

Wellness Taskforce

April 24, 2017

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

Scope of Work

- Defined problem: students struggle with mental 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 (Trudy and Minh)

Polly provide an overview from the site meetings during the week of 4/17

- Trudy opened the meeting by introducing Polly to share information about the school site visits she made during the previous week.
- Polly shared information about the presentations regarding schedule options and later start time
 - There have been good turnouts at each school
 - The presentations about the schedule options have been well received but with lots of questions
 - There has been some “surprise” from teachers that schedules may actually change
 - Feedback and questions are ongoing from staff at school sites
 - Discussions continue alongside other ideas and proposals being considered as part of negotiations
 - Polly is working to provide data and charts in digestible forms for staff to be able to discuss further
- A teacher noted questions at their site about when the roll-out will take place, what the voting process will look like, what the impact will be on students without a 1st or 7th period, etc. There are lots of questions remaining.
- A principal also confirmed lots of questions were being asked at their site, in particular, discussion about teaching schedules.
- A District administrator added more information about the types of questions teachers have related to the impact on master schedules, etc.
- There was discussion about the types of questions being asked by teachers and staff, issues to do with child care, amount of change at HHS vs other schools, impact on commute time, etc.
- Polly mentioned that staff at HHS are concerned about how their master schedule would be impacted with their (current) no 1st period arrangement, tutorials, possible impact on 9th grade advisory, loss of a tutorial period, concern over length of block periods, etc.
- A principal stated that they had received a number of questions but that those with most questions were fewest in number.
- Polly mentioned that PE teachers/coaches at one site were concerned about the impact of a revised schedule on athletics. In their discussion about the concern the teachers chose to reach out to colleagues in Palo Alto where schedule changes have occurred. The teachers had reported back to Polly that the Palo Alto staff liked the changes.
- A principal explained there were very positive responses so far from their site.
- Minh observed that teachers are going through the process that the taskforce has been through, to learn all they can and think about how to adjust to the possible changes. A similar process has played out and will continue to do so with the community. He asked the taskforce members to think about how best to communicate to their friends and neighbors to support them in this process.
- Polly noted that she has some questions about when the roll-out will be due to concerns she is hearing from sites. Timing will be important. She is hearing that people are feeling rushed.
- A parent mentioned that the Saratoga change was problematic with parents because people had not heard about the proposed change and it felt rushed. At the time, there was a lot of concern about the pace of that change.
- Polly indicated that she is OK with change being a year away if that is what is decided. She noted that:
 - People agree on what we value – more sleep for kids, a real no first period option, more collaboration time, not too late end time, norming practice times for athletics, etc.
 - Other nearby districts have had challenges in changing time due to bussing issues, e.g. big

districts like San Jose Unified.

- A parent mentioned concerns at Saratoga regarding lack of parent involvement in the decision making, etc.
- A parent mentioned that her son had asked when students will get to vote on the schedule. She believes that this group has become the advisory group for the District's schedule and negotiation components. She mentioned:
 - There is concern with the proposed HHS schedule change; 10 minutes later will have little positive impact on HHS kids.
 - The AAP recommendation is no earlier than 8:30. The moves being proposed will be not close to the AAP recommendation.
- Trudy mentioned that the change in schedule could give kids a true no first period at HHS.
- A parent said they were disappointed that the taskforce is not working on the schedules.
- Minh asked how the parent would feel if implementation was pushed out a year. The parent said they preferred the sooner the better. The parent noted that first period may not increase sleep of all students.
- A principal said:
 - The strong preference at FHS (3-1) amongst parents who want no 7th rather than no 1st.
 - The principal wants the school to retain the ability for students to make a choice of no 1st or no 7th

Review of the Student Wellness Survey results: survey results help in resolving impasse as we move forward. They also address concerns previously expressed:

- response rate of Hanover survey was low
- need for a more robust student voice
- need to ensure that a later start is attached to the possibility of later end

Any questions from the review of student survey results

Review of parent survey results; integration of the Los Padres information

- Trudy distributed the updated parent survey including Los Padres parent results from FHS.
- Trudy invited Noe Ochoa, Assistant Principal from FHS, to share information from the recent Los Padres meeting (parents completed the survey last week).
- Noe explained who the Los Padres group is and what function they serve (receive and discuss school information, guidance, etc. all in Spanish)
 - Noe made a presentation to Los Padres in Spanish first, then the parents completed a hard copy of the survey.
 - Most preferred no change to the current start and finish times.
 - Noe mentioned that currently, the later kids start, the more issues they have with traffic and tardies (e.g. later start for collaboration days). Later in the meeting two other principals stated that they see the same challenge for their students on collaboration days.
 - Los Padres parents mentioned that when the parents are not at home in the morning (on late days) it's harder to get kids out of the house on time.
- A staff member stated that many parents feel that the school will do the best for their children that they can. Some feel their voice doesn't matter.
- Noe discussed some of the major points and ideas related to the impact of a late start with the Los Padres parents.
 - There may be issues with lack of flexibility in Latino parent work schedules
- A parent expressed concern about bussing and amount of time to get kids to school if schedules

change. They wondered about more direct routes, specific student transportation.

- Polly said that VTA is not allowed to compete with the “possibility” of school bussing.
- A teacher said they were interested on finding out how many students are affected by transport issues.
- A staff member explained that Los Padres parent numbers differ annually.
- A parent mentioned a Bill at the state level (on the floor) to have schools start at 8:30 or later.
- A parent asked why we would want to change start time now if the Bill passes and requires all schools to start after 8:30.
- A parent said they thought that the Bill would ultimately end up being a compromise due to pushback emerging from various stakeholders.
- Polly said that it is possible that the district could wait a year. A parent asked if there was a cost involved in implementing these proposals. Polly mentioned:
 - There will be some costs to the district, e.g. staffing in the mornings to supervise early arrivers, traffic, etc.
 - There will be some savings too with the introduction of a same start time for all due to the ability to share teachers across schools
- Trudy explained the updated parent survey (with Los Padres results) and displayed the updated tables.

Ideas for Recommendations regarding Sleep Deprivation:

1. delayed start time by 25 minutes for MVHS, LHS, CHS and FHS, and 10 minutes for HHS, so all sites will start at 8:00 am
2. a viable No 1st period option at each site
3. increased collaborations from 1 per week to 2 per week
4. increased tutorials so that all high schools have 3 per week
5. two types of bell schedules: 2 block days per week (for MVHS, LHS, CHS) and 4 block days per week (for FHS and HHS and one or more from the other group if they would prefer 4 block days per week),
6. increased passing period time
7. consistent use of the time management worksheet at all schools, including a reminder to parents to check-in with their student(s) after the semester has started
8. do not shorten or eliminate break/meal times
9. ensure consistent homework practices to optimize learning and wellness, away from “more is better”
10. ensure consistent athletic practices to optimize performance and wellness, away from “more is better”
11. recommend the Santa Clara Valley Athletic League support later school start and end times by scheduling athletic games and meets no earlier than 4 p.m.
12. establish an ad hoc committee that continues to periodically review the schedules and implementation
13. follow-up survey in future to assess the impact of above actions on amount of sleep for students

Discussion

- Minh explained the recommendations and asked if anything was missing. Trudy updated/made changes to the list as the discussion progressed.
- A parent stated that people in the community don’t have an understanding of sleep patterns and circadian rhythms etc.. They suggested a Mercury News article to share this information.
- Minh noted that one recommendation is to establish a communication sub-committee to help

with sharing information.

- Trudy stated that she received feedback from the El Camino Hospital presentations. One recommendation could be ongoing parent education about health and wellbeing issues.
- A parent said that it is important that the Taskforce develops actionable recommendations (e.g. improved use of time management worksheets).
- A parent stated that several schools employ Challenge Success approaches. They could add conflict calendars Re #9.
- A principal stated that their school uses these but it cannot be mandated in classrooms due to teacher autonomy.
- A principal said that at their school they have tried coordination between teachers/across the staff but it's not consistent. It is difficult to make it manageable.
- A parent asked how we can make these strategies work.
- A parent explained that private schools use technology where teachers can coordinate tests and bigger assignments.
- Polly explained how it's difficult to maintain test dates if kids need more time. Staff need to be teachers of kids not teachers of subjects.
- A teacher stated that maintaining certain test days is hard to do on a day-day basis for teachers.
- A site administrator said that this item doesn't seem to fit in with sleep deprivation conversation (#9 doesn't seem to fit).
- Minh noted that some community members have told us that they did not believe a later start would result in kids getting more sleep as long as the homework issue was not addressed.
- A principal said that this is what the kids said was most important; work volume and homework.
- A student said that the conflict calendar was very helpful for both students and teachers.
- A parent asked what the process of determining recommendations will be.
- A teacher said that a concern she was aware of was related to athletes missing the same class frequently. They suggested rotating blocks every 2 weeks so kids would not miss the same class every week.
- A parent said they were concerned about prioritizing athletics over school time. 2 hours practice should be a maximum.
- A parent said that Palo Alto had found that longer passing period had a big positive impact.
- A parent stated that the data showed that athletes with 7 classes get more sleep than those with 6 classes.
- There was discussion about athletics/band/etc. and the impact of these on sleep.
- A parent said they felt all the recommendations are connected even though they may not on the surface be about sleep.
- A site administrator said #10 needs to include activities as well as athletics.
- There was discussion about time involved in activities and athletics and impact on sleep and workload.
- A parent reinforced the positive impact that activities have on kids.
- Minh asked the Taskforce if they wanted to provide input to the decision about the timeframe for the implementation of the change of schedule, Fall 2017-18 or following school year 2018-19.
- A parent said that we need to ensure we bombard people with communication during the summer. In Saratoga, one of the big issues of complaint was that people had made plans for the next year and were impacted by the change in schedules when it was presented so late.
- A parent asked if we have a firm commitment from the athletic league (SCVAL) to change their times.
- Polly mentioned that the schools in the league are moving in that direction but we will always

have an issue with lights in the fall.

- There was discussion about level of rigor of FUHSD high schools compared to college.
- A principal asked if the group is working towards a vote. What will the process be? What will the group be voting on?
- A parent suggested that the development of common schedules for the ability of teachers to move between schools needs to be added to the list of recommendations.
- Trudy explained formation of Communications Sub-committee to develop a presentation to the Board
- Minh asked those who were in favor of approving the entire list of recommendations to raise their hands.
- *** All were in favor of approving the list of recommendations.

Outcome

Ideas for Recommendations regarding Sleep Deprivation:

- delayed start time by 25 minutes for MVHS, LHS, CHS and FHS, and 10 minutes for HHS, so all sites will start at 8:00 am
- a viable No 1st period option at each site
- consistent use of the time management worksheet at all schools, including a reminder to parents to check-in with their student(s) after the semester has started
- follow-up survey in future to assess the impact of above actions on amount of sleep for students
- ongoing education for students and parents on sleep hygiene

Other areas of impact

- increased collaborations from 1 per week to 2 per week
- increased tutorials so that all high schools have 3 per week
- two types of bell schedules: 2 block days per week (for MVHS, LHS, CHS) and 4 block days per week (for FHS and HHS and one or more from the other group if they would prefer 4 block days per week)
- common schedule to allow for teacher sharing across sites and student opportunities for course access across sites such as in Career Technical Education
- consider alternating the block schedule so that athletes do not miss the same class each time they leave early: A week = A B A B 7 period day; B week = B A B A 7 period day
- do not shorten or eliminate break/meal times
- review homework practices and the use of conflict calendars to optimize learning and wellness
- review practice/meeting structure for athletics and other activities to optimize performance and wellness
- recommend that the Santa Clara Valley Athletic League support later school start and end times by scheduling athletic games and meets no earlier than 4 p.m.
- establish an ad hoc committee that continues to periodically review the schedules and implementation

Continued discussion

- A parent asked when the group will vote on the timeframe of implementation.
- Minh said that Polly would get a sense of what the teachers wanted to do through negotiations.
- A parent asked when the teachers will vote on these items through negotiations.
- Polly replied - by end of May.
- A parent said they were concerned that low parent participation in the last survey was problematic and that parents will complain if we move too quickly.
- A parent asked if a mid-year change could work.
- Polly and staff noted that this would be difficult and not preferred for a number of reasons.

- There was more discussion about the implementation timeframe.
- Minh noted that the focus of the May 8 meeting would be to discuss various implementation issues, and to prepare to share with the Board and the public this Taskforce's recommendations.

Wrap Up

- Next meetings
 - May 8 3:30-5:30 p.m. Board Room
 - May 22 3:30-5:30 p.m. PLC

STUDENT WELLNESS SURVEY

PARENT RESULTS

955 Responses as of 4/11/17

1) How many of your children are currently attending a school in the FUHSD?

Answer	Number	Percent
1	791	83
2	158	16.5
3	6	0.6
4	0	0

If you have more than one child attending a school in the FUHSD, please think of the youngest child attending high school as you complete questions 2-9.

2) What school does your child attend?

Answer	Number	Percent
CHS	342	35.8
FHS	100	10
HHS	147	15.3
LHS	137	14.3
MVHS	230	24.0

3) What is their grade level?

Answer	Number	Percent
9	352	36.8
10	308	32
11	192	20
12	104	10.8

4) How many classes are they currently taking?

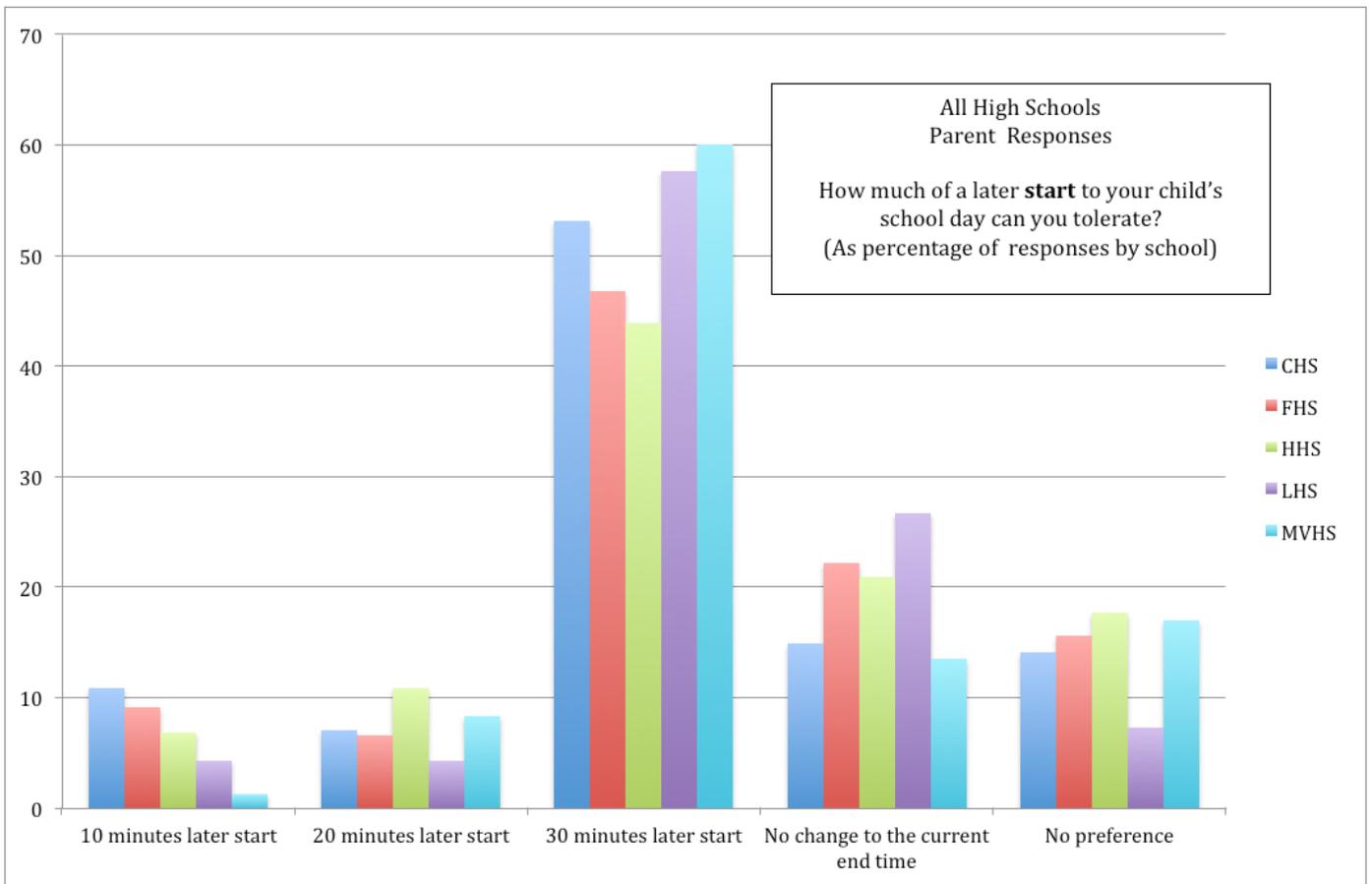
Answer	Number	Percent
4	11	1
5	90	9.4
6	605	63.3
7	249	26
8 (7 classes plus night school, work experience, or another course for credits)	9	.9

5) Do they have a 1st period class?

Answer	Number	Percent
Yes	789	82.6
No	167	17.4

6) How much of later start to your children's school day can you tolerate?

Answer	Number	Percent
No change to the current start time	186	19.4
10 minutes later start time	41	4.2
20 minutes later start time	72	7.5
30 minutes later start time	513	53.7
No preference	144	15

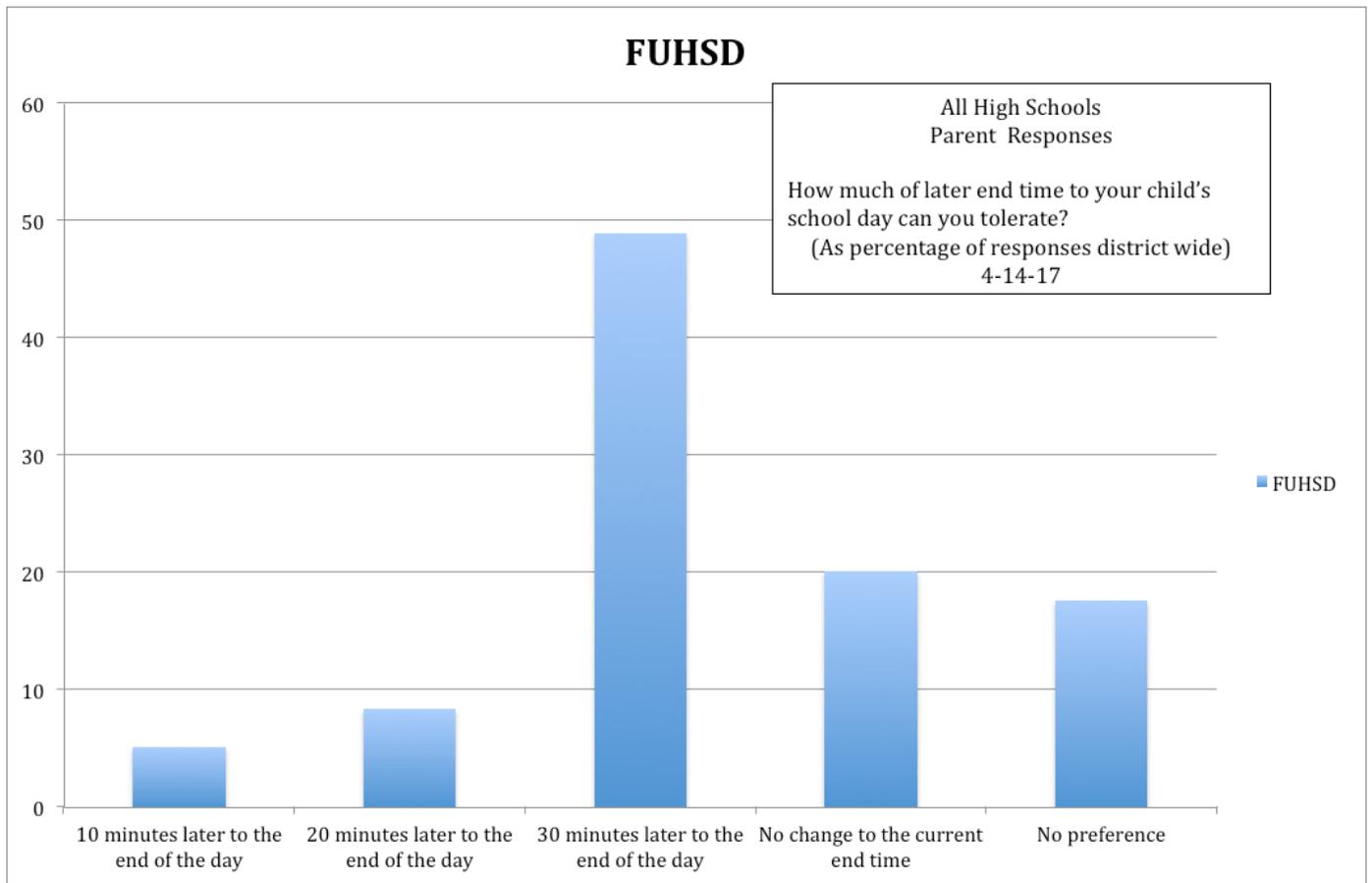


7) Which of the following activities has your child been involved in after-school during the current school year? Check all that apply.

Answer	Number	Percent
Athletics (includes school-related teams, club sports, and other private teams)	487	50.9
Clubs (includes robotics, FBLA, DECA, Speech & Debate, etc.)	376	39.3
Work Responsibilities (includes caring for siblings)	124	12.9
Volunteering (includes on- or off-campus tutoring, ongoing volunteering)	299	31.3
School Activities (Choir, Band, Drama, Dance, Cheer)	245	25.6
Tutoring or classes (community college, night school, or private) taken after the school day	271	28.3
Other	159	16.6

8) Because we cannot reduce class time, if we have a later start time this would mean we would have to end school later. Considering the after school activities for your child what is the maximum delay to the end of their school day that you would like them to have?

Answer	Number	Percent
No change to the current end time	200	20.9
10 minutes later to the end of the day	49	5.1
20 minutes later to the end of the day	78	8.1
30 minutes later to the end of the day	459	48
No preference	170	17.8



9) In your opinion, which of the following ideas may be able to help your child get more sleep on school nights? Please rank the ideas below, with 1 being your FIRST choice.

1. Starting school later, even if it results in a later end time
2. Managing their time better
3. Having fewer assignments due the next day
4. Limiting social media time during homework
5. Having more time during school to finish homework
6. Learning how to wind down to sleep earlier
7. Balancing their course load better during course selection