

Wellness Taskforce

May 8, 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 Update from Polly

- Trudy introduced the meeting and reviewed the agenda. She then invited Polly to make comments
- Polly reviewed discussions from her recent site meetings.
 - There have been requests for many different reasons to implement a later start time in the 2018-2019 school year.
 - The plan would be to form a committee of teachers and administrators (specific details to be determined) to develop new bell schedules for the 2018-19 year.
 - A final decision on action would be expected by December 2017.
 - Staff at all sites are in general agreement with the established “values” regarding the components of a later start:
 - 8:00 start for all schools
 - 3 tutorials
 - 2 collaborations
 - no more than 2 bell schedules in the district, one with two block days per week and the other with four block days per week
 - A truly viable No 1st period option for all schools
 - Polly explained systems in schools for set ups in science classes and the possible impact of different schedules particularly on science teachers and students.
 - An instructional assistant will be hired for each school, to help with lab set ups in science classes.
- The FEA President explained that there are differences amongst the sites in regards to their view of the values, but there is general agreement.
- Polly explained what she has heard from the schools:
 - True no 1st period – all on board.
 - Large programs currently offered during period 1 will be looked at to see if flexibility is possible.
 - Some questions still remain. The delay by one year will provide an opportunity to answer these questions and fully explore all options and solutions.
- A parent provided feedback from other parents that they want things to move forward quickly.
- Polly explained that when the teachers vote on the issue as part of negotiations (late May) then district staff will be able to send information to the community about how a later start will be planned for and implemented.
- The FEA President shared that teachers are generally in support of a later start but they have had a lot of history with the current schedules and it’s going to take time and more communication for them to transition their thinking to the new schedule suggestions.
- A parent thanked Polly and the FEA President for moving the issue forward, even if it’s taking longer than first thought.
- A parent asked if teachers are supportive of other values such as changes to

collaboration and tutorials.

- Polly explained that teachers are generally supportive of collaboration increases. Collaboration is used differently at each site. Some want a lot more, some are getting used to how to use it, so there are a variety of responses.
- The FEA President explained that it depends on how far each site is into the collaborative process – e.g. CHS is well into collaboration and PLC work and wants more. He feels that when people believe in it they'll be fine.
- Polly talked about the teacher leadership proposal (a 3 year pilot) and how this is coming to the end of the 3rd year. This approach has utilized course-alike team leaders. A stipend has been paid to those willing to lead teams. This has supported teacher leadership. Team leadership and PLC development plays a role in how sites see value of a 2nd collaboration period.
- Minh asked the FEA President if the negotiations vote ballot would vary from values identified by the taskforce.
- The FEA President said that the main values will not change.

Review 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

- Trudy reviewed the list of recommendations developed by the taskforce and asked for any changes or suggestions.
- A parent stated that transportation is a significant consideration. Students who depend on buses might be affected, i.e. due to traffic they might not get the extra sleep that others who are not bussing will. What can cities do to help?
- Polly explained that VTA has streamlined minimum stop buses. FUHSD currently meets with VTA to accommodate students and start times, e.g. Fremont HS staff meets with VTA as probably more FHS students rely on public transit than other schools.

Preparation for the Board/Community Report/Presentation

- Nominations for Communication Sub-Committee
 - original position on the issue
 - students, parents
 - representation across school sites
- Taskforce Meeting on May 22 from 3:30-5:30 p.m. in the PLC
 - Communication Sub-Committee review of the Board presentation
 - Overview of Taskforce plans for the 2017-18 school year

- Minh suggested that the taskforce talk about how the recommendations will be communicated to the community.
 - There will be a Board meeting open session on June 6th. This will be a good forum to report on the work of the taskforce and share recommendations arrived at and also let all know what the teachers unit has agreed to.
 - This meeting will set the implementation mode into action. As a result, people will be aware of changes necessary for implementation.
 - Minh suggested the formation of a communication sub-committee made up of students, parents, and staff; diverse school representatives with diverse original points of view.
- A parent asked for the requirements of the presentation.
- Minh suggested that the sub-committee put together a 20 minute presentation with time for questions and answers; a total of 30-40 minutes. There could be:
 - 1 sub-committee meeting to develop the presentation,
 - 1 more meeting between now and May 22nd to divide up the presentation and establish roles,
 - A dry run on or about May 22nd.
- Trudy asked what the taskforce thought might be the key pieces of information and activities to share. She explained that it would be important to share what other work is ongoing in addition to the later start work.
- Minh asked for nominations for the Taskforce's Communications Sub-committee.
 - Minh nominated a parent for his data expertise. This parent will be out of town for June 6th but will help prep someone else to share the data.
 - A parent nominated another parent. This parent will be on vacation but is willing to support.
 - A student advocate nominated a student. The student is available and accepted.
- Trudy mentioned that the June 20th Board meeting date would work as well as the June

6th date. June 20 remains a possibility for the presentation if more members of the Communication Sub-Committee are available.

- Minh asked for more nominations.
 - A student nominated another student. The student is available and accepted.
 - A parent nominated another parent. The parent is available and accepted.
 - A parent self-nominated. Accepted by the group.
 - The Taskforce's Communications Sub-committee will be made up of : 2 students and 5 parents with 2 parents physically present (sub committee of 7).
The sub-committee may present to the FUHSD Board on June 6th.
- Minh asked what reactions have come from the community currently.
- A parent responded that they want action as soon as possible. The conversation has been going on for a long time and they want some movement.
- Polly understands that the district will want to provide information and explanations to the community.
- A parent noted that the delay of a later start implementation for 1 year needs a plan of action with specific steps that the community can see including the timeframe of how agreements were made, etc.
- Polly explained a possible notifications plan: the district could send something out at -
 - End of school
 - Reminder in back to school packet
 - Iupdate in December
- A parent felt that the taskforce needs to say what we are doing while we are waiting for the implementation of a later start, i.e. Now we know what is good for kids and we're not doing it despite a long conversation, what are we doing in the meantime.
 - The taskforce needs to work hard to explain why we aren't changing bell schedules for 2017-2018..
 - Transparency and communication are most important.
- A parent believes that the long notice will give families time to adjust. This needs to be included in the communications to parents and will help the community to accept the delay.
- A parent felt that it will be important to make sure parents know of the positive changes going ahead, e.g. athletic league changes, consistent use of conflict calendars, etc. This will ensure that the implementation will be thoughtful rather than hasty.
- A student felt that the delay will provide more time for students to be educated about the issue as well.
- A parent agreed that this will provide time for students to learn about the issue and understand decisions.
- A parent thought that sharing information about the conversations the athletic league is having about changes is a good idea.
- A student suggested that schools could use their PA systems, websites, school loop mail, etc. to provide information in the Spring as well as Fall so students will be aware of the planned changes.
- A parent stated that the most important issues to students are homework and work volume/tests etc., – so it would be good to show how conflict calendars and other things are being used to address the work volume and HW related issues.

Early adjournment of the main taskforce at 4:33 p.m. in order for the Communication Subcommittee to begin to create the board presentation.

Wrap Up

■ May 22 3:30-5:30 p.m. PLC

Review and provide input to the Board presentation which may be on June 6 during open session
Foreshadow the work of the Taskforce for the 2017-18 school year