

Wellness Taskforce

February 27, 2017

Minutes

Facilitator: Trudy Gross, Assistant Superintendent
Consultant: Minh Le, President, Wilfred Jarvis Institute

Scope of Work

- Defined problem: students struggle with wellness, school-life balance and stress, and sleep deprivation.
- Definition: wellness is an individual's state of physical, intellectual, emotional, social, and spiritual balance, achieved through the active management of proper diet, exercise, stress, and illness prevention.
- Structure and mission of the task force: using scientific research, case study and survey information, develop consensus among a diverse group of parents, students, teachers and staff regarding the need to address our students' sleep deprivation, recommend to the teacher's association, with input from the classified association, a number of well-analyzed solutions to implement, and suggest to the District and Board other actions to consider or put into practice.

Ground Rules

- Stakeholders role
- Communication and gathering support
 - Taskforce members have a responsibility to solicit input from their friends and neighbors, co-workers, peers
- Group member safety in participation.
- Addressing issues and concerns within the taskforce.
- Meetings will be from 3:30-5:30 p.m.; if additional time is needed it will be scheduled in advance and dinner will be provided

Communication:

- Shared resources; support with Google drive from Minh
- Meeting reports to all Taskforce members within 24 hours of a Taskforce meeting, 24 hour review; distribution to community members who applied for or were interested in the task force and posting to the FUHSD website
- Written input via the Wellness email address
- Evening forums: Thursday, March 2 (overview) and Tuesday, March 14 (topic specific) from 7-9 p.m. in the cafeteria at Homestead High School; planning one more that may be in connection with a Board meeting

Welcome

Site Information: Trudy

- Activity Sheet: in process
- Are there any ongoing or regular efforts at each school to assess the need to change schedules? If yes, we would appreciate an update.

Introductions: Minh

- Name
- Profession
- Reason for participating in the task force
- What would you like to see accomplished by your participation in the task force?

- Trudy advised that various pieces of information for the taskforce will be posted in the shared folder.
- Questions asked on the question spreadsheet for each meeting topic will be answered during each meeting.
- Minh made introductions:
 - Parent: freelance mobile app developer; reason for participating, son is 10th grade at CHS, she wants her son to have good school-life balance. A little reticent about delayed school start time but she comes to the taskforce with an open mind.
- Trudy mentioned an article she posted in the Articles folder about a CA senator proposing legislation for all schools in CA to start at 8:30 a.m. A parent inquired as to when it would be put into place. Right now this is a proposal; Polly replied that it is difficult to determine as times vary with proposals for legislation.

Participation in athletics and associated activities (John Dwyer, Steve Puccinelli, and Brad Metheany, Commissioner of the Santa Clara Valley Athletic League)

- Santa Clara Valley Athletic League: Cupertino High School; Fremont High School; Gunn High School; Homestead High School; Los Altos High School; Los Gatos High School; Lynbrook High School; Milpitas High School; Monta Vista High School; Mountain View High School; Palo Alto High School; Santa Clara High School; Saratoga High School; Wilcox High School

Questions in preparation for discussion:

- How many students participate in the various programs, which facilities do they use, and when? See PowerPoint Presentation for details
- Do activities that need facilities follow directly after athletics?
- Could associated activities and athletics alternate who uses field space first? Historically, athletics to take priority. Is that something schools would revisit?

- John provided a brief overview of FUHSD extracurricular activities (athletics, activities, and clubs) and introduced Steve Puccinelli (former Athletic Director) and Brad Metheany (Santa Clara Valley Athletic League Commissioner) as co-presenters.
 - See PowerPoint presentation.
 - John explained that Trudy had invited him to present to the group about FUHSD extracurricular activities; to 1. Provide information about the structure and organization of FUHSD extracurricular programs, and 2. Share insights and considerations regarding extracurricular programs and the idea of a later school start time.
 - A parent asked if slides from the presentation would be available. Trudy replied that they would be available in the shared folder.
 - John explained that, in general, FUHSD extracurricular activities are divided into 3 main areas: 1. Athletics, 2. Activities, and 3. Clubs.
 - He explained that he would provide an overview of these areas and share some relevant data from the student wellness survey. Steve and Brad would elaborate on the complexities of the

athletics program.

- Athletics
 - 3 seasons Fall, Winter, Spring
 - 20 sports
 - Nearly 40% of FUHSD students participate in athletics.
 - Variations between schools
 - Some students participate in two sports, a few in 3.
- Activities
 - Participation (Many activities require significant out of class rehearsal time)
 - Over 27% of students participate (2,971/10,826 for 2016-17)
 - Instrumental Music (Band, Orchestra, Guard)=1,240 (11.5% participation rate)
Facilities vary but include mainly - Band rooms, fields, auditoriums, other
 - Choir = 656 (6.1%)
Facilities vary but include mainly - Choir rooms, auditoriums
 - Drama = 610 (5.6%)
Facilities vary but include mainly - Drama rooms, auditoriums
 - Cheer = 155 (1.4%)
Facilities vary but include mainly - Dance rooms, gyms, cafeterias, other
 - Dance = 72 (0.7%)
Facilities vary but include mainly - Dance rooms, gyms, cafeterias, other
- Clubs between 40 – 88 per school
Various meeting arrangements; daily – weekly, and competition season variations)
 - 3 main types:
 - Competitive clubs
e.g. DECA, FBLA, Robotics, Speech and Debate, Model UN, etc.
 - Interest based/Career Focused clubs
e.g. Amnesty International, Breakdance, Photography, PreMed, Thespian)
 - Service based clubs
e.g. American Cancer Society, Free the Children, Interact, Student Health Outreach for Kids, etc.)
 - There are facilities issues for various clubs, especially those that are large, have particular equipment requirements, and competition schedules.
- Student wellness survey data indicates:
 - 71% of respondents involved in club activities
 - 43% involved in athletics
 - 36% involved in activities (Band, choir, etc.)
- Outside school extracurriculars need to also be a consideration for the taskforce
 - 46% of respondents involved in volunteering/community service
 - 31% in exam prep classes (short term)
 - 30% involved in club/community athletics
 - 24% involved in music activities
- Extracurriculars, both school and outside school, are fairly similar in the amount of time that students spend on them:
 - 33/36% of respondents spend 1-4 hours on extracurriculars (school/outside school)
 - 19/31% of respondents spend 5-8 hours on extracurriculars (school/outside school)
 - 15/16% of respondents spend 9-12 hours on extracurriculars (school/outside school)
 - 10/7% of respondents spend 13-16 hours on extracurriculars (school/outside school)
 - 8/5% of respondents students spend 16+ hours on extracurriculars (school/outside school)
- John explained the survey results describing the overall impact of extracurriculars on overall stress level:

- Approx. 25% of respondents replied negative or very negative (both school/outside school)
 - Approx. 25% of respondents replied very positive (both school/outside school)
 - 54/52% of respondents replied neither negative or positive (school/outside school)
- Steve presented about FUHSD Athletics:
 - See PowerPoint presentation.
 - He outlined the governance structure and how each body acts: National Federation for High School Sports (NFHS), California Interscholastic Federation (CIF), Central Coast Section (CCS), and Santa Clara Valley Athletic League (SCVAL).
 - He described the various sports on offer in FUHSD and their seasons. He then explained various restrictions and guidelines that need to be considered in understanding impact of a later start.
 - The SCVAL sets the schedules and times. This is not something that FUHSD has control over. We are one of six districts in the SCVAL.
 - A parent asked how the governing bodies work together. Steve replied that the overseeing governing boards and their bylaws determine how each body functions and works with others.
 - A parent asked how big an area an athletic league covers. Brad Metheany replied that the SCVAL has 14 schools and 6 districts. The governing body of the league is made up of the principals of each school. He described the geographical area of the SCVAL.
 - Steve explained the sports offerings per season. Traditional Competitive Cheer is being added next year and will have to follow CIF bylaws. Lacrosse is in the SCVAL but not in our district.
 - Steve explained the numbers of athletes participating at each school in FUHSD.
 - Facilities regulations and restraints on the provision of athletics were explained,
 - Practice time is regulated by the state and section:
 - No single practice may last for more than 3 hours.
 - If split, practices on one day may not exceed 4 hours.
 - No athlete may be involved in their sport for more than 18 hours in a week.
 - Contest days count as 3 hours (no matter how long the contest takes).
 - Double days (i.e. practice in morning and afternoon) are not allowed on consecutive days. There must be a 3 hour gap between practices.
 - A parent asked if band and other non-athletic activities adhere to athletics practice/contest time restrictions - answer = No.
 - See slide for detail on practice times.
 - Steve explained restrictions in FUHSD regarding practice times/contests and lights and noise (AR 1330) (see slide for details on times lights are allowed).
 - Polly explained the history behind the lights restrictions and agreements with the neighbors of the schools (LHS, MVHS, and HHS).
 - This is part of an FUHSD Board agreement with neighbors of several schools. It has been tested in court. Claims have been made due to light violations.
 - A parent asked about band finish times. Steve provided further detail on the restrictions for all groups using the fields with lights (see slides for further detail on restrictions).
 - Site Scheduling for athletics
 - Steve explained how athletes can schedule their classes. Athletes can choose to have no 7th period. Schools will attempt to honor this request as well as possible but are not able to make an absolute guarantee for no 7th period, e.g. a student may need a certain class in 7th period for graduation purposes, a singleton class a student wishes to take may only be in 7th period, etc...
 - A parent asked how many students do not receive their request. Kami shared that at CHS 357 students had requested no 7th this year and only 4 had been turned down.

- Brad Metheany, SCVAL Commissioner, introduced himself.
 - He provided an overview of the SCVAL, the 14 schools and 6 districts in our league and individual supplemental teams.
 - He described the geographical area of the SCVAL.
 - The SCVAL Board of Manages makes rules and regulations, their bylaws.
 - Contest start times set by league.
 - He explained that different conditions at each district affect how the league operates, e.g. several school districts don't have lights so game start times need to be adjusted to accommodate these conditions. Many schools put in lights due to later end of days in schools.
 - Game structure is determined by light and field availability. Side-by-side games are possible where there are sufficient facilities and help reduce the time using the facility. Back-to-back games must be played where facilities are not available (e.g. too few courts, fields, pool space, etc.). Side-by-side games are able to be held on many fields in FUHSD. The district has made investments in fields so athletes of different teams can practice and compete at the same time to avoid having to play back-to-back.
 - Soccer, field hockey, swimming and track (with some issues for baseball and softball) can create difficulties as the length of games/events and/or number of teams means extended time on the facility is unavoidable.
 - Quads are 4 games played in one night. These are held frequently for basketball, typically with a 3:15 start. This means extended use of the facility and very early start.
 - Brad has suggested that sports delay their game times so athletes do not need to get out of class early. Later school ending times for some schools mean athletes' academics are impacted. This needs to be is a major consideration in the later start discussion.
 - E.g. the field hockey suggested start time change is 4:00. However, as days get shorter, they will have to go back to 3:30 due to lack of light..
 - Schools also often can't host side-by-side contests due to lack of officials. Officials for many sports are difficult to find. As a result, they have to play back-to-back contests.
 - Brad successfully negotiated a later tennis start time of 4:00.
 - Transport and traffic are significant issues for some schools.
 - Some districts have mandatory busing for athletics but they also have to bus students home as well. This means buses have to deliver athletes early to their contest venue in order to get back to their schools to take other students home, and then return to collect the athletes.
 - Traffic is very problematic and becoming more so with increasing congestion.
 - Traffic delays mean athletes need to leave class earlier to get to their contest venues on time.
 - Schedule adjustments can help with an earlier finish.
 - Some districts have class schedules on a rotating basis so that athletes don't get out of same class late every contest day.
 - Some schools have developed schedules driven by the understanding that transport needs must be considered in start and end times.
 - Different sized schools have the same issues, e.g. CHS is larger than LHS but both schools have the same number of athletes and teams.
 - Many coaches are teachers or staff and they too need to leave school early to meet coaching obligations. This has schedule implications for schools.
 - There are suggestions about possible negotiations that could take place that might reduce the number of contests for certain sports, e.g. Basketball could go from 24 games in a season to 22, and hockey might reduce games numbers. These kinds of changes could make a big difference to season length if they were larger but it's not likely that there will be big changes.

- A parent asked why a recommended contest start time of 4:00pm. Brad explained start times for each sport in SCVAL. He explained that he would like to push them to later if possible, not earlier, so athletes would not have to miss class. There is conflict with a later school start later time and later sport start time and lack of daylight for some sports.
- A parent suggested that if a school did not have lights then the contest could be held elsewhere. Brad explained that there are other facilities restrictions such as too few tennis courts at some schools so games need to be played back-to-back, and if there are light considerations, athletes have to get out of school earlier to avoid playing in the dark.
- A student asked why we can't keep lights on at our schools. Polly explained that the district was in court for 2 years trying to prevent the field lights from being removed once they were built. The light restriction agreements were a compromise. Polly said it is not likely that this issue will be revisited.
- There was general discussion and concern about the number and type of restrictions on athletics and activities discussed tonight.
- A student said that despite these issues, it remains very important that our schools maintain a comprehensive program that includes a wide variety of athletics, activities, and clubs.
- Brad mentioned that with athletics, it's important to remember that there are 2 components - practice and games.
- A parent asked if the biggest hurdle in hiring officials was lack of resources. Brad said this is becoming a bigger problem as referees are becoming increasingly hard to find. The officials association is trying to recruit but is finding this difficult.
- A parent asked if students enroll in a "football" class. Polly explained that students receive credit for PE for athletic participation after grade 9. She mentioned that in the past, FUHSD had an athletics period where students participated in their sport Brad reinforced restrictions from CCS regarding practice times and ensuring athletes did not over-train. Athletic Directors (ADs) need to have conversations with coaches about times for practice and monitor practices so they don't overdo it with athletes. Film and weightlifting are part of the 3 hour daily and 18 hour, weekly maximum..
- A parent stated that she felt students should not end late due to lights being allowed to be on late. She was a CHS neighbor and found the evenings with lights and athletic activity to be disruptive to her family. She believes it is important to think about the impact of field lights and noise on the community.
- Brad responded that restrictions have reduced the number of nights with lights. More lights at different schools in FUHSD has shared athletics and activities so the same schools don't get all the evening games as they once used to.
- Polly explained more about PE credit for athletics. 9th graders must all take 9th grade PE. This is a state law. Students from 10th-12th grade are able to receive PE credit from athletics, some choose No 7th class. Brad and Polly clarified that athletes can get 5 PE credits per athletics season.
- Brad again emphasized the significant impact on students who have to leave class early for athletic contests - grades, test makeup, etc.
- A principal shared that mostly athletes request no 7th, but there are other students with jobs and other needs that make this request.
- A parent asked what the possibility is of working with principals in the SCVAL and CCS to reduce impact on kids by changing more contest times. Brad said that the overlap of sports seasons is a big issue, i.e. playoffs take too many days and impact the length of seasons. Moves are afoot to attempt to reduce that, i.e. fewer games and shorter playoff periods. However, these will not be drastic reductions as mentioned

earlier. The conversation taking place at the moment is not because of the desire for a later start desire but due to playoff issues.

- A parent asked about reducing practice times. Brad shared his experience as a coach that after approximately 2 hours practice there is not necessarily more gain for students. . ADs can keep track of this pretty well. However, sometimes facilities dictate the times. Most coaches don't go more than 3 hours. Band doesn't have these restrictions. Cheer will be CIF sport next year and this may reduce their practice time. The CIF and SCVAL control athletic practice times but Band etc. are guided by the advisor. .
- A student said that he felt students at each school would be unhappy if games were limited. He believes the solution to the problem is for teachers to be more lenient to those who have to leave class by perhaps excusing them from smaller assignments.
- A teacher responded that this solution would place great demands on teachers who would then need to accommodate all students involved in after-school activities of every kind. She believes that students make choices and need be aware of responsibilities that come with these choices.
- A parent asked if it might be possible to schedule more academically heavy classes in the morning. Trudy responded by saying that building the master schedule will be a topic for discussion at the next meeting.

Follow-up from meeting on 2/13: Trudy and Minh

Questions that remain

- Who makes the schedules? Will they implement a suggested delayed start time?
- Do students have a choice of start times?
- Are there any classes offered during lunch (with eating in the room) that students could take in lieu of a first period class?
- Teachers encourage students to see them and get things done during "Brunch" and "Lunch" times. What can be done so this time can be used for food, drink and a much needed midday break?
- Do the teachers see a noticeable difference in the first period students' engagement/performance vs the students in other periods for the same subject being taught by the same teacher? Does the first period class score lower than other periods for the same subject? (when the start time is 7.35 am)
- What can be done about the amount of homework given by the different teachers (each one gives some or more and it adds up, daily and weekly).The after school hour workload has a lot to do with the school-activities-sleep balance we keep reading and talking about. The students cannot balance it out with only 24 hours in a day....

Follow-up on food service information

- Brunch and lunch: document with a review of food service practices and requirements is in process

Re questions above:

- Trudy explained that Lori Riehl and Ben Clausnitzer (former Scheduling Assistant Principals) will present on how the master schedule is built next week. Each site has a scheduling assistant principal who builds the master schedule in concert with the principal and district leadership. If a change in start time was agreed to within the district these individuals would be responsible for implementation.
- Students have the opportunity to select No 1st as a scheduling choice; at HHS 2nd period begins at 7:50 a.m. twice per week. Data on No 1st and No 7th will be provided next week.
- Regarding the question about classes offered during lunch, the collective bargaining agreement requires a brunch and lunch break for teachers, and classified staff. .
- Re. sleepy students, the Student Wellness Survey indicated that 60% of teachers see students are tired in class.

- An administrator said that as a former teacher, he saw a difference in engagement between period 1 and later in the day but does not believe this translated into a difference in grades.
- A parent asked if this would suggest that class time doesn't matter.
- A principal said she believes that students are quieter and may have less energy earlier in the day but they are still learning. Energy levels are lower earlier in the day.
- The FEA President suggested that there is an opposite affect after lunch; energy levels are higher but focus may be lower. The optimal learning time might be somewhere around 10:00 a.m.
- A teacher stated that there is a lot of value in conversations that occur around midday. Students are quieter earlier but by 2nd period have more to say, and as a result there are more enriching conversations..
- A parent stated that in her experience, this is the same for adults.
- Homework - Trudy explained that there work being done at all the sites to address concerns around homework, e.g. the PLC work going on at schools. This is an ongoing effort. The idea of a deeper look at HW could be a consideration of the taskforce..
- A parent stated that she believes that because teams, bands, etc. are representing our schools, these dimensions need to be retained for school pride. As a parent, she believes that teachers need to take into consideration the athletes, band members, etc. and recognize their efforts and achievements. She explained that at the school her child attends there was no recognition or accommodation for their successful band's achievements. To her, it doesn't feel right that kids get penalized for making a choice for athletics or band, etc. There needs to be a partnership between teachers and activities/athletics so kids feel recognized for these activities and how they benefit the school as a whole.
- Polly said she sees schools making efforts to use time management sheets to work with students. Teachers are working hard on the type and duration of HW. Kids make AP choices as well.
 - A parent asked if there should be limits on AP courses. Polly replied that decisions about time management are individual. FUHSD focuses on providing comprehensive high schools.
 - A student said that although the time management sheet indicated a maximum of 168 hours, she planned for 240 and turned it in. She still got the classes she wanted despite turning in a sheet that exceeded the maximum recommended amount. She believes kids will make choices they want regardless of the time this may take.
 - Trudy explained that FUHSD doesn't want to remove choices. The challenge is in providing information to help parents and kids understand the time requirements and how to make good choices.
 - A student said that some teachers require signatures on these time sheets/course scheduling sheet as part of the course selection process. Some teachers talk to students to help do a reality check on how much they want to do with their time.
 - Trudy explained that all schools are using these time sheets in one way or another to help provide information and guidance to students and their parents.
 - A principal explained that she has built this into the school system. The sheet must be signed by a parent. If planned hours are exceeded, this triggers a conversation with school staff such as a guidance counselor.
 - A student said he recently attended a guidance presentation on course selections. There is no longer a requirement for signatures to enter a course.
 - A principal clarified that schools provide open access to courses. The time management sheet is designed to provide information for the parent and student to make informed decisions.
 - A parent believes that healthy and happy kids are the priority.
- Trudy explained that nutritional requirement information was to be shared at the last meeting, however time did not allow for this. This information will be posted to the shared folder later this week.
- A parent wanted to know what it would take to hold 2 lunches at each site.
 - A principal provided her personal experience from James Logan HS about a 2 lunch school.

There were issues with attendance and other complications caused by 2 lunches. She believes the current system is working well. CHS is able to serve meals to all their students in about 20 minutes and still have 20 - 25 minutes remaining in the lunch period for students to eat lunch.

- Polly explained that a double lunch involves complex issues such as the schedule, staff negotiation, etc.
- The parent clarified the purpose behind having 2 lunches; if lunch was shortened, the day could be shortened, but schools would need to have 2 lunches to make sure all students were fed.
- A parent stated that she did not want a shortened lunch period as she believes that kids needed the break.

Review survey data

Questions and answers; what did taskforce members take away from their review of the survey

- *It's important to understand what statistical significance is; otherwise it's easy to get lost in data that isn't meaningful.*

Is there a need for additional surveying...with students?

Planning for March 2: Community Forum on Student Wellness

- Share the conclusions from the Taskforce
 - What are the key takeaways for the community forum?
- Nominations for presenters
 - AAP
 - Conclusions from the survey
 - Summary of current meetings: 2/6, 2/13, 2/27

- Trudy introduced a teacher member to the group who had not been able to attend previous Taskforce meetings:
 - Teacher at MVHS (science and AVID). MVHS alum. Wants to see the school grow. Wants to see all kids are happy and healthy - Bio teacher perspective. Wants to help the group, in whatever way he can contribute.
- Trudy reviewed student wellness survey main findings and results:
 - She mentioned the executive summary produced by Hanover Research and their comments and feedback on the survey administration
 - 15% response rate is statistically significant. However, Hanover cautions that a respondent "connection" to the survey often prompts people to respond, i.e. if people think there are problems, then they'll participate. Trudy explained that this survey is part of multiple measures that will be used to review the Taskforce issues. The survey is only one piece of data that will be used as we move forward.
 - Trudy reviewed the main summary points (see document in shared folder)
 - Wellness
 - Student emotional wellbeing
 - Student perceptions of care and support
 - School-life balance and stress
 - Student engagement
 - HW
 - School related stress
 - Sleep deprivation
 - Lack of sleep due to school related stress and workload
 - There was discussion about the ability to cope with challenges - emotional well-being, with Polly and a principal expressing some concern about how this was phrased and the validity of

the response. Removed as a point of information.

- Trudy explained that the Taskforce initially focused their work on the defined problem in talking about pressures on kids in schools.
- Trudy asked the group what they thought needed to be emphasized at the upcoming community forum on 3/2:
 - A student stated that students know they have to do well if they want to get into a good college.
 - A parent stated that more sleep helps but is not a guarantee of happiness.
 - A parent said she found it was interesting that teachers were asked about late start and disruption to their own routine. She said she was not sure why teacher opinion on this matter was important. She felt this might be because teachers needed to be consulted about a possible schedule change and this would need to be approved by the teachers association. She said she wondered if the survey developers were thinking about kids or teachers. Trudy explained that the questions were aligned between the 3 stakeholder groups to see all viewpoints of the areas surveyed. The survey company guided this process.
 - A parent explained that at the time the survey was administered, she did not know the complexities of school schedules etc. She believes that she would answer differently today because parents didn't have enough info, e.g., instructional minute requirements, lighting restrictions, etc. Trudy stated that it would be important to mention this information at the forums. She asked if there was anything else the Taskforce thought should be mentioned at the forums.
 - Polly said there is a need to mention the issue of the Taskforce's desire to obtain information and input from all stakeholders and understand the differences in perceptions, especially as it related to the previous parent's concern about why teachers were asked to give input to the later start question.
 - A parent stated that the taskforce needs to talk about the significance of time management sheets and course scheduling. Parents may not realize the significance of these time management tools and how seriously they need to be taken. She believes this tool is underutilized by parents.
 - A parent said that parents don't understand the AAP sleep research related to teen sleep patterns etc. It is important to point this out.
 - A parent noted that in the survey results all 3 stakeholder groups supported a later start. It is important to point this out. It is also important to point out it's not that kids are choosing to get 6 hours of sleep; this is due to how things are set up.
 - A parent said it will be important to share information on the option of no 1st period. She wondered if kids and parents know that they can create their own late start by choosing no 1st period. It will be important to share the data and the option for this. Another parent agreed that this would be important.
 - A parent stated that allowing children to choose no 1st period does not solve the problem.
 - A parent asked what the structure for the forums would be.
 - Minh said we are planning 2 hours total; 45 min Q and A, therefore 45 min for presentation, with the remaining time for introductions and summary.
 - Minh asked if some parents and student would like to present. He felt this would be a good idea. The presenters could share who they are, why they want to participate in the taskforce, why this effort is important etc.
 - A parent asked how many are expected to attend. While there is no RSVP Trudy said that we are using the cafeteria at HHS so we should have room for a large number.
 - A principal asked if we are providing attendees with input, keeping them

updated or seeking input. She asked how we might focus the meeting. In doing this, it would be important to provide research information.

- Minh shared that it will be important for the taskforce to share that we are looking at 3 components but the current focus is on sleep deprivation.
 - Polly asked what would be the difference between the 2 meetings. Minh said purpose of the first meeting would be to create parent awareness/generate engagement/inform and then seek input (45 min for each component).
 - Minh said then 2nd meeting would be an opportunity for the Taskforce to test out some ideas and proposals and get people to engage with these.
 - A parent stated that it would be important to have clear goals. She asked what we can do in the time that we have. It will be important to establish a framework.
- Minh asked who on the Taskforce might be available to present on March 2nd. Several of the Taskforce indicated that they are available. A parent asked what question we are trying to answer at the forum. She said it's not clear to her yet. Trudy explained that the topics listed so far (for the forums) are connected to the sleep focus. She reinforced the significance of the defined problem and the focus on sleep. She said that the forums could review this work so far and then focus in on later start as a possible solution.
 - A parent volunteered to share the student wellness survey review information.
 - Two parents volunteered to share the AAP teen sleep research information.
 - A student volunteered to present on what the work means to him, his experiences and how he managed his work and activities as a student.
 - Minh mentioned that another parent had volunteered to speak on any topic so perhaps he could provide a summary of information from the Taskforce's work to date.
 - A parent said that she believes we need to focus on one solution to the problem. Minh said that the forums will address this. Forum 1 = engagement and information get input. Forum 2 = share out possible solutions. He explained that he believes that sharing defined solutions at the first forum will cause concern, as some people might think that a decision is already made.
 - A parent asked if presentations and information can be posted so those unable to attend can be informed. Trudy responded that various information will be posted to inform stakeholders who are not able to attend the forums. Information will also be shared with the mailing list of people who wanted to be on the Taskforce but were not invited to join.
 - Minh asked the taskforce to please network amongst friends, neighbors, etc. He said that it will be important to strike a balance between informing people and being alarmist. He believes that if the Taskforce moves too fast and jumps to conclusion, we might surprise people not in a good way.
 - A student asked who the target audience is. Minh replied all stakeholders, but primarily parents and perhaps their kids. The student doesn't think kids will come due to tests on Friday. Another student agreed.
 - A parent suggested a meeting for kids at the school sites during the day if they won't attend the community forums. Trudy said that this has been discussed with the principals.
 - The FEA President asked when specific solutions will be discussed. Minh said that the March 14 forum could be a time for possible solutions to be discussed with public.
 - Minh stated that he and Trudy will develop an action plan. Trudy and he will work with the presenters for March 2.

- Teacher representation: Jason Heskett
- Next meeting
 - March 6 PLC 3:30-7 p.m. with dinner provided*
 - Review Community Forum on Student Wellness held on March 2
 - Review student data
 - Review of course selection and master schedule building (Lori and Ben)
 - Discuss information gathered from other districts that have delayed start time and 0 period
 - Planning for March 14: Community forum on Student Wellness

- Trudy recognized the concern about lack of teacher representation but noted that both Taskforce teachers were present for the meeting today. She asked the FEA President to share how he has been sharing information with teachers and sought input from them so they are connected with the Taskforce's work.
- The FEA President explained that when the Taskforce was established, he passed information onto the Rep Council. At that time he asked for teacher volunteers for the Taskforce. He continued to discuss issues and information with the Rep Council. Teachers are aware of the Taskforce's work and are having conversations about the issues at each site. HHS appears to be having more formal conversations. The Taskforce considerations and issues should not come as a surprise to the teachers. There are 524 teachers with approximately 1 rep per 20 members (35 reps).
- A parent asked what the pulse at the sites is. The FEA President replied that in the past many of the sites have discussed different changes in their site schedules, but most recently discussions have been centered on later starts. Most in-depth conversations have taken place at HHS.
- A parent asked what discussions are taking place at HHS. The FEA President replied that there are more in depth discussions taking place there.
- A parent believes that other districts such as Los Gatos/Saratoga and Palo Alto who have gone to later start have made decisions by consensus. She would like to see a consensus decision on a later start made at a Taskforce meeting and not at the sites.
 - The FEA President advised that he is the rep passing on information to the Rep Council who are then communicating this to the teachers. The parent said she would like to see more teacher reps in the room in addition to the FEA President.
 - Polly reminded the taskforce that teachers at each site make decisions about their schedules, so what is being suggested by the parent would be a violation of negotiation agreements and FUHSD-FEA operating procedures and courtesies. In addition, the harmonious relationship that has been cultivated and nurtured over many years could be damaged by violating processes and agreements. This would amount to negotiating outside of negotiations and could cause damage to well-established trusting relationships between FUHSD and FEA. Polly explained that FUHSD does things differently. Other districts have contentious relationships, we don't. Because items related to schedules are in the contract, agreements must be made in a particular way. Although the agreement made to give the teachers the power to determine their own schedule at their sites pre-dates her, she believes that this is something that FUHSD just needs to work with. Positive relationships must be maintained. This trusting collaboration between the associations and the district has been of great benefit to FUHSD students and staff alike over the years. At times of great budget uncertainty and difficulty, this collaborative working relationship has saved jobs and kept budget cuts away from the classroom where they have done the most damage in other districts.
- A parent said that we need more teachers in the room.
 - Polly replied that she is confident that the FEA President is passing on all the information from these meetings to teachers.
 - A parent asked about how the bell schedule is developed at each site.
 - Polly and the FEA President clarified that each site makes their own decision about their

schedule.

- Trudy reminded the group that next week's meeting goes till 7:00 p.m.

Meeting schedule: all meetings are Mondays from 3:30-5:30 p.m.* at the FUHSD office, note location

- March 20 PLC
Review Community Forum on Student Wellness held on March 14
Issues or concerns with delayed start time
Strategies to address above issues or concerns
Drafting recommendations regarding delayed start time
- April 3 Board Room
Continue drafting recommendations regarding delayed start time
Other strategies to address sleep deprivation problem
Issues or concerns related to above strategies
Drafting recommendations regarding other strategies
- April 24 PLC
Solidify the recommendations for FEA
- May 8 Board Room
- May 22 PLC

May 8 and May 22 are reserved for last-minute issues and challenges, to prepare for possible presentations or communications to Board, and if we are finished with sleep, we may move on to the next component of student wellness

Topics to schedule:

- Traffic impact; family transportation, buses, transportation for students with disabilities
- Input from sleep "experts"
- Legal advice