front administration building to do this, but the sign-in process can become confusing with overcrowding in these tight spaces and the lack of a door or barrier controlled entrance between the front office and main campus.

3

Design Objectives

Campus security is one of the chief concerns at all ARUSD sites. Perimeter fencing is present at the campuses but is frequently incomplete or in disrepair, leading of break-ins. This is especially prevalent amongst the campuses in neighborhoods with higher populations of homelessness.

Cameras are installed on each campus, but usually only cover the main entrance and most visible portions of the black top – there are a number of blind spots. Lighting is on either an EMS or photocell system, and for the most part is sufficient across campuses but should be examined on a case by case basis. However, lighting improvements would make evening programs safer to attend and allow neighbors or passersby to more easily see if any suspicious activities are occurring on the campuses after hours that need to be reported.

A single point of entry within the administrative welcome center is needed to increase supervision and encourage visitor connection with the campus.

3

Design Objectives

Ideas for the physical environment to support the vision for learning

- Updated visitor management to include access zoning.
- Improved lines of sight and camera equipment to increase ease of supervision and safety, especially during brunch time and recess.
- More spacious and comfortable administration centers that act as welcome centers for all campus visitors.

4

Affordances

Furniture, Equipment, and Technology

Furniture and Equipment

- Soft seating for visitor waiting areas.
- Reception desks with a line of sight to communicate with visitors and students entering.
- Tables or flat work surfaces for visitors to use while waiting.

Technology

- Digital system for check-in process and visitor objectives. This could include a badging system to scan ID's, key carding throughout the campus, and motion sensor cameras.
- Monitors or digital message boards to project campus announcements.

5

Sizing and Adjacencies

- Administration building should include welcome center support areas
- Counselor supervised relaxation rooms with soft furniture for students to get grounded again during breaks in the school day located within the larger administration building

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](#)