

**Executive Summary: USJA Scholastic Committee, prepared by Raymond Conte, Chair, 1/30/15**

**Section 1.1**

**Background and Intent**

**Goal:** to place a Judo program in every public, private and parochial school in America that requests one.

**Objectives:** There are two objectives that will address the goal. The first objective is to examine the role of kids and Judo. The second is to examine the role of the schools and Judo.

**Methodology:** To achieve the goal and objectives of the Scholastic Judo Committee requires three phases. Each phase is estimated to take approximately one year.

- i) Phase One is the research and development phase. In this phase, the Committee will be divided into two workgroups. Each workgroup will be asked to answer a series of 9-10 questions. These responses will form the foundation of a position paper on Scholastic Judo for submission to the Board of Directors of the USJA. An anticipated result of Phase One will be policy direction and resources from the USJA Board of Directors supporting partnerships between USJA clubs and local schools.
- ii) Phase Two is the procedure phase. In this phase, the Committee will produce an electronic Scholastic Judo Procedure Manual for the leaders of USJA chartered clubs to have all of the necessary information to work with a local school from the initial phone call through the end of their first year of operating a school based program. In the spirit of Grassroots Judo, an invitation should be extended to USJF to collaborate on the development of the Procedure Manual, with an expectation of a simultaneous national rollout of this program by both USJA and USJF in January 2017.
- iii) Phase Three is the technical assistance phase. In this phase, members of the Committee will train all USJA Regional Coordinators in the use of the electronic Scholastic Judo Procedure Manual, enabling them to respond from applicant inquiries from their respective geographic areas. Again, in the spirit of Grassroots activities, an invitation should be extended to USJF to encourage them to actively initiate discussions with local schools using this model, where there is no USJA program within 15 miles of a school that wants Judo. We anticipate making the USJA Regional Coordinator training available to Yudanshakai leaders as well.

**Staffing:** A nationwide solicitation has been made for qualified black belt volunteers with current or prior experience teaching Judo to children in grades k-12 in a public, private or parochial school. Black belts that are currently employed as school teachers in schools where Judo is not currently available are also being sought. These individuals will be the core of the committee, with the on call availability of a small group of subject matter experts acting in an advisory capacity.

**Subject matter experts will be from such diverse areas as juvenile justice, psychology, research, civil law, development disabilities, visual impairment, management and medicine. We are limiting the size of each workgroup to five members. As of the date of submission of this document, 7 names of candidates have been forwarded to the USJA President. Six are male and one is female. Three additional candidates, preferably female are being sought.**

**Deliverables: Position paper on scholastic Judo; policy recommendations to USJA Board of Directors; development of electronic scholastic judo procedure manual; professional development module on Train the Trainer for regional coordinators providing technical assistance to USJA chartered club applicants; ongoing technical assistance to newly created school based clubs; tiered collaboration and technical assistance to USJF.**

## **Section 1.2**

### **Workgroups, Action Steps and Topics of Questions to be Answered**

**The workgroups of Phase One and issues to be examined are as listed**

- 1. Judo and Kids Workgroup**
  - a) To examine the role of Judo in the lives of school aged children**
  - b) Methods of improving recruitment of kids into Judo**
  - c) Methods of improving retention of kids already in Judo**
  - d) Identifying individual learning styles of kids in Judo classes**
  - e) Identifying instructional methods of Judo instructors**
  - f) Identifying the role of the family of the Judo student**
  - g) Identifying external variables that impact on Judo student interest**
  - h) Judo competing with other activities in the life of the student**
  - i) Judo as a Protective Factor to build resilience in kids**

**Assigned to this work group will be: Reynaldo Tinaza, Edward Carol, Thomas Connor, Denise Conte. There is one vacancy on this work group.**

- 2. Schools Workgroup**
  - a) Identification of individual learning styles of students in a school classroom**
  - b) Identification of instructional methods of teachers in the classroom**
  - c) Development of a Judo instructional curricula consistent with the educational model of the host school**
  - d) Staffing criteria including adequate numbers of appropriately trained and qualified staff with guidelines for staff to student ratios**
  - e) Professional development and in service training issues**
  - f) Chartered club status with a school**
  - g) Budget**
  - h) Liability**
  - i) Mats**
  - j) Relationships with community based Judo programs**

**Assigned to this work group will be: Charles Schweitzer, Thomas Blair and William Parker. There are two vacancies.**

**Next Steps: the next 60 days**

- 1. Review and comment by USJA President. If approved, then forwarded by President.**
- 2. Review, comment and approval to proceed with work plan; from USJA Board of Directors as well as President.**
- 3. Send reference documents to committee members in early February 2015.**
- 4. Send questions to each workgroup with return date of 3/31/2015.**