

Fremont Union High School District

Meeting: Community Wellness Task Force

Date: April 4, 2016

Time: 3:30 pm - 5:30 pm

Topic/Item	Preparation/ Materials/Attachments	Action, Follow-Up and Person Responsible
Welcome and Agenda Review		Trudy explained that during our previous sessions the group discussed the stress students feel around the college planning process and college application season. Trudy invited Marianne Hew as our guest speaker to provide information about college reps and the district college faire.
Information on college fair/college and career center visits - Marianne Hew		<p>Marianne explained that each year the FUHSD college and career fair takes place within our district. The College and Career Center Techs rotate the lead position to oversee the fair. FUHSD works with a consortium to organize the colleges attending the event (large schools, small schools, public and private are all well represented at the fair).</p> <p>Regarding visits to our school sites by college reps - this is also largely done through the consortium. We also have contacts at colleges/universities who are contacted directly by our College and Career Center Techs. Our techs notice trends when students are applying or asking about colleges/universities and can reach out to the colleges/universities directly. Colleges/universities will often offer to pay for a college and career tech to visit their school so they are able to help our students with questions and provide information. The college and career techs meet on a regular basis and will discuss who has the best contact to reach out to particular schools.</p>
Goals		<p>Today's Goals - By the end of this meeting, participants will have:</p> <ul style="list-style-type: none"> • reviewed, discussed, and edited a definition of Student Wellness, • reviewed, discussed, and edited draft goals for a Student Wellness survey • reviewed, discussed, and amended key Student Wellness Survey areas and draft questions <p>Reminder about our end goals - by May 23 Design student wellness surveys for students, staff, and parents.</p> <ul style="list-style-type: none"> • April 4 – Continue work on wellness surveys. • May 2 – Continue and complete wellness surveys. • May 23 – (if necessary) Complete surveys for Fall 2016-17.

		<ul style="list-style-type: none"> • June – Board meeting - Wellness Task Force work update. • Fall 2016-17 – Administer student wellness surveys, analyze data, identify priorities, make recommendations. • Feb 2017 – Board meeting - share Wellness Task Force recommendations (possible policy action e.g. HW, extra-curriculars, start time/schedule, etc.).
<p>Student Wellness definition draft</p> <ul style="list-style-type: none"> • Review, discuss, and edit and Student Wellness Definition Draft 	<ol style="list-style-type: none"> 1. 2016 Student Wellness Survey Draft - received from Hanover today 2. Student Wellness Survey - Key Areas 3. Wellness Definitions 4. Goals for our Wellness Survey 	<p>The team split into 3 groups for the activity and appointed a facilitator, note taker, and presenter to review, discuss and edit a Wellness definition draft. <i>The following draft definitions were explained and discussed:</i></p> <p>Group 1 Wellness is the holistic, conscious, and self-directed action that individuals take to control their personal life trajectories in seeking balance in all aspects of their physical, intellectual, emotional, social, and spiritual wellbeing.</p> <p>Group 2 Wellness is an active process of achieving physical, mental and social wellbeing through proper diet, exercise, stress management, and illness prevention while realizing your fullest potential.</p> <p>Group 3 Wellness is a conscious, self-directed, dynamic process of change and growth towards experiencing a life that is balanced physically, mentally, socially and with skills for resiliency.</p> <p>Feedback: We should consider not including the phrase 'to use your full potential' as there is often a negative connotation on this with students. Wellness is a constant ebb and flow; there is a process and skillset towards achievable wellness. Being resilient whether things are going well or not.</p> <p>John will combine these definitions into one final draft to be reviewed at the May 2 meeting.</p>
<p>Student Wellness Survey goals draft</p> <ul style="list-style-type: none"> • Review, discuss, and edit Student Wellness goals draft 		<p>"Wellness programs are designed to help achieve a state of well-being by providing services focused on the promotion or maintenance of good health rather than the correction or treatment of poor health."(Livestrong.com)</p>

		<p>Draft goals for our wellness survey are to:</p> <ol style="list-style-type: none"> 1. Identify school and life factors that negatively impact student well-being. 2. Use this information to work with students, teachers, and parents to develop strategies and approaches to correct school-life imbalances to provide overall well-being. 3. Include what is positively impacting students, not only the things negatively impacting them. 4. Include information about a collective approach to wellness. 5. Remove word 'negatively' #1, take a more positive approach. 6. Quantify results. 7. Change 'negatively' in #1 to positively. 8. Theme of Survey should include emotional, physical wellbeing. 9. Survey questions should make you pause and think - if the questions are worded positively it will make us think positively as we answer them.
<p>Student Wellness Survey questions draft</p> <ul style="list-style-type: none"> • Review, discuss, edit, and amend key survey areas and draft questions 		<p>Student Wellness Survey -Draft Key areas:</p> <ul style="list-style-type: none"> • Homework • Sleep • Stressors • Extra-curriculum activities • School Culture/Student-Teacher Relationships • Student Engagement • Parent Engagement • Home life <p>Activity – survey questions</p> <ul style="list-style-type: none"> • Key Areas - Have we identified the key survey areas that will match our survey goals? If not – suggestions? • Each group chooses an identified key area and begins reviewing and editing the survey questions. When your group has completed one area, choose another. • Ensure consideration is given to how key areas/questions might need to be adapted for each stakeholder group <p>Feedback</p> <ul style="list-style-type: none"> • May be difficult for parents to answer the question 'the time my student spends on homework is valuable'. • Parents may not know if the student is doing homework or

		<p>also doing other things.</p> <ul style="list-style-type: none"> • Would like to add a question about how often the teacher assigns homework. • Ask students how distracted they are while doing homework and how long they would spend on completing homework if they didn't have any distractions. • Ask students about 'busy' work. • There should be 3 tier questions. • Bullying may be a better fit under school culture. • Under perceptions of wellness would like to add questions about students having time to socialize, have fun etc • Under student section - 'bullying is a problem at my school' this is hard to quantify. Change the questions to relate directly to the individual student; 'have you been bullied at school'. • Questions to parents about extracurricular activities are too broad • Under 'school culture' a lot of the questions didn't really match what the goals of our survey are supposed to be. • Some questions are poorly worded. • All questions are focused on the child but we could ask teachers and parents about their own well being/stress as we know that has an impact on our students. • Ask parents how much non-school time they spend with their child. • In all 3 sections the questions asks 'how much pressure do parents put on the child'.
<p>Closure</p> <ul style="list-style-type: none"> • Review meeting and action • Next steps/dates (5/2, 5/23?) 		<p>Take 2016 Student Wellness Survey Draft home to review. We will not be giving the survey until next school year, hopefully around September 2016.</p>