Phase 3 Research Ongoing

Phase 2
Task Force Kick-Off
Dec. 8

Phase 3
Research
Jan. 9-28

Phase 4
Refinement
April - May

Redwood Task Force

Idea Presented for Board Consideration
May 11, 2017

Jan. – March

Task Force Mtgs.
Review Input & Conduct Research

In-Person Community & Teacher Forums

Online Survey Community & RMS Alums
### Examples of Task Force Work in Progress

#### Draft Ideas for Emerging Vision

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Climate &amp; Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>... exploring best practices that educate parents, students, and other</td>
<td>... exploring ideas about creating a school identity where people can feel connection and belonging through community service,</td>
</tr>
<tr>
<td>stakeholders (staff, community members) to promote student connectedness</td>
<td>character building programs, students-supporting-students programs, student clubs/activities, and community events to create opportunities for as many RMS students as possible to feel safe, cared for, and successful.</td>
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<tr>
<td>and create support systems to help build resiliency, which will</td>
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<tr>
<td>allow all RMS students to thrive socially, emotionally, physically, and</td>
<td></td>
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<tr>
<td>academically.</td>
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<table>
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<tr>
<th>Schedule</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>... exploring different ways of structuring the day to create opportunities for as many RMS students as possible to have reduced stress, sustained learning experiences, and better relationships with adults.</td>
<td>... exploring ways to offer a relevant electives program to create opportunities for as many RMS students as possible to create a smooth transition to high school, and for students to thrive and grow academically and socially.</td>
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### Examples of Community Input from January 2017 Online Surveys & Forums

<table>
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<tr>
<th>Wellness</th>
<th>Climate &amp; Culture</th>
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</thead>
<tbody>
<tr>
<td>• support system at home and at school</td>
<td>• Improve safety during drop-off and pick-up</td>
</tr>
<tr>
<td>• healthy body and mind</td>
<td>• value hard work and critical thinking skills</td>
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<tr>
<td>• academic support</td>
<td>• create a more fun environment</td>
</tr>
<tr>
<td>• equip students with life skills</td>
<td>• campus safety (fence, security, vandalism)</td>
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<tr>
<td>• communication: school &amp; parents</td>
<td>• embrace diversity</td>
</tr>
<tr>
<td>• lessen stress given high expectations</td>
<td>• improve communication</td>
</tr>
<tr>
<td>• building students’ self esteem</td>
<td>• inform community about safety issues/developments</td>
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<tr>
<td>• celebrating differences</td>
<td>• address academic/emotional bullying</td>
</tr>
<tr>
<td>• less homework</td>
<td></td>
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<tr>
<td>• bring students together socially</td>
<td></td>
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<tr>
<td>• teach internet/online safety</td>
<td></td>
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<tr>
<td>• more health education</td>
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<tr>
<td>• consider block schedule</td>
<td>• more options, two electives for 7th</td>
</tr>
<tr>
<td>• 6 period day (more time for each class)</td>
<td>• consider speech and debate</td>
</tr>
<tr>
<td>• two period core</td>
<td>• do not have new electives every year</td>
</tr>
<tr>
<td>• start &amp; end time in sync with other schools</td>
<td>• match teacher interests with electives</td>
</tr>
<tr>
<td>• after-school activities too late in day</td>
<td>• music as an elective (orchestra)</td>
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<tr>
<td>• same dismissal time, eliminate ½ days</td>
<td>• allow students to pursue their passions</td>
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<tr>
<td>• simplify the schedule</td>
<td>• more foreign language options</td>
</tr>
<tr>
<td>• give 7th graders two electives</td>
<td>• social media/online safety course in 6th</td>
</tr>
<tr>
<td></td>
<td>• higher-level electives for advanced kids</td>
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<td></td>
<td>• semester-long electives</td>
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</table>
Examples of Research Ideas Submitted from Task Force, Surveys & Forums

Examples of model programs at other Bay Area schools:

- Crocker, Hillsborough (schedule & community service)
- Campbell Union (community service & staff wellness)
- Local middle schools: Fisher, Miller, Union, Blach
- Other independent and charter schools (Nueva SEL, Lakeside)
- SEARCH class at Miller...

Examples of additional resources suggested for review:

- Challenge Success (.org) - Denise Clark Pope / Stanford
- 20time project, Monterey
- #ICanHelp anti-negativity, Net Safety
- GreaterGood.berkeley.edu, gratitude...

Examples of Input from Jan. 2017 Alumni & Alumni Family Online Survey

Most Impactful / Memorable about RMS:

- Inspirational and motivational teachers
- Exploratory wheel subjects / elective options
- School organized events & field trips
- Art program / Media Arts class / working as art docent
- Music program / musical / marching band
- Lunchtime sports
- 8th grade graduation
- Friendships and meeting new people
- Learning life skills
- Developing a passion for learning
- Inclusive community
Examples of Input from Jan. 2017 Alumni & Alumni Family Online Survey

Opportunities to Improve:
• create more elective options, including STEM
• less focus on math and more focus on life skills
• more student body involvement (leadership)
• orchestra should be a class
• more language options
• prioritize mental health & balance
• minimize academic peer pressure
• more field trips and activities outside of class
• better/healthier food
• more preparation for high school

Examples Phase 1 Parent Input: Community Desires Similar Outcomes

We want our kids to:

**Balance**
- Be less stressed
- Love learning
- Discover their passions
- Have a balanced curriculum not solely focused on academics
- Develop good character
- Have a well-rounded education with a broad set of subjects

**Be happy**
**Be prepared for the future**
**Be confident in themselves**
**Be responsible and mature young adults**

**Rigor**
- Be academically advanced
- Focus the most time on math and science
- Learn advanced math topics
- Learn a challenging curriculum
- Be competitive with peers academically
Examples of Jan. 2017 In-Person Forums Brainstorm on Shared Values

How can SUSD balance desire for excellence & reduce student stress?

- Need diverse models to define success for kids and parents
- Help parents understand letter grades
- Break or free period so students don’t run ragged
- Opportunity for education on good vs. debilitating stress
- Educate parents on homework and research role
- Consider making grades optional, prefer more teacher narrative reports
- Keep math in balance with other subjects
- Respect each other as parents (parents stressed too)
- Reduce screen time for kids
- Support activities to reduce stress (arts, dance, exercise...)
- Consider homework: time, expectations, support, the research
- Offer choice challenge homework packets for those who want
- Teach resiliency, life skills, study skills to deal with stress

Example of Critical Question from Participant: What tools do we need to build resilience, study skills, mindfulness and allow kids to explore and teach them to be respectful?
Next Steps & Action Items

- **March**
  - Potential RTF site visits to model programs
  - Opportunity to consult subject-area experts
  - Task Force continues to develop initial ideas

- **April 20**
  - Emerging ideas presented for Board preview

- **April 24**
  - Online survey for input closes May 5

- **April 24 & 26**
  - Community Forums for input / discussion

- **May 3**
  - Teacher and staff for input / discussion

- **May 11**
  - Revised ideas presented for Board review

- **May 17**
  - Task Force concludes

Community comments may be submitted to the Task Force at anytime by email: RMSTaskForce@saratogausd.org.

Thank You!