

# Wellness Taskforce

February 6, 2017

## Meeting Minutes

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

### Welcome and Scope of Work: Trudy and Minh

- 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.

### Discussion

- Trudy shared background to the Wellness Taskforce including the “defined problem,” definition of Wellness, Student Wellness Survey.
- The idea of dealing with each aspect of the defined problem separately was introduced, specifically addressing sleep deprivation first.
- The expanded size of the group was explained.
- Minh Le's role was explained.

### 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?

## Discussion

- Minh explained the 9 meeting schedule.
- The composition of the group and the need for diversity in the group in order to hear all views and construct more robust and sustainable solutions were both explained.
- Introductions:
  - President of the FUHSD Classified School Employees Association (CSEA). Asked to participate for union. Representative of 350 classified members. Wants to be part of crafting a fair and equitable solution.
  - District administrator. Past teacher at HHS, admin at MVHS. Wants to participate for students; for ways kids can be healthy and productive. Wants to help families be able to make best decisions for their kids.
  - Fremont Education Association (FEA) President. Believes that all teachers have wellness in mind. Wants to make sure that teacher voices are heard.
  - HHS student. Wants to provide the student perspective. Wellness is such an important topic for students.
  - Senior student at HHS on Inter-District Council (IDC). Works with students from all schools and understands the issues district-wide. Hopes this work will help reduce student competitiveness.
  - Community member who is also a parent at HHS. Has strong interest in delaying school start times.
  - Parent of a 9th grade student at HHS, son in marching band. She sees his late rehearsals and hopes that her participation can avoid making his (and other students) finish time later.
  - Family Community Liaison at FHS. Helps coordinate Los Padres (Spanish speaking parent group). Not sure on what he hopes the group will achieve. Hopes that these meetings will help clarify his ideas.
  - Assistant Principal (AP) at HHS. Was on the taskforce as Athletic Director (AD) last year to bring an athletic perspective. Administrator this year. Has no particular agenda other than what is best for all.
  - LHS AP. She has her own children in school at various levels. She sees the issues from the perspective of her own children, also oversees athletics at LHS and other areas so understands it's a complex issue. She has no specific agenda and hopes that the group will come to make decisions that will get results.
  - Parent of an HHS student, teacher for 20 years, has taught a variety of ages K-12. As a parent, she does not see balance in student lives. Wants to see balance restored especially in family time. She knows how much time teachers spend in their work. She hopes to learn and provide input to a complex problem. Wants good wellness balance.
  - Retired teacher and parent of a senior at MVHS. She is part of the Challenge Success team. She hopes that she can extend Challenge Success practices further to support overall student wellness.
  - Senior student at LHS. Has been on the Challenge Success team for several years. She wants to be part of a solution to address student wellness issues at the district level. She wants to be the voice of LHS students.
  - MVHS senior student. Has been on the Challenge Success team. Sees the stress that students experience and wants his work with Challenge Success to be part of the solution.
  - FHS parent. Knew of the work of the Wellness Taskforce. Was on the Citizens Advisory Council (CAC) and is on the Math Advisory Council. Understands the issue from a variety of stakeholder positions. Wants to understand different perspectives and contribute to a solution that will satisfy all.
  - Student Advocate (licensed therapist) at MVHS. Has been involved with initiatives to reduce stress including Challenge Day and Challenge Success. His main focus is the socio-emotional intelligence of MVHS students. He wants to see this institutionalized in the education system.

- MVHS principal. Believes that we don't teach subjects, we teach human beings. She is committed to improving student wellness. She believes it takes a village to design what's best for the village so see the work of the Wellness Taskforce as critical to solutions to this complex issue.
- CHS parent. The reason she is so involved in the Wellness Taskforce is that she sees the stress in her own kids and has been involved at various levels with different parents and continues to hear these issues as topics for conversation. She believes that any solution that the taskforce can develop to help reduce stress is good.
- HHS parent. She is a musician and youth minister and has contact with kids of all ages. She understands the problem at school and has firsthand knowledge of the issues. She wants to see the focus of group remain student centered. She understands that money can be a factor in school decisions related to how to deal with these issues. She hopes her input will be meaningful.
- Junior student at FHS. She wants to provide the student point of view and is hoping for positive change.
- Junior at FHS. He was selected by one of the administrators to attend as an FHS rep. His goal is to find a real solution that affects all schools and students in the district. He wants to create an impact for ALL students, i.e. athletes, academics, kids who do other activities, etc.
- Food services manager at HHS. She wants to see how her expertise and knowledge in the area of nutrition can help. She wants to bring ideas to the table that with small changes can create a big impact. She wants to be a good representative for classified staff.
- CHS principal. Had wanted to be on the taskforce last year; joined as soon as membership expanded. Wellness is one of 2 main focus areas at CHS: work collaboratively on academics and work collaboratively on the socio-emotional front. She wants to be involved in providing a structure for kids to be able to learn at high levels and be kids as well. She wants to be able to support families in this way as well. CHS has implemented a number of things to reduce stress; goals that staff and community share. She hopes the taskforce will be able to put the pieces together.
- FHS principal. Sees the issues from both a professional and personal perspective. He has worked at several schools in the district (CHS, MVHS, and FHS) and is a parent of a kindergartner and a third grade student. He knows that FUHSD has worked to maintain itself as a comprehensive district. The question is: how do we do this and maintain student health. He has no real end goal, other than to maintain district school comprehensiveness
- District administrator. Was originally brought onto the taskforce for her master scheduling expertise. She works with a variety of outside agencies now and sees wellness issues from a broader perspective and through a more practical lens.
- FHS parent. Was an engineer for many years. Has a current at FHS and incoming 9th graders for 17-18. She is strongly interested in the idea of a later start. Sleep deprivation concern is her motivating issue. She hopes that the taskforce will be able to develop long and short term action items and not just talk about the topic.
- District administrator coordinating stakeholder engagement. Concerned that schools sometimes make decisions for academic and other reasons without always looking at the emotional impact on students. Hopes the taskforce will be able to identify solutions that maintain high achievement for all but don't compromise the emotional and psychological well-being of our students.
- MVHS parent. She has 2 kids at MVHS. Works as a product developer for a medical device company in Sunnyvale. She has had persisting student wellness concerns. Sleep is important. She comes to the taskforce with an open mind. Wants to learn and help the group make progress. Wants to arrive at well thought out solutions.
- LHS parent with a current senior and sophomore. Sees patterns of stress from her experience with her own children. She has been a volunteer at Challenge Day. She realizes the stress that

exists in schools and wants to help with student wellness. She sees this as a complicated issue; life-work balance for all parents as well as kids. Wants solution to be well intentioned and a good result

- Community member has had students graduate from LHS, and has a current 11th grade student at LHS. She remembers the work of the Wellness Committee at LHS and things that were done to improve student wellness such as the YES program and Challenge Success. She wants to bring and share what she has learned over the years. Sleep and stress are big issues. She wants to know what the taskforce can do thoughtfully to make an impact.

## **Ground Rules: Minh**

- 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

## **Discussion**

- Minh suggested an agreement be made to help taskforce members feel safe to participate in the work of the group without criticisms or attacks from others in the larger community. The activities of the taskforce should be transparent but taskforce members should feel safe in participating. For example, your names will be listed on the web site as members of the taskforce, but your email addresses will not be published.
- Minh asked the group what other expectations they would like.
- There was discussion about the lack of teacher representation on the taskforce. The FEA president explained he has been trying to recruit additional staff. Trudy explained several teachers were absent today.
- Community member stressed the need to have action on the topic.
- Minh explained that the schedule of meetings would deal with late start first (sleep deprivation), then other items that will be decided by the taskforce, one component at a time. However, components are related. There was discussion about these topics.
- There was discussion about the possible outcomes and timeframe.
- Trudy said that the goal is to develop a set of recommendations and make these recommendations to FEA.
- There was more discussion about the interrelatedness of the topics.
- Minh reviewed the roles of the committee, one being to solicit input from others.
- Minh recommended that any issues or disagreements should be addressed with the taskforce, not played out in social media or email groups. This is necessary to avoid spreading conflict and dissatisfaction beyond the taskforce. We need to stay focused on making progress and not be distracted by controversies..
- Minh explained that meetings will take place from 3:30 to 5:30 p.m. However, sometimes meetings will need to go longer, for example, when guest experts are invited to make presentations on various topics. Advanced notice will be given in these cases. Food will be provided on these evenings.

## **Communication: Trudy**

- 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

## **Discussion**

- Trudy asked that taskforce members let her know if they have to leave early or are not able to attend.
- A Google folder will be used to keep documents, taskforce member list, articles, etc.. E.g. Board Memo describing mission and objectives of the committee.

- The taskforce member list will be on FUHSD website: name and stakeholder role, email addresses will not be included.
- A meeting minutes folder will be established. This folder will include minutes from last year. Trudy suggested that new members read past minutes to gain an understanding of the history and background work of the group, focus on the first meeting held January 25, 2016.
- A meeting report will be provided from every meeting including the highlights of discussions and outcomes and agreements. An email will be sent to taskforce members within 24 hours of each meeting informing them that the minutes are available for review in the Google folder. Taskforce members will then have 24 hours to provide feedback on the minutes. These will then be posted on the district website.
- There is a separate group that that will be provided the meeting record as well (people who were interested in joining the taskforce and/or have interest in the work of the taskforce.).
- Wellness emails and inquiries may be sent to Trudy. A document will be provided that compiles emails from all those who contact Trudy.
- There will be 2 open evening forums for stakeholders and community members. It is as yet undecided as to when these will be, probably mid-March and April. The taskforce will be invited to hear and report back to the group. There was more discussion about meeting minutes and the timeframe for providing and reviewing these. Minh explained that there is a strong need for transparency and this process should address this issue. A parent suggested that more time be provided for the turn-around regarding feedback on minutes. Minh explained that 24 hours worked for the CAC, and if this is a struggle, the taskforce could agree to add more time.
- A student asked how the taskforce would seek input from students. Could a google form to gather input on topics be established? Minh agreed that the taskforce could do something like this.
- Trudy mentioned school surveys at some schools that have asked for this input.
- Minh reviewed the meeting schedule explaining that the schedule and topics were tentative and that the intention was to solicit input for the meeting plan from the taskforce.
- There was discussion about the meeting content and sequence. Minh mentioned that it was necessary in the first few meetings for the group to learn about the taskforce and the history of it's' work.
- Minh explained rights that teachers have to determine the bell schedule. The FEA president confirmed this process and clarified that this is a decision made within each site.
- Minh explained that the May timeframe for developing recommendations coincides with union negotiations. Last meeting date = May 22.
- Trudy explained that the big topics for the next meeting are school schedules, instructional minute requirements, brunch times, lunch times, passing periods, tutorial time etc. Trudy will have information in the taskforce folder on these topics prior to the next meeting.
- Based on inquiry about the Student Wellness Survey Trudy explained that the info will be discussed during a meeting, date to be determined..
- Trudy explained that dates will be established to have personnel from schools with late start and various stakeholders (e.g. athletics) present information.
- Recommendations have not been made yet regarding action about late start or other related topics of work by the taskforce. The current taskforce will be used to develop consensus on agreements made.
- Minh explained the “marathon effect”, i.e. the taskforce is made up of group members with different levels of understanding and experience, where some members who have been involved longer may experience impatience. It is important to spend time over the first few meetings to get everyone up to speed then proceed just as quickly as possible.
- A parent stated she believes not many people know about the taskforce work on wellness. She wants the group to learn taskforce history and understanding. She believes it is important that the taskforce not rush this due to importance and complexity of the problem
- The food service manager explained that there are various things impacting both food services and students from a nutritional perspective.
- Minh reinforced his commitment to help the group proceed as quickly as possible. With a bigger

group there will be more input but it will be important to not leave anyone behind. He suggested taking time to get everyone up to speed. He said it will be necessary to assign homework to make this happen, but there will still be a need to have a few meetings to discuss certain past taskforce activities and information together so all members are at same point and caught up. He reinforced the need of the group to give input to flesh out the schedule of meetings and topics. He is in favor of moving as fast as possible, but believes the group must move forward together.

### **Needs and interests of the task force: Trudy and Minh**

- What resources or data sets are needed for further understanding and review?
- What additional topics need to be considered?

### **Discussion**

- Trudy asked what taskforce members needed in order to get up to speed and understand the various topics (e.g. resources, other info, data on various topics, etc....)
- A community member suggested we review action items at end of each meeting
- A parent stated that he would like student wellness survey information.
- A student said social media might be a good means to share information with students. Students won't check the website.
- A parent made comments about sleep issues and concerns.
- A student said we can't control sleep. However, we can control school time.
- The Student Advocate asked for data on late start from other schools. This would be good so we don't reinvent the wheel.
- A student said there is still too much HW. It is not consistent. Teachers say you need 9 hours sleep but they don't help by providing too much HW.
- A student said teachers don't take into consideration many factors in student lives.
- Trudy explained that there is a disconnect in survey results between students and teachers.
- A parent would like info on legal agreements and contracts that could limit implementation,
- A district administrator would like information on how many students opted out of 1st period or 7th period.
- A community member would like information on how many students are involved in after school sports and clubs.
- A parent would like to discuss issues and information related to family transportation, buses, and transport for students with special needs, etc. and how these shape decisions.
- A student believes teachers have different perceptions of HW (e.g. what is busywork, etc..). Some give a lot of HW whereas others don't give any HW. There is a need to address this and minimize busy work. The 30 minute tutorial at HHS is beneficial. Do other schools have this? She believes it would help.
- A student explained that FHS has tutorial. He thinks maybe more elective classes at the beginning of the day could be part of a solution.
- Trudy said that it might be useful to provide a tutorial on how the master schedule is built.
- A principal asked for clarity on parameters i.e. will the taskforce be asked to recommend best practices to give to each school i.e. a schedule to meet certain agreed common requirements with some freedom for individuals schools OR are we working to a single solution, i.e. a single schedule for all schools.
- Trudy said that we need to come back with a clear decision and plan for this.
- The FEA President recommended a time shift for all (i.e. a customizable solution) rather than to have a common schedule. Need to keep in mind the instructional connection with the outlay of the schedule.
- A parent commented that there are currently too few students and teachers on the taskforce. This is not good for decision making. There is a need to develop greater understanding between teachers and

students. It is best to develop a solution that works for both teachers and students, but especially students. What parents want doesn't matter so much.

- A parent agreed that there are not enough teachers on the taskforce when they are a significant part of the issue.
- Polly clarified that the FEA union makes decisions about bell schedules. She clarified that the President is participating in the taskforce in order to represent teachers.
- A parent asked if teachers know that sleep deprivation is an issue.

The FEA President responded that he knows teachers are aware of the significance of this issue.

- A student expressed concern about the lack of teachers on the taskforce as well given the significance of their role in the issue.

## Wrap Up: Trudy

Bringing new members up to speed

- Review the following documents in the shared Google folder:
  - Main folder: BoardMemo\_120815
  - Meeting Minutes folder: Wellness Task Force Agenda & Minutes Jan 25 2016
  - Articles folder:
    - CS\_AnnualReport2014: Challenge Success
    - JLH\_WashingtonPostArticle\_2015: Former Stanford dean explains why helicopter parenting is ruining a generation of children
    - Pelayo\_LosAltosCrier\_2015: Medical expert emphasizes importance of sleep for teens
    - AAP\_SchoolStartTimesForAdolescents\_2014

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

- February 13 PLC
  - Q&A about the information that was shared at the first meeting and document review for being up to speed
  - Review the requirements for instructional minutes; the current bell schedules for our 5 school sites; and tutorial, lunch, brunch, and passing periods
- February 27 Board Room
  - Review student data
  - Discuss information gathered from other schools/districts that have delayed start time and 0 period
- March 6 PLC
- March 20 PLC
  - Begin to draft recommendations
- April 3 Board Room
- April 24 PLC
  - Solidify the recommendations for FEA
- May 8 Board Room
- May 22 PLC

## Discussion

- Trudy advised that the group would meet again next week (Mon 2/13). She explained that taskforce members could contact her or Minh if they had questions or concerns or to ask for any additional data or information that might be useful.
- Trudy reminded the group that new members have an action item; to go into the google folder and read up on topics and taskforce history. Minh is available to run a tutorial on use of the google folder if anyone needs this.
- Trudy advised that there will be time at the beginning of the next meeting to go through the "HW" and

other catch up issues. Then the major topic for the meeting will be bell schedules, instructional minute requirements, etc..

- Trudy said she would provide the timeframe for the dissemination of the Student Wellness survey results and information next week. She explained that there are still things to finish up before the survey results are ready to be presented and posted on the website.