



Palo Alto Council of PTAs

A District Council of 17 PTAs

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Palo Alto Council of PTAs

COUNCIL ANNUAL REPORT: 2009-2010

ADDENDUM TO CA STATE PTA EXHIBIT D8: COUNCIL ANNUAL REPORT FORM

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COUNCIL ANNUAL REPORT: 2009-2010

PALO ALTO COUNCIL OF PTAs (PALO ALTO PTAC)

PRESIDENT: Terry Godfrey
HISTORIAN: Nancy Smith

PALO ALTO PTAC MISSION

The Palo Alto Council of PTAs works with the district staff, the Board of Education, community partners and the PTAs at the 17 schools to support the students and families of the Palo Alto Unified School District and to improve the education, health and welfare of all children and youth.

STRATEGIC GOALS: 2009-2010

1. **Advocate For, Promote and Support Student Social/Emotional/Physical Health**
 - a. Advocate for:
 - i. Student emotional health and well being;
 - ii. The understanding of learning differences;
 - iii. Efforts to help each child to maximize his/her potential through individual definitions of success;
 - b. Use PTA programs and channels to:
 - i. Inform parents and community about trends/programs/issues;
 - ii. Sponsor parent education presentations on relevant elementary and secondary topics.
 - iii. Improve internal communications and foster strong working relationships with school board and district staff.
 - iv. Connect PTAs to relevant community service organizations, such as Youth Community Service and Adolescent Counseling Services;
 - c. Encourage program emphasis on emotional health and well being;
 - d. Work with PAUSD to promote stress reduction, good nutrition, fitness, sustainable schools, emergency preparation and school commute safety.

1. **Advocate For, Promote and Support PAUSD Strategic Goal A** ("create an exceptional learning environment that engages, challenges, and supports all students" including recent work on writing, math/science, civic, and arts education):
 - a. Advocate to ensure high academic expectations, curricular and instructional challenge and support for all students;
 - b. Use PTA programs, communication channels, and Executive Board to:
 - i. Inform parents and community about participation opportunities/trends/programs issues/reports/surveys and survey results;
 - ii. Sponsor parent education presentations (Elementary topics different from Secondary;
 - iii. Foster strong working relationships with school board and district staff;
 - iv. Connect PTAs to relevant extracurricular resources and programs;
 - v. Participate, early and ongoing, in district discussions on instructional materials, standards, vision and



philosophy;

vi. Gather input from PTA members to help inform actions.

3. Maintain and Enhance a Strong, Effective Palo Alto PTA

- a. Promote benefits of PTA programs and encourage volunteering;
- b. Foster inclusiveness and diversity in our membership and add active and passive members;
 - i. Recruit student members and volunteers;
 - ii. Recruit teachers and administrators as members;
 - iii. Recruit community members and past PAUSD parents to join the PTA;
- c. Build leadership through consistent PTA unit training and support;
- d. Facilitate sharing of best practices between schools within and outside the district;
- e. Meet our statutory obligations;
- f. Work with Partners in Education to enhance the relationship and leverage both organizations to benefit our community.

4. Advocate for All Children Using PTA Local, State and National Advocacy Networks

- a. Continue to strengthen and broaden our communication network to keep our community informed and to keep PAUSD informed of parent views and concerns;
- b. Evaluate local, state and national legislative issues and determine which ones should be pursued and brought to the attention of our Council;
- c. Stay current on state and national education policy and law, and participate where appropriate;
- d. Increase the role of advocacy within the Council and units.

(See **Addendum B** for additional details and progress on **Annual Goals** relating to our **Strategic Goals**)

FINANCIAL OVERVIEW 2009-2010

Each year, the 17 units in the Palo Alto Council raise thousands of dollars to support programs for their school communities. Sums vary depending on school size, membership and other factors. Sources of funds include: direct appeals (the major source of funds at the middle and high schools), auctions, book fairs, gift wrap and other product sales, kids' art cards, eScrip, festivals and carnivals, pancake breakfasts and spaghetti dinners, running events, t-shirt sales and more.

The funds are spent over a wide variety of uses, including: technology, teacher grants and student scholarships, principal discretionary funds, counseling services and social norming survey support, parent education and student assemblies, hospitality/community building/staff and teacher appreciation, site beautification, homework clubs and after-school enrichment activities, scholarships for students and teachers for field trips, science programs and foreign language trips, library books, math workbooks, core literature books, grammar workbooks and teacher resource material, promotion and graduation parties, science fair support, classroom funds for teachers, children's theatre, art supplies, noon exercise programs and recess equipment, college fairs, playground structures, meals and free clothing assistance to needy families, leadership training for students....and more.

KEY ACCOMPLISHMENTS (BY OFFICER/COMMITTEE)

ADVOCACY

(LAUREN JANOV)

Advocacy efforts this year related to the following goals:

AG 2-3. Understand the nuances of educating students performing above grade level, raise awareness in the community, and help PAUSD work on solutions.

AG 2-5. Communicate key information about the district and the Board of Education to parents, including topics such as budgets, funding, board agenda and action items. Details of how parents can get involved and when and where discussions would take place were included.

AG 4-2. Understand PAUSD's budget priorities, inform PTA members about them and encourage parent and community members to make PAUSD and the BoE aware of their opinions and priorities.

Advocacy efforts were many and varied, including the following:

- Race to the Top Legislation - Open Enrollment: track, analyze, summarize, make calls to legislators
- PTAC Budget Survey: draft survey, distribute, summarize results for school community
- School Board Town Hall Meeting, Live and Online – plan and attend
- Race to the Top - Common Core Standards: analysis and discussions with State PTA
- PAUSD Budget: track and summarize
- EdSource Conference: attend and write summary for PTAC
- State budget cuts directed at basic aid school districts: track and inform PTAC membership

PRESIDENT

(TERRY GODFREY)

In addition to presiding over the Palo Alto PTA Council, running the Council and President meetings and participating in a multitude of district, staff and community meetings and events relevant to the PTAC mission and goals, Terry Godfrey participated on the Executive team involved with Project Safety Net, along with several other PTAC members. Her role on the Exec. Team included helping to raise money for Track Watch, developing communications, and contributing to the action planning, in line with annual goal AG 1-1: Support the city-wide "Youth and Teen Health and Welfare" team. Contribute to the three strategies PTA can affect (Parent Education, Reduction of Lethal Means and Reduction of Harassment/Social Cruelty) and build or contribute to a webpage to facilitate the team's work.

EXECUTIVE VP

(ANNA THAYER)

As an adjunct to her Exec. VP duties, Anna Thayer co-chaired the district's Parcel Tax campaign and acted as a coordinator, motivator and conduit of information for all Council members regarding campaign process, volunteer needs and ongoing progress. This extensive work was relevant to our strategic goal SG 4: Advocate for all children by using PTA local, state and national advocacy networks; and, specifically, annual goal AG 4-1: Support the parcel tax campaign with funds and volunteers for outreach and education.

Worked with a team to organize and host the annual Honorary Service Awards luncheon.

PARENT EDUCATION

(MANDY LOWELL AND SUNNY DYKWEL)

2009-2010 Goals:

- Advocate For, Promote and Support Student Social/Emotional Health
- Develop, organize and publicize district-wide Parent Ed events
- Support, as needed, local unit Parent Ed coordinators (ideas, publicity, planning)
- Facilitate relationships with PAUSD and unit PTAs to team up for Parent Ed events
- Facilitate collaborations between public and private agencies to strengthen efforts

2009-2010 DISTRICT-WIDE EVENTS

The Palo Alto PTA Council hosted or co-sponsored the following programs, working with all Palo Alto schools and PAUSD staff:

Thursday, Sept. 24: Rachel Simmons, author of "The Curse of the Good Girl"

The Palo Alto public school PTAs, in conjunction with the Los Altos and Mountain View PTAs are pleased to present best-selling author and expert on girls' development Rachel Simmons, as she kicks off her national book tour for "The Curse of the Good Girl: Raising Authentic Girls with Courage and Confidence." Parents and daughters (grades 5 and up), teachers, administrators and medical

professionals are invited to hear this highly acclaimed expert speak, providing practical strategies to empower girls and their parents to be confident, courageous, authentic and self-aware.

October 26: Town Hall--Live & Online: "Everything You Wanted to Know You Now Can Ask Our School Board Members"

Join us as PTA Council President and moderator Terry Godfrey asks School Board members Barb Mitchell and Dana Tom audience questions about education matters that matter before election day.

December 1: Youth Mental Health: "A Time for Answers, Healing & Hope"

Marleen Wong, professor at the University of Southern California and former director of Crisis Counseling & Intervention Services for the Los Angeles Unified School District will present potentially life-saving information. Topics will include Youth Anxiety and Depression; Suicide Prevention; Effective Community Interventions; and Crisis Support for Students & Families.

December 8: "Building Blocks to Student Success"

The Parent Network for Students of Color and Hispanic Community (PNSCHC), with PTA Council and PAUSD, invite you to join other Palo Alto Unified School District parents to share what is or isn't working for your child. Use this informal session to learn great strategies for raising highly successful children. Childcare and light dinner will be provided. You are welcome to bring a dish to share if you like. Spanish translation available.

March 25: Dr. Ken Ginsburg: Building Resilience in Children and Teens

Ken Ginsburg, a nationally renowned pediatrician and acclaimed speaker and author, will discuss how to raise resilient children who can deal with stress in an increasingly complex world. Learn how to: Support children and teens to develop positive coping strategies; recognize the red flags that may indicate when a youth is at risk; and help youth develop the seven C's (competence, confidence, connection, character, contribution, coping and control).

March 31: Growing Up Asian in Palo Alto

Among the topics we will explore are:

- *Who are our Asian students and their families?*
- *What experiences and values do they bring to our schools?*
- *What successes and challenges do the children face?*
- *What do the parents dream for their children?*
- *What do the children dream for themselves?*

Engage with a panel of PAUSD parents, students and alumni as they share their perspectives, and hear their diverse, illuminating stories!

May 6: Po Bronson, Author of "NurtureShock" speaks about sleep, teaching about race, praising your child and more.

The book's central premise is that many of our society's strategies for nurturing children are backfiring because key twists in the science have been overlooked. Mr. Bronson distills the research about child rearing into useful practices and dispels many of the myths of parenting.

PARENT/STUDENT EDUCATION WEB PAGES

(ERWIN MORTON)

Website: This year's efforts were aimed at maintaining and continuing to develop the 'Info Pages' on the PTAC website, which include Education, Sports Opportunities for all students, and Community Service opportunities for high school students. These pages are intended as a *regional* resource for students and families. This project is ongoing, as it is in large part calendar information, detailing upcoming events and opportunities for parents and for students.

HEALTH & SAFETY

(KATIE SHADE AND MICAELA PRESTI)

The Health and Safety VPs surveyed each elementary school on lice screening process, sharing best practices and district policy with all schools. This resulted in the implementation of a more consistent process for screening that meets district policy.

Led by Katie Shade, the Health and Safety team chaired and participated on the PTAC Subcommittee on teen sleep, working long hours to compile a detailed summary report that was distributed to PAUSD board members. (see **Addendum A**)

In addition, Micaela Presti led a year-long study and analysis of Character Education programs in use or under consideration at each unit, as well as Academic and Physical Fitness enrichment programs in place at each of our 17 PAUSD schools. (see **Addendum C**)

Other activities included attending district Health Council meetings and meeting with PTA Presidents to identify health and nutrition representatives at the elementary school sites.

ARTS/REFLECTIONS

(ROXANE MEHTA)

For the academic year 2009-2010, Palo Alto PTAC Arts sponsored three programs: the Reflections Arts Contest, the Artspeak! Lecture Series, and the You Made It Jamboree.

Reflections: Ten schools participated in the Reflections Arts Contest, in line with our participation from previous years. Each participating school selected a Reflections chair, who communicated and worked with the Arts chair at PTA Council. There were a total of 314 entries from the units and of those, 164 were submitted to Council. Subsequently, 64 selected entries were sent on to Sixth District, from which 4 were chosen to represent the District at State level. The units who participated were Gunn, Paly, Terman, Barron Park, Duveneck, Fairmeadow, Walter Hays, Hoover, Nixon and Ohlone. The contest theme was 'Beauty Is...', and the categories included Visual Arts with 216 entries, Photography with 39 entries, Literature with 47 entries, Dance Choreography with 3 entries, Film Production with 2 entries, and Musical Composition with 7 entries. An awards reception was held on March 18th at the District office to celebrate the winners at all levels, and certificates were awarded to everyone. Visual Arts and Photography entries were exhibited, and some of the students read their literature entries, while recordings of a dance performance and a few music and film entries were played for the audience.

Artspeak! is a lecture series developed with High School students primarily in mind. The aim is to highlight and raise awareness of the value of a visual Arts education through a series of public presentations given by practicing arts professionals and is open to the community as well. Speakers invited in the fall were Dennis Hwang, Google International webmaster; a panel of Program Directors of the Palo Alto Art Center; and the Design School of Stanford, who provided a workshop for participants. During the winter semester, we hosted a celebration of the Art Programs at PAUSD; a graphic facilitation workshop with Ann Badillo; and a guest from the Maker Faire, Doug Dougherty, an event that also included a dinner to which several past speakers were invited. Last but not least, Artspeak! invited a panel of Secondary School art teachers to speak about their roles as teachers and as artists. The Office of the District Arts coordinator has been extremely supportive of us. <http://artspeak.paloaltopta.org/>

You Made It Jamboree! is a student maker fair, modeled on and inspired by the Maker Faire in San Mateo. This was held on May 15th at the Palo Art Center, in conjunction with the PAUSD Youth Art Show. This fair featured 54 creative works of Palo Alto students, some of which were collaborative efforts. On display were creations from many areas of expertise, ranging from engineering, carpentry and welding to fine arts and jewelry. There were also several booths with hands-on projects for visitors and students to participate in. In addition, a Tesla roadster and a Stanford Solar car were on display, as well as other booth offerings from Kidizens, FabMo and the Palo Alto Art Center Foundation. In addition to the PTAC funds, a grant was awarded for \$2000 by the Palo Alto weekly Holiday Fund to help pay for the expenses that were incurred. The Art Center hosted the event at no cost to us. Many volunteer hours went into this effort, and on the day of the event, many high school students and adults in the community were recruited to help man the booths. The event was free and open to all. <http://www.youmadeitjamboree.com/>

COMMUNITY KIOSK

(KAREN KARPEN)

Published the Community Kiosk, a twice-monthly, 2-page summary of community events of interest to elementary school families in the elementary newsletters, and posted on the PTA Council Web site. Sent advance copy to elementary newsletter editors to avoid duplication of items.

SCHOOL MATTERS

(PREEVA TRAMIEL)

Wrote and submitted close to forty articles for the School Matters column in the Bay Daily (formerly the Palo Alto Weekly). Directed readers to vital PTA Council sponsored programs and to the PTA Council website. Increased attendance at PTA Council sponsored programs and thus parent involvement in the school district. Promoted student welfare programs.

Covered activities such as bike safety training and fundraising, and organizations such as PiE, YCS and ACS. Focused on parent education programs.

Highlighted the Staff Appreciation Luncheon, explaining the role of the district staff and traveling teachers to the education of the children.

SCHOOL BOARD OBSERVER

(SARAH WOODHAM-JOHNSSON)

As co-school board observer, attended Board of Education meetings and wrote up detailed summaries that were distributed to PTA Council and Presidents and forwarded to general membership. To this end, accomplished annual goal AG 2-5: Communicate the key information about the district and BoE to parents, including topics such as budgets, funding, board agenda and action items. Details of how parents can get involved, and when and where, will also be included.

PARLIAMENTARIAN

(LOUISE VALENTE)

This year's main goal was to help facilitate the move toward electronic bylaws for all PAUSD schools. In order for this to occur, it was necessary to revise the PTAC by laws, which was done and which are now awaiting approval. We should have electronic bylaws next school year, as indicated by 6th district PTA.

Another goal this year was to keep all 17 schools as current as possible with their bylaws and to support them to the fullest extent possible. To this end, bylaws submitted in prior years were returned to PTAs; thus far, three additional school bylaws were submitted and two schools are currently under review, with a possible third one on the way.

In addition, assistance was provided for various schools with the nominating committee process over the past three months.

MEMBERSHIP

(EDITA DONNELLY)

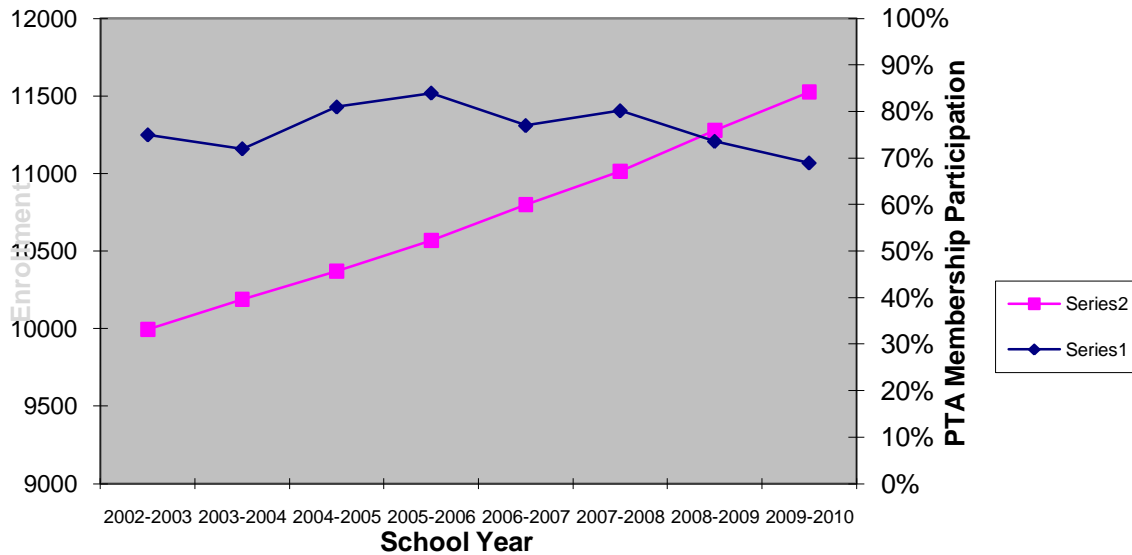
This year's goals were to facilitate continued PTA memberships; to create easier methods for all to join the PTA; to encourage membership and to keep the membership data up-to-date.

However, district wide membership participation this year was at an all time low of 72%. The membership participation is the ratio of PTA members to the student population. There are 11,525 students in the district and 8,253 members. The possible reason for this is that Palo Alto High School also had a record low in membership participation at 58%. Historically, they were above 80%--a difference of approximately 300 members. With a significant percentage of the students at Palo Alto High School, their numbers strongly reflect that of the district. Palo Alto High School has 1,832 students, or about 16 percent of the district student population.

On another note, Gunn was close to their all time high at 62% membership participation. Their all time high was in 2002-2003 at 63%.

Ohlone was also at an all time high of 91%. Membership at this school has rarely gone over 80%. In speculation, this may be due to the interest in the new Mandarin immersion program or a change in school leadership.

**District Total: Enrollment vs. Participation
2002-2010**



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Enrollment Total	9995	10190	10370	10567	10799	11016	1127	1152
Participation Total	75%	72%	81%	84%	77%	80%	74%	72%

TRAFFIC SAFETY

(PENNY ELLSON)

PTAC Traffic Safety Committee Goal: To sustain our Safe Routes to School Partnership with PAUSD, City of Palo Alto, PABAC and other community groups to reduce risk to students en route to and from school and to encourage more families to use alternatives to solo driving more often.

Provide Safe Routes to School programs: comprehensive approach that addresses the **4 E's**:

- **E**ducation teach traffic safety skills and the benefits of using alternative modes
- **E**ncouragement
- **E**nforcement collaborate with PAPD
- **E**ngineering safer routes for juvenile bicyclists and pedestrians

2009-2010 Accomplishments:

- Recruited and trained 29 Traffic Safety Reps (TSRs) at 17 of 17 PAUSD school sites.
- Recruited new web master to update and maintain Palo Alto PTA Safe Routes to School website.

- Worked with City of Palo Alto and League of American Bicyclists to coordinate TS101 class and LCI Seminar, to certify new bike safety instructors
- Collaborated with city and PAUSD staff on survey of school routes for signing, striping, sight lines and maintenance requests
- Assisted Police Chief in getting letters with traffic safety information to all schools
- Collaborated with City of Palo Alto Transportation and PAUSD Staff on implementation of traffic safety education:
 - 3rd Grade Bike Programs (3 lessons, all 12 elementary schools)
 - 6th Grade Bike Ed. Programs (Six assemblies)
 - “Bringing Up Bicyclists” Parent Ed. (this year at four schools with child care and Spanish translation)
 - Middle School Bike Skills (after school program for children age 10-14)
 (Additionally, the CPA organized “Safe Moves” pedestrian safety education program for grades k-2 at all elementary schools and a fifth grade bike safety education program with support of PAUSD as part of Safe Routes to School education.)
- Organized two district-wide events to encourage more families to use alternative transportation modes for their school commutes through fun community events that also educated about the health, safety and environmental benefits of alternative choices.
 - October: “Walk & Roll”
 - April: Earth Day Event: “Drive Less Challenge”
- Continue to organize the successful “Pedaling for Prizes” program throughout the year at Gunn.
- Successfully applied for grant to add bike parking at Fairmeadow Elementary School to prepare for site expansion.
- Collaborated with PAUSD, CPA, Caltrans, and County of Santa Clara on school route engineering projects, including:
 - North California Avenue SRTS traffic calming project
 - Gunn driveway redesign
 - Arastradero Restriping
 - Oregon Expressway Intersection Improvements
 - Greer Road Safe Routes to School Traffic Calming Study
 - Review transportation plans/routes for summer school
 - Stanford/El Camino Real Intersection Improvement project
 - Town & Country projects (potential impacts on Embarcadero/Paly HS driveway)
 - Facilities Master Planning Transportation Elements, including CEQA comments
 - Crosswalk improvements at Palo Verde Elementary School
 - School route connectors through future Mitchell Park Library facility
- Political advocacy for Crossing Guard and PAPD Traffic Team funding
- Wrote comments on proposed High Speed Rail potential impacts on PAUSD school commute routes: commented on Program level EIR and currently preparing comments on Project Level EIR.
- Worked with PAPD on spot enforcement issues
- Conducted annual transportation mode survey and bike counts
 - Survey indicates continuing decline in percentage of students coming to school by single family car, bucking the national trend toward driving to school.
 - Bike counts were at a ten-year record high at Gunn and Paly (again).
 - All PAUSD secondary schools show upward trends in bike counts.
- Continued coordination with VTA to fine tune routes and scheduling around Gunn schedule.
- Maintained VTA notification list to keep student body apprised of VTA bus schedule changes.
- Gunn Transit Coordinator is working on a grant application for funding for Eco-passes and new



bike racks for both high schools.

ADDENDUM A

PTAC Student Sleep Subcommittee Initial Report

March 2, 2010
(Revised 5/27/10)

Executive Summary

The Student Sleep Subcommittee asks that the PTAC begin a process in educating the community including the students, parents and staff of the sleep needs of teens for optimal physical and mental health. We believe the outcome would foster knowledge of teen sleep, the consequences of sleep deprivation and lead to appropriate action in the community including a possible later start/stop time in the PAUSD high schools.

Introduction

Studies have shown that teenagers require 9.25 hours of sleep per night for optimal health. On average, however, only 31% of the U.S. teenage population is getting this much sleep. Most physicians agree that mental and physical wellness is directly correlated to optimal sleep. The Palo Alto Unified School District Board of Trustees identified the need to "Raise the level of discussion around and importance of sleep in determining physical/social/emotional health" as an initiative of its strategic plan focus for this year. 1

As a result, the Palo Alto PTAC executive board created a subcommittee to investigate what actions our school community could take with regard to creating an environment for our teenage population to obtain optimal sleep, including a later start/stop time for high school students.

The Student Sleep Subcommittee is comprised of seven PTAC board members and a PTA representative of Gunn and Palo Alto High schools. The goal of the committee is to develop an articulated, well-researched, actionable position that addresses the benefits and challenges related to a later start time for PAUSD high school students. This paper is to summarize our data research, provide sound alternatives for PAUSD and advocate action in addressing the sleep needs of our teen population.

Background: Teen Sleep and Sleep Research

What is the sleep cycle?

When we talk about how sleep is controlled by the brain, we really are talking about two systems. One is the system that fills the tank at night, and the other is the biological clock system. It sets up a sort of cycle of when it's easy to fall asleep and when it's hard to fall asleep. Those times when it's hard to fall asleep we call "forbidden zones" for sleep.

When is the “forbidden zone” for adolescents? What is a “phase-delay”?

Until the age of 10, many children wake up fresh and energetic to start the day. In contrast, the biological clock of pre-teens shifts forward, creating a "forbidden" zone for sleep around 9 or 10 p.m. It is propping them up just as they should be feeling sleepy. Later on, in middle age, the clock appears to shift back, making it hard for parents to stay awake just when their teens are at their most alert. The researchers found that the biological clock opposed the sleep-wakefulness cycle at certain points of the day and at certain ages. It kept people awake when they were very tired. Just before puberty, that internal clock helped teens stay alert at night when they should have been falling asleep. The researchers called this a "phase-delay."

What is melatonin and how is it related to sleep and a “phase-delay”?

Sleepiness is closely tied to the brain's release of a hormone called melatonin. Numerous sleep studies have found that during puberty, the brain naturally begins to release melatonin later than it does during childhood or adulthood. Through a number of studies in the 1990s, sleep expert Mary Carskadon found that when young people reach puberty, they experience a "phase delay" in their circadian timing. It is as if their inner clocks have been set back; their brain begins to release melatonin as late as 11 p.m. But late to bed also means late to rise, and the teenage brain will continue to release melatonin until 8 a.m. or later. 2

How much sleep do high school students need?

According to research conducted by Mary Carskadon, PHD, on average, teens need about 9.25 hours of sleep each night for optimal alertness, some require less, some require more. In 2007, the Youth Risk Behavior Survey of the Centers for Disease Control and Prevention (CDC) reported 31.1% of US students reported 8 or more hours of sleep per night. 2

Until recently it was commonly held that teens are like adults - that they need less and less sleep as they get older, and that sleep loss is tiring but manageable. However, recent research has revealed that the magnitude of the effect of sleep loss on teens is exponentially damaging.

- “There are millions of adolescents that feel despondent, get poor marks, are too tired to join school teams all because there are getting too little sleep.”
- “Teens rarely get as much sleep as the 9 hours recommended - UC researchers say the deprivation may lead to depression.”
- “When you are sleep deprived, you are as impaired as driving with a blood alcohol content of .08%, which is illegal for drivers in many states.”
- Irritable, moody, tired, poor memory, lack of concentration, poor reaction time – these are Lack of Sleep Symptoms.

Do teens have sleep disorders?

There are about 90 different sleep disorders that afflict people. One, Delayed Sleep Phase Syndrome, occurs when the internal body clock shifts to a later time, so that it is difficult to fall asleep until late at night and very hard to wake up early in the morning. Some tips for dealing with Delayed Sleep Phase Syndrome include exposing yourself to bright light in the morning, avoiding caffeine before bedtime, and not watching TV, playing video games or using the computer before bed. However, the average teen is not getting enough sleep even without suffering from this (or any other) sleep disorder.

What is a later start time?

If teens need about 9 1/4 hours of sleep to do their best and naturally go to sleep around 11:00 pm, one way to get more sleep is to start school later. Teens can naturally fall asleep by 11:00 pm or so; therefore simple math dictates the need for a start time of 9:00 am or later.

More than 80 school districts throughout the US have taken action to help teens obtain optimal sleep by delaying the start times of their high schools to align teens' biological sleep needs with the school bell. A neighboring school district (Sequoia Union High School District, hereafter SUHSD) recently approved a district-wide policy to delay the high school start times. The policy: ***"By March 2010 each comprehensive high school will develop a bell schedule that allows all students selecting six or less classes to start school no earlier than 8:30 a.m. Once approved by the superintendent these bell schedules will be implemented in the fall of 2010."*** This important decision followed seven years of education and assessment by the community and staff.

Implications of our Recommendation: Assessing the Benefits and Obstacles to a Later Start/Stop Time

The National Sleep Foundation has outlined the issues with regard to a later start/stop time across the nation.⁴ Each school district serves a unique population with their own set of values around these issues. Although not exhaustive, our sub committee has identified some potential issues for Palo Alto surrounding a later start time. We note that any change with regard to start/stop times will affect the community at large, not just the high schools.

Below is a preliminary list of some of the issues related to moving the start time in Palo Alto. The committee believes that the cost/benefit analysis of any proposition to change start times needs to include an analysis of additional facility costs and/or savings due to a change in schedule, staffing concerns, transportation and safety, family issues, after school activities, and other concerns. In addition, the overall financial impact of a decision to delay start time and add an educational program in PAUSD should be assessed and openly shared with the community.

Facilities Impact

While a deeper analysis of the facilities impact is needed, in general the district can assume some energy savings with later (and thus lighter and warmer) start times. However, conversely, some facilities may lose rental income from programs that rent space in the afternoons if the school is in use later in the day.

Facilities concerns may also arise from facilities being squeezed with less time available after school, particularly if they are shared among different teams (and schools).

Staff Impact

A straw poll of some staff reveals that the staff have a deep concern that many students are not at their best academically during the first period. Given a proposed 8:15 start time at Paly allows for potentially 25 minutes of additional sleep, however, the message from the parents, students, and staff shared that even later would be better. Staff has encouraged these students to keep the first period open or have it used for less intense academic course work in order to optimize the students learning. On the flip side, another straw pole of some staff reveals a dislike for later start times. Staff cites the early dismissal as a way to avoid personal bad commutes and pick up their own children promptly after their children are released from school. It appears common practice that many staff currently leaves the school campus by 3:15pm. Some staff also worry that students are naturally sleep during the 3:00 to 5:00 pm "dead zone" and thus will be more difficult to instruct during the final period of the day, which would fall, with later start times, during this period. It is unclear if the staff is aware of biological effects of teen sleep and bedtime and if this would influence their opinion.

In addition, it is unclear how the availability and reimbursement of staff for coaching, theater and music would be affected by delaying practice due to a later start time.

Transportation and Safety Impacts

Two sets of buses serve PAUSD students at Paly, and four sets serve Gunn. Both schools serve students from East Palo Alto who arrive via public buses. The limited schedule of such buses may cancel any benefit from a later start time. However, SUHSD stated that students who would benefit most from their later state times were the students living in East Palo Alto, if the bus schedules could also be adjusted. If we are looking at achievement gaps, this is a low-cost step we can take which would have the greatest impact on the people who need it the most.

Both schools also have special education buses. At Paly the special education bus is a district resource devoted only to Paly. Therefore, that bus can be flexibly scheduled with little impact. The Gunn special education buses are shared with Briones and Terman. Accommodating a later start time at Gunn would therefore require significant changes in the schedules for all three schools, possibly resulting in the need for another bus.

Two other buses serve Gunn: The VTA bus that picks up children from Midtown on and brings them to Briones, Terman, and Gunn, and the Los Altos Hills buses, that serve the Hills and Stanford, and deliver to Gunn, Terman, and Nixon. The VTA bus in particular poses a challenge for changing the Gunn start time because there is not enough time for it to make an early round of drop-offs at the elementary and middle schools, and then return again to pick up a round of high school students unless Gunn starts quite late (nor is it clear that they would pay to make two such rounds anyway). The LAH buses have similar coordination challenges.

Traffic is another major challenge facing changing the start time at Gunn. Regardless of the start time, the intersection at the school currently has an "F" grade; with 50 more cars per year that intersection will fail. PAUSD engineers have been asked to study the results of a later start time but this information is not yet available.

Family Issues

The parents who drive students to school are may not be able to delay dropping off their Gunn or Paly students due to a work or another childcare commitment. The traffic congestion may also be a factor with more cars during a typical rush hour on the local streets, especially if parents now take two trips down the same streets (Embarcadero, Arastradero) to drop off kids at different times. The students who commute by other modes (walk, bike, etc.) may benefit the most. It is unclear as to percentage of high school student this represents.

Many people are resistant to change and look at any change as a personal disadvantage despite any benefit that may result. Also many families have a highly coordinated schedule to balance the activities of each family member. Even ensuring the teenager wakes up and attends school if the start time is after other heads of household leave is significant. Despite the challenges, there seems to be an interest in the community at large in addressing teen sleep. There is a facebook group named "Let our teens sleep" has 67 members mix of parents and some teens, mostly bay area but some from other parts of the country. 5

Two years ago, when polled, 79.3% of the students at Paly preferred the first semester schedule with 8:45 Thursday start time to the second semester schedule without that later start. 6 Students were offended when their strong preference was almost rejected. While the majority of Palo Alto teens seem to favor a later start time however also might worry what impact the later time might have on their after school activities. Education is key in allowing the teen to understand the biological importance of sleep and what effect a late start/stop time may have on sleep deprivation.

After School Activities

Some have found that students who are able to meet their sleep needs will be able to finish their homework faster and have more time to participate in after curricular activities. 7 However the population that may most likely be affected by a later start time are 1) High school athletics based on field time, gym availability; 2) Teenagers who participate in community-based after school activities such as music, theater, volunteer efforts that may not have the flexibility to begin an activity later in the afternoon and also participate in community based sports; 3) The special needs/special education after school day care center hours. 4) Teens who work in after school jobs may lose employment or paid hours, which might be devastating for some low-income families who rely on this.

Athletics in particular are very important to many students and their families. Although there is precedent that high school students are currently taken out of class instruction for regularly scheduled meets/games the impact of a later start time may add to lost classroom time. An open dialogue would need to be taken with the high school athletic staff and community regarding practice schedules and length the SCVAL to evaluate the number of games with other districts that would be impacted with a later start/stop time and loss of classroom instruction hours. Music departments also should be included in the discussion as special music programs are often only offered before school, resulting in even earlier start times.

[Note: After shifting to later high school start times, some Minnesota districts have tried to blunt this impact on after school activities by scheduling athletics, activities, "after-school" programs, and academic courses early in the morning before the start of the regular school day – negating the

original intent of the later start time. When school districts shifted their sports practices and activities to the morning after shifting to later high school start times, researchers found a statistically significant negative correlation between scheduling sports practices in the morning and academic success; i.e., the more practices held in the morning, the lower the students' grades. They found no negative correlation when sports practices were held in the afternoon. 7]

Recommended Next Steps

We have identified that the average teen in the US is not getting optimal sleep. This has health as well as academic consequences. Palo Alto is in a fortunate position of being able to follow in the footsteps of many districts that have advocated for their children and created opportunities to help the teen population achieve optimal sleep. The committee recommends the following next steps in education and outreach, with an eye to adopting a later start time policy at its high schools within the next three years:

- 1) Develop an education program for the community, students, parents and staff to help the community understand the benefits and strategies to assist the average teen in obtaining optimal sleep. SUHSD has agreed to openly share its award winning sleep education program, titled M-A Teen Sleep with PAUSD. 8 The Teen Sleep program, 4 years running was recently awarded the California State School Board Associations 2009 Golden Bell Award. This program would be available to PASUD and minimal start up costs and has a proven track record.
- 2) Initiate discussions with superintendent/BoE regarding teen health, wellness and academic performance opportunities with regard to a later start time. Currently, a one-day a week late start to be expanded to both high schools.
- 3) Survey the parent and student community about their teens sleep habits preferably before and after the educational process has begun. Take the data from this and the educational program and determine if actions being taken have had a beneficial effect on teen health. Again, self reported but may highlight areas to refine educational efforts.
- 4) If warranted, organize a committee to serve the district including parent representatives from all high school grades, teachers, coaches, music teachers and administrators from each high school, city transportation, SCVAL and facilitated by the PAUSD district office. This would provide transparency and stakeholder buy in.

There is ample opportunity to educate the community. Sleep deprivation has significant consequences in physical health, mental health, academic performance, tardiness, athletic performance and accident reduction (both transportation and physical injury to compromised coordination). People must understand that putting kids to bed earlier does not solve teen sleep deprivation or that teens are lazy. Specific biological changes affect the average teen's sleep pattern. Parents setting age appropriate bedtimes and enforcing wind-down time for teens is important and beneficial but parents must also recognize that most teens will not be able to sleep until 11pm or later. Thus if teens need about 9 1/4 hours of sleep to do their best and naturally go to sleep around 11:00 pm, one way to get more sleep is to start school later. Teens can naturally fall asleep by 11:00 pm or so; therefore simple math dictates the need for a start time of 9:00 am or later.



In Palo Alto, there has been an effort to provide parent education at the high school on sleep needs, mental health and stress on a yearly one-event basis. To date there has been no comprehensive coordinated program to educate the community on optimal sleep and teen health. There is ample opportunity to educate this community. Involving the stakeholders is important so that we can understand all their concerns. We must also give ample time and resources to prepare for change.

We fully understand the challenges set forth in this endeavor, however we believe we must take steps in ensure our community is aware of sleep needs of the teen population in order to move toward the goal of optimal sleep.

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PTAC Sleep Sub Committee Members:

Katie Shade – Co VP Health & Safety PTAC (Chair)

Micaela Presti – Co-VP Health & Safety PTAC

Maureen Simons – PTSA Paly Parent Ed

Sunny Dykwel – VP Parent ED PTAC

Mandy Lowell – VP Parent ED PTAC

Melinda McGee – Parent Advocate

Glenn Kranser – VP Communications PTSA

Chris Campen – PTSA Paly

Meri Gruber – Parent Advocate

ADDENDUM B



Grading at April 28, 2010

Strategic Goals (3-5 yr horizon)	Annual Goals Key: []=Owner/Exec Bd Member responsible
<p>1. Advocate For, Promote and Support Student Social/Emotional/Physical Health</p> <p>a. Advocate for:</p> <ul style="list-style-type: none"> i. Student emotional health and well being; ii. The understanding of learning differences; iii. Efforts to help each child to maximize his/her potential, through individual definitions of success; <p>b. Use PTA programs and channels to:</p> <ul style="list-style-type: none"> i. Inform parents and community about trends/programs/issues; ii. Sponsor parent education presentations (Elementary topics different than Secondary); iii. Improve internal communications and foster strong working relationships with school board and district staff; iv. Connect PTAs to relevant community organizations such as Youth Community Service (YCS), PAMF, Adolescent Counseling Services (ACS), et al; <p>c. Encourage program emphasis on emotional health and well being;</p> <p>d. Work with PAUSD to promote stress reduction, good nutrition, fitness, sustainable schools, emergency preparation and school commute safety.</p>	<p>AG 1-1. Support the city-wide "Youth and Teen Health and Welfare" team. Contribute to the three strategies PTA can affect (Parent Education, Reduction of Lethal Means and Reduction of Harassment/Social Cruelty) and build or contribute to a webpage to facilitate the team's work. [Godfrey]</p> <ul style="list-style-type: none"> • Done - several PTAC members participate in Project Safety Net including having the PTAC President on the Executive Team. Role on the Exec Team includes raising money for Track Watch, developing communications, and contributing to the action planning. <p>AG 1-2. Understand which of the units are or have implemented character education (e.g., bullying, hazing, honesty) programs, share best practices and showcase our accomplishments. [Presti/Shade]</p> <ul style="list-style-type: none"> • Done- See Attachment A <p>AG 1-3. Deliver parent</p>



education events that support Strategic Goal #1 and figure out how to leverage the work of the units. [Dykwel/Lowell]

- Done- Events in the Helping our Kids Thrive series include noted authors/experts Cliff Nass, Ken Ginsburg and Po Bronson.

AG 1-4. Work with appropriate organizations on at least 2 outreach education programs to increase sensitivity and inclusion for all of our students and parents to ensure that no group or person feels marginalized.

[Bomar/Herr]

- Had one event with PNSC in December; planning a second on Summer Learning Loss for May 13; May Herr is working with Parent Ed on the Asian family experience in PAUSD.

AG 1-5. Sponsor walk, bike, carpool, and other alternative mode encouragement programs, pedestrian/bike safety education, and partner with the City of Palo Alto (CPA) and PAUSD to



	<p>promote safe routes to school. [Ellson]</p> <ul style="list-style-type: none"> • Done <p>AG1-6. Understand which of the units are or have implemented fitness programs (separate from PE), share best practices and showcase our accomplishments. [Presti/Shade]</p> <ul style="list-style-type: none"> • Done- See Attachment A <p>AG 1-7. Understand the enrichment programs related to Strategic Goal #1 at the elementary and middle schools and share best practices (school-led or PTA-led), share best practices and showcase our accomplishments. [Presti/Shade]</p> <ul style="list-style-type: none"> • Done- See Attachment A <p>AG 1-8. Make progress on having all elementary and middle schools deliver the understanding disabilities program over the next two years. [Wright]</p> <ul style="list-style-type: none"> • Not done
<p>2. Advocate For, Promote and Support PAUSD Strategic Goal A ("create an exceptional learning environment that engages, challenges, and supports all students" including recent work on writing, math/science, civic, and arts education):</p> <ol style="list-style-type: none"> a. Advocate to ensure high academic expectations, curricular and instructional challenge and support for all students; b. Use PTA programs, communication channels, and Executive Board to: <ol style="list-style-type: none"> i. Inform parents and community about participation opportunities/trends/programs/issues/reports/surveys and survey results; 	<p>AG 2-1. Monitor district enews and websites weekly for items relating to Strategic Goal #2. [Woodham-Johnsson/Shaw]</p> <ul style="list-style-type: none"> • Done <p>AG 2-2. Understand the nuances of educating underperforming students and underrepresented</p>

- ii. Sponsor parent education presentations (Elementary topics different than Secondary);
- iii. Foster strong working relationships with school board and district staff;
- iv. Connect PTAs to relevant extracurricular resources and programs;
- v. Participate, early and ongoing, in district discussions on instructional materials, standards, vision and philosophy;
- vi. Gather input from PTA members to help inform actions.

minorities, raise awareness in the community, and help PAUSD work on solutions. [Bomar/Herr]

- Both December and May events are focused on this. Also, via PNSC, working with PAUSD to review results of academic research group study of our district to analyze performance issues and come up with suggestions to increase performance of black and Hispanic kids.

AG 2-3. Understand the nuances of educating students performing above grade level, raise awareness in the community, and help PAUSD work on solutions.[Janov]

- Some work done – will pursue this goal next year.

AG 2-4. Facilitate getting tools into the hands of elementary students who need them for math instruction and, if advisable, facilitate delivering these to those in need in accordance with PAUSD priorities. [Bomar/Herr]

- We're working on a resources book (almost completed) to be handed out to



parents at our May event, summarizing resources for parents and kids. These are tutorial and other tools; not hardware.

AG 2-5. Communicate the key information about the district and BoE to parents including topics such as budgets, funding, board agenda and action items. Details of how parents can get involved and when and where discussions will take place will also be included. [Janov, Woodham-Johnson/Shaw]

- Done - informed parents about and gave them channels to give input on the PAUSD budget, and Race-to-the-Top legislation. Delivered a Town Hall style meeting. Plugged parents into district process as needed (e.g. Policy Review Committee, Strategic Plan Review)

AG 2-6. Deliver parent education events that support Strategic Goal #2 and figure out how to leverage the work of the units. [Dykwel/Lowell]

- Done- Events in



the Helping our Kids Thrive series include noted authors/experts Cliff Nass, Ken Ginsburg and Po Bronson.

AG 2-7. Increase PAUSD participation in the National PTA Reflections program including working with the our media partners on a website devoted to writing and sponsoring/organizing a speaker series on the intersection of art and technology. [Mehta]

- Done except that the website for writers did not happen; the *Weekly* could not come up with the manpower/funds for it.

AG 2-8. Introduce the Makers' Faire to our district by holding a fair this year. [Mehta]

- YOU MADE IT! JAMBOREE will be held May 15th

AG 2-9. Understand the enrichment programs related to Strategic Goal #2 at the elementary and middle schools and share best practices (school-led or PTA-led), share best practices and showcase our accomplishments. [Presti/Shade]

- Done- See Attachment A



	<p>AG 2-10. Consult periodically with PTA members to garner input for Goal 2bv and meet with district staff to keep apprised of Goal 2bv developments and convey member input. [Godfrey]</p>
<p>3. Maintain and Enhance a Strong, Effective Palo Alto PTA</p> <ul style="list-style-type: none">a. Promote benefits of PTA programs and encourage volunteering;b. Foster inclusiveness and diversity in our membership and add active and passive members:<ul style="list-style-type: none">i. Recruit student members and volunteers;ii. Recruit teachers and administrators as members;iii. Recruit community members and past PAUSD parents to join the PTA;c. Build leadership through consistent PTA unit training and support;d. Facilitate sharing of best practices between schools within and outside the district.e. Meet our statutory obligations.f. Work with Partners in Education to enhance the relationship and leverage both organizations to benefit our community.	<p>AG 3-1. Make joining the PTA easier; add PayPal option to our new on-line form. [Donnelly]</p> <ul style="list-style-type: none">• Two people used the online form this year to join. The PayPal option has not been implemented. <p>AG 3-2. Deliver Fall and Spring training and facilitate the transfer of knowledge of outgoing / incoming officers. [Rodriguez]</p> <ul style="list-style-type: none">• Done <p>AG 3-3. Meet our deliverables on insurance, audit, membership and unit bylaws updates. [Carpenter, Attenborough, Donnelly]</p> <ul style="list-style-type: none">• Membership information was tracked using membership data provided by the units and student enrollment provided by the district. <p>AG 3-4. Update the Council bylaws. [Valente]</p> <ul style="list-style-type: none">• Done <p>AG 3-5. Facilitate continued PTA</p>



	<p>memberships of alumni and alumni parents. [Donnelly]</p> <ul style="list-style-type: none">• This goal was not pursued this year. <p>AG 3-6. Establish regular meetings with Partners in Education participate on strategic plan and share goals. [Godfrey]</p> <ul style="list-style-type: none">• Done <p>AG 3-7. Post major meetings and events on PAUSD web calendar or urge units to post in order to alleviate scheduling conflicts, and allow parents to see what is going on (both school and PTA) at a single source. [Lowell]</p> <ul style="list-style-type: none">• Not done <p>AG 3-8. Document the process for communicating information and publicizing events (e.g. pony fliers, eNews, press release, etc) to help organizers understand the best ways to publicize their events. [D.Dykwel]</p>
<p>4. Advocate for all children by using PTA local, state and national advocacy networks</p> <p>a. Continue to strengthen and broaden our communication network to keep our community informed and to keep PAUSD informed of parent views and concerns;</p> <p>b. Evaluate local, state and national legislative issues and determine which ones should be pursued and brought to the attention of our Council;</p> <p>c. Stay current on state and national education policy and</p>	<p>AG 4-1. Support the parcel tax campaign with funds and volunteers for outreach and education. [Thayer]</p> <ul style="list-style-type: none">• Done, contributed a co-chair, financial donation, communications channel and volunteers.

<p>law and participate where appropriate.</p> <p>d. Increase the role of advocacy within the Council and units.</p>	<p>AG 4-2. Understand PAUSD's budget priorities, inform PTA members and encourage them to make PAUSD and the BoE aware of their opinions and priorities. [Janov]</p> <ul style="list-style-type: none"> • Done - both reporting out and giving input in with budget survey and Town Hall meeting. Won an award from the State PTA for our communication about the budget.
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ADDENDUM C

Strategic Goals Attachment A:

Understanding Unit Character Education, Academic and Fitness Enrichment Programs

Summary of PTAC goal:

AG 1-2. Understand which of the units are planning to implement or have implemented character education (e.g., bullying, hazing, honesty) programs, share best practices and showcase our accomplishments. [Presti/Shade]

Children cannot learn when they are afraid. It is the school district's responsibility to provide children a physically and emotionally safe and inclusive environment for learning. Social Emotional Learning (SEL) has been described as an essential component of the overall education of a child. SEL helps a child to develop the skills necessary to be effective in handling themselves and their relationships both in school and eventually in the work world. These skills include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and

make ethical and safe choices. (CASEL 2009). There are a number of programs that can be fit into the curriculum that provide SEL. The success of these programs is reflected in the recent bullying survey results released by the Department of Justice. The survey reported a sharp drop in bullying among children in the U.S. The percentage of children who reported being physically bullied over the past year had declined from nearly 22 percent in 2003 to less than 15 percent in 2008. Finkelhor, the lead author of the study, attributes the decline of bullying to anti-bullying programs that sprang up after the 1999 shooting incident at Columbine High School. The report does not address the relatively new phenomena of cyber bullying. It is on the rise throughout the world.

In order to understand how well the district is providing SEL, we looked at the three year plans for Student Achievement, surveyed unit PTA presidents and sent confirmatory emails to principals. Based on the feedback received, the following provides a snapshot of what our schools are doing. Please note that SEL can also be successfully addressed by individual teachers, however, not every student is reached.

AG 1-7. Understand the enrichment programs related to Strategic Goal #1 at the elementary and middle schools and share best practices (school-led or PTA-led), share best practices and showcase our accomplishments. [Presti/Shade]

School programs related to social-emotional learning:

Addison	Life Skills
Barron Park –	Second Steps (K-2) and Steps to Respect (3 – 5)
Juana Briones	Are starting Second Steps and Steps to Respect
Duveneck	Peaceful Playgrounds
El Carmelo	Tools of the Heart, monthly Character Assemblies, will start Peaceful Playgrounds
Escondido	Second Steps (K-2) Steps to Respect (3-5)
Fairmeadow	Are starting training for Second Steps and Steps to Respect
Walter Hays	Steps to Respect (not sure yet if all grades are involved) 6 Seconds, Primary Social Skills)

Hoover Steps to Respect (3 – 5), Peaceful Playgrounds, Conflict Resolution (Walk, Talk and Rock)

Nixon some of the lessons from Second Steps (K – 2)
Talk It Out (3 – 5)

Ohlone 6 Seconds

Palo Verde Life Skills/Character Traits

Jordan: Had a program but teachers did not like it – has a new committee of parents and staff called Social Climate. Main focus is to look at these issues.

JLS: Character Education (movie shown 1/month) may address some of the material but not clear from web site)

Terman: (from their handbook)

Terman has an active program promoting social kindness and positive behavior among all students. Each grade level has a series of lessons with follow through activities starting at the beginning of the year. Staff actively discourages mean or bully type behavior. Our student group, Tigers Achieving Social Kindness – TASK – works with 6th graders to promote a safe school environment.

Palo Alto High School: Living Skills

This course provides students with knowledge and preventive skills that will enable them to: 1) make informed, responsible decisions about issues that affect personal health and well-being, 2) establish and sustain healthy, rewarding, interpersonal relationships, 3) manage life crises, and 4) cultivate the understanding, appreciation, and practice of democratic values and behavior appropriate for a responsible community member.

Gunn High School: Living Skills

Major topics include individuality, influences on teens, smart decision-making, communication, conflict resolution, personal organization, physical and emotional health, substance abuse, sexuality and life lessons

Explanation of Programs

6 Seconds – teaches about emotional intelligence.

Character Education — covers many important characters (respect, honesty, integrity, etc), but not in the framework of bullying. Does not give kids skills to use with bullying. Does not consistently reinforce the information over the course of a year.

Life Skills – more about teaching kids about drugs, EtOH, smoking prevention

Peaceful Playgrounds – covers conflict, not bullying. Provides for a structured play yard and getting kids involved in play

Talk It Out – conflict resolution

Second Steps – teachers K – 2 concepts social/emotional skills related to empathy, respect, how to make friends , showing kindness

Steps to Respect – teaches kids what bullying/harassment is. Provides tools that enable kids to recognize, understand and deal with bullying in a supportive environment, within the context of daily school life.

AG1-6. Understand which of the units are planning to implement or have implemented fitness programs (separate from PE), share best practices and showcase our accomplishments. [Presti/Shade]

School programs related to fitness Programs:

Addison	Noon Walking and Noon Yoga
Barron Park	Juana Run
Juana Briones	None Reported
Duveneck	Noon Dance, Noon Sports
El Carmelo	None Reported
Escondido	10-Mile Club Noon Sports
Fairmeadow	Walking Club, Noon Sports
Walter Hays	None Reported
Hoover	None Reported
Nixon	None Reported
Ohlone	None Reported
Palo Verde	Walking Club, Noon Sports

AG 2-9. Understand the enrichment programs related to Strategic Goal #2 at the elementary and middle schools and share best practices (school-led or PTA-led), share best practices and showcase our accomplishments. [Presti/Shade]

Each elementary school has a variety of enrichment programs that enhance the curriculum, including overnight field trips for the 4th and 5th grade to school wide assemblies. Below is a summary of the highlights of each school, which will be updated annually:

Addison	Balclutha and Coloma are overnights Day trips to CA Missions Marine Science Institute Hiller Aviation Museum Noon Chorus Baylands Clean up (Earth Day) Art Center Collaborative Projects Composting, Green Team efforts Student Council Activities Science Fair Literacy Circles
Barron Park	None Reported
Juana Briones	Monterey Fort Ross Balcutha overnight Young Authors Day Assembles: Street Beat, Wildlife Associates Theater of All Possibilities
Duveneck	Noon Drama, Art, Gardening, Game Cart Science Fair, Junior Great Books, Astronomy Nights, Math Nights
El Carmelo	Ship Trip
Escondido	Zero Waste Pilot Program Audio Systems Program Ship Trip Theater Works, Poetry in Motion Trip Student Leadership Council Math Tutor Math Lab

	Visiting Author Noon Art, Game Cart Reading Specialist School Library Reading Club School Library Newspaper Reading garden
Fairmeadow	Math Lab, Science Lab Balclutha Overnight Boat Trip—5 th Grade Colonial Day—5 th Grade Gold Rush Day—4 th Grade Sacramento Trip—4 th Grade Discovery Day Noon Art Checkers Club, Chess Club Wildlife and Water Resources Assemblies CMT Student Plays Science Fair
Walter Hays	Ocean Week Co-Op with 4 th grade “Monsters, Mondrian and Me”
Hoover	None Reported
Nixon	Hiller Aviation Tech Museum Soil Shoppe Associates Roaring Camp Lawrence Hall of Science Noon Art and Noon Science
Ohlone	Noon Farm, Art and Board Games
Palo Verde	Writing Club, Reading Club