

District Wellness Council

September 14, 2023

Attendees (28)

Students

Cupertino: Alissa Cheong, Chetana Medam

Fremont: Amy Huang

Homestead: Sophie Park

Lynbrook: Irene Hwang

Middle College: Varsha Ganesh

Monta Vista: Amy Zhang

Parents

Cupertino: Rachel Wei

Fremont: Catherine Ackman, Ambrosia Studley

Lynbrook: Jennifer Leder

Parent Alumni

Benaifer Dastoor

Staff

District Office: Dina Cuellar (Senior HR Specialist), Divya Puri (District Manager of Nutrition Services), Lauren Severson (Bond Accounting Support Clerk)

Fremont: Brooke Chan (Assistant Principal), Erik Medeiros (School Counselor)

Homestead: Sarah Loyd (School-Based Therapist), Dawn Priedium (School-Based Therapist)

Lynbrook: Jena Rajabally (Attendance Technician)

Monta Vista: Doreen Bonde (Wellness Space Liaison), Lora Lerner (Science Teacher)

Trustees: Stanley Kou

Planning Team: Hayley Giniger (Program Specialist, Mental Health Services), Trudy Gross (Associate Superintendent, Student and Special Services), Leila Lurie (School-Based Therapist Lead), Denae Nurnberg (Coordinator of Data and Assessment), Nancy Sullivan (Director of Educational and Special Services)

AGENDA

The meeting opened at 5:35 p.m.

Welcome, review of the agenda and norms from Trudy Gross, Associate Superintendent of Student and Special Services (slides 1-2).

Community builder, “What can you see, touch, hear, smell, taste?” was facilitated by Program Specialist for Mental Health Services Hayley Giniger (slide 3).

Trudy provided updates in coordination with feedback from past meetings: February 28 and April 25, 2023 (slide 4).

Director of Educational and Special Services Nancy Sullivan reviewed that the Wellness Beliefs had been merged with the District Belief Statements (slide 5). Groups were provided time to dialogue.

The Fremont Union High School District hires and supports teachers, staff and school leaders who believe that all students can achieve at high levels, and who are committed to continuous improvement of their practice to ensure that students do so. We have no illusions about the difficulty and complexity involved in this effort. However, those who choose to work in this district enter a collaborative, interdependent, professional community that will not be satisfied with the status quo.

We are committed to both excellence and equity.

Maintaining our excellence requires that we commit to ensuring high levels of learning for all students: learning that is not limited to the knowledge and skills measured on state and national assessments.

We believe excellence also includes a commitment to promoting student wellness (i.e., physical, intellectual, emotional, social and spiritual balance).

Equity requires a commitment to hold high expectations for all students, and to vary the allocation of resources (time, money, expertise) to ensure the success of EVERY student.

We believe that the effectiveness of individual teachers, collaborative teams, and schools as a whole should be defined in terms of their impact on student learning and wellness.

We believe that effective instruction and well-targeted interventions can narrow the gaps in student achievement and wellness associated with socio-economic, language and racial diversity.

We believe that every school, through a collaborative process, must define a set of essential learning outcomes and ways to assess progress on those outcomes for every course.

We expect that teachers teach toward those agreed-upon outcomes, assess progress toward them, and collaborate to take responsibility for the success of all students in reaching them within a positive classroom community.

We expect schools as-a-whole to offer targeted supports and interventions as necessary to help all students achieve agreed-upon essential learning outcomes.

We believe that every school district employee plays an important role in supporting student learning and student wellness.

We believe that effective schools operate as more than the sum of their parts. We expect every staff member to take responsibility for continuous improvement of their individual practice AND for contributing to the collective action of the organization as a whole.

And finally...

We expect district and school leaders to continuously examine our policies and practices in light of these beliefs and commitments; and to work with schools to deploy resources and create the conditions under which each school, each staff member and every student will achieve at high levels.

School-Based Therapist Lead Leila Lurie reviewed the focus of wellness efforts for students, staff and parents for the 2023-24 school year (slides 6-8).

Trudy provided an overview of the CA Healthy Kids Survey and Coordinator of Data and Assessment Denae Nurnberg reviewed data in connection with School Climate/Relationship and Mental Health Measures (slides 9-23). Groups had some time to review areas of the data and provide thoughts, feedback. See attached group input document.

Nancy shared information about Wellness Council members being representatives and supporting the furtherance of efforts in the District (slide 24).

Leila led the Council in an optimistic closure (slide 25).



Wellness Council Meeting

September 14, 2023

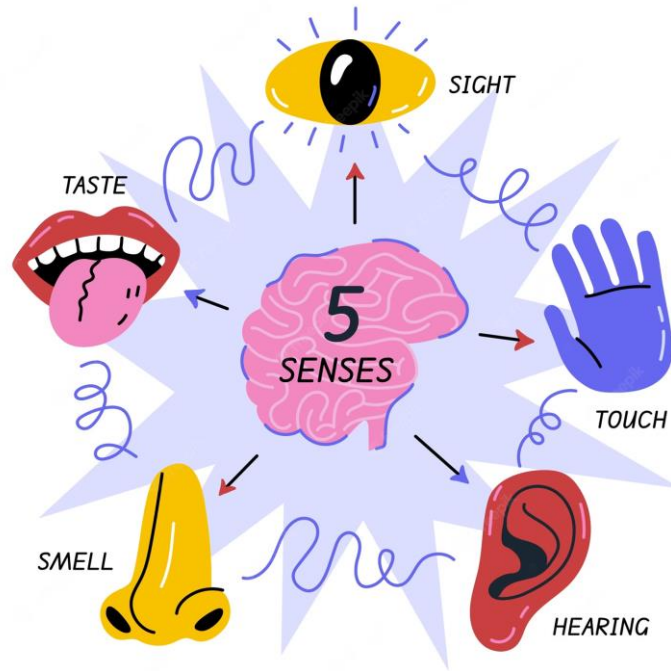


Agenda

1. Community Builder
2. Updates
3. Updated- FUHSD Belief Statements
4. Wellness efforts for students, parents and staff:
5. CA Healthy Kids Survey (CHKS) Results: SY 2022-23
6. Representative of FUHSD Wellness Council

Community Builder

What can you see?
What can you touch?
What can you hear?
What can you smell?
What can you taste?



Updates

- Padlet Activity from 2/28/23
 - Wellness Council and Social-Emotional Learning in CUSD and SSD

- Padlet Activity from 4/25/23
 - Representative of FUHSD Wellness Council
 - Publicity/Outreach

Updated- FUHSD Belief Statements



- Merging two documents to reflect inclusion of wellness beliefs.
- Vetted with FUHSD cabinet members and some of the original staff who created the first belief statements.

Wellness Efforts in Our Community

Students: Advisories, Calming Corners, Wellness Spaces, SEL/Equity initiatives - SEEC

Families: Parent/Caregiver Workshops; Advisory Newsletters

Staff - SEL and Equity Professional Development; Staff Newsletters; Coaching




SY 2023-24 Advisory Plan

Theme: Building Community Through Developing Healthy Relationships

- Interdependence
- Effective Communication Skills
- Healthy vs Unhealthy Relationships
- Sexual Harassment and Title IX
- Student Voice and Engagement; Art as a Stress Reliever

Parent Workshop Opportunity

- **September 18** - Creating Caring Relationships
- **October 2** - Adolescent Brain Development and Stress
- **January 25**
- **February 8**



PROJECT CORNERSTONE
A Menu of Online Family Workshops

BUILDING STRONG FAMILIES

Fremont Union High School District
A Menu of Project Cornerstone Workshops

September 18 **Creating Caring Relationships**
Caring adults play an important role in the success and well-being of young people. Discover ways to build supportive relationships with your teen. Topics include enhancing communication, active listening, expressing care, establishing boundaries, and empowering youth.

October 2 **Adolescent Brain Development and Stress**
Meet your teen's brain! Discover how the adolescent brain develops during this stage of life. Understanding how our brain works can help us and our teens manage stress and anxiety. Learn strategies to help your student cope with stress and regulate their emotions. Explore tips to support and interact with your teen.

Who Should Attend: Parents, guardians, and caring adults of high schoolers
Time: 6:30pm - 8:00pm
Location: Zoom
Sign up here: <https://bit.ly/20140m/FHUSD/Cornerstone>
Cost: Free
Workshop Series
Funded by: Fremont Union High School District & Project Cornerstone
Contact: 408-351-6482
info@projectcornerstone.org

Save the date for second semester workshops on January 25, 2024, and February 8, 2024!

Spanish interpretation will be provided. La presentación será traducida al español en vivo.

PROJECT CORNERSTONE 408.351.6482 | projectcornerstone.org

CA Healthy Kids Survey Results: SY 2022-23



Table Groups for Data Review

Group 1	Group 2	Group 3	Group 4	Group 5
1-SCR, 5-MH	2-SCR, 4-MH	3-SCR, 3-MH	4-SCR, 2-MH	5-SCR, 1-MH
Lynn C.	Stanley R.	Dawn P.	Sarah L.	Jena R.
Ranjani N.	Doreen B.	Lora L.	Lauren S.	Dina C.
Benaifer D.	Rachel W.	Ganesh B.	Catherine A.	Ambrosia S.
John D.	Alissa E.	Dr. Preethi B.	Jennifer L.	Sarah B.
Chetana M.	Alissa C.	Venkata Siva R.	Amy H.	Ella H.
Rachel K.	Sophie P.	Anant G.	Irene H.	Divya P.
Rosa K.	Yulia S.	Varsha G.	Kavya G.	Amy Z.
Vidhi G.	Nancy S.	Hayley G.	Leila L.	Denae N.
Trudy G.	Stanley K.			

School Climate/Relationship Measures

School Connectedness

Academic Motivation

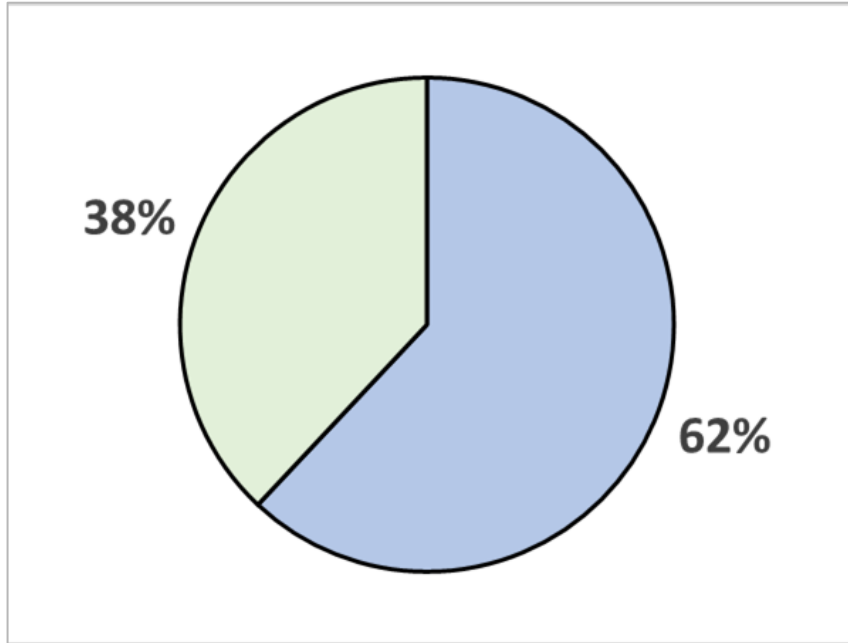
Caring Adult Relationships

High Expectations

Meaningful Participation

“School Connectedness” Scale/Measure

62% of Student respondents agree/strongly agree that they have a positive connection to their school campus . . .



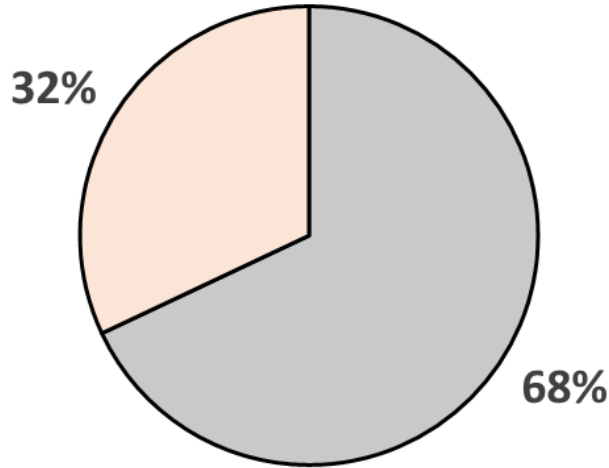
Scale Comprised of the Following Questions:

1. I feel close to people at/from this school.
2. I am happy with/to be at this school.
3. I feel like I am part of this school.
4. The teachers at this school treat students fairly.
5. I feel safe in my school.

“Academic Motivation” Scale/Measure

68% of Student respondents agree/strongly agree that they try hard on their academics.

65% is
State of
CA Avg.

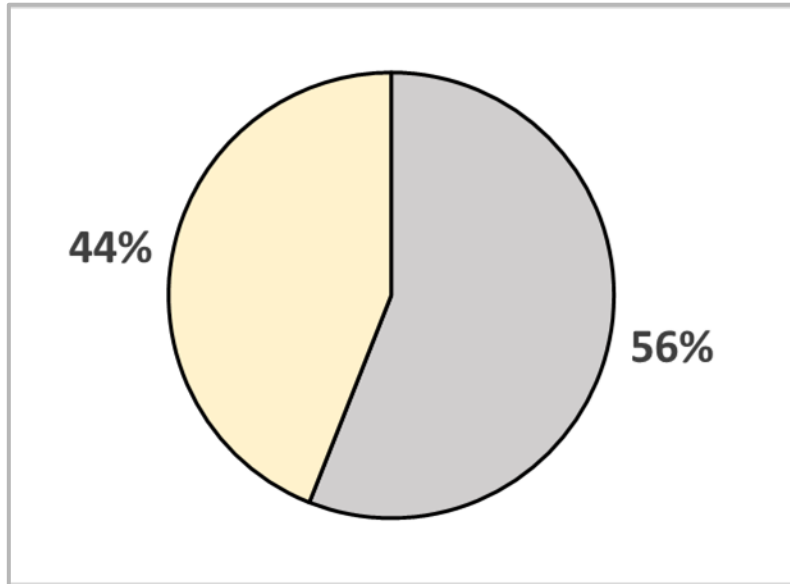


Scale Comprised of the Following Questions:

1. I try hard to make sure that I am good at my schoolwork.
2. I try hard on my schoolwork because I am interested in it.
3. I work hard to try to understand new things when doing my schoolwork.
4. I am always trying to do better in my schoolwork.

“Caring Adult Relationships” Scale/Measure

56% of Student respondents indicated that it is pretty much true/very true that they have a caring adult relationship at school.



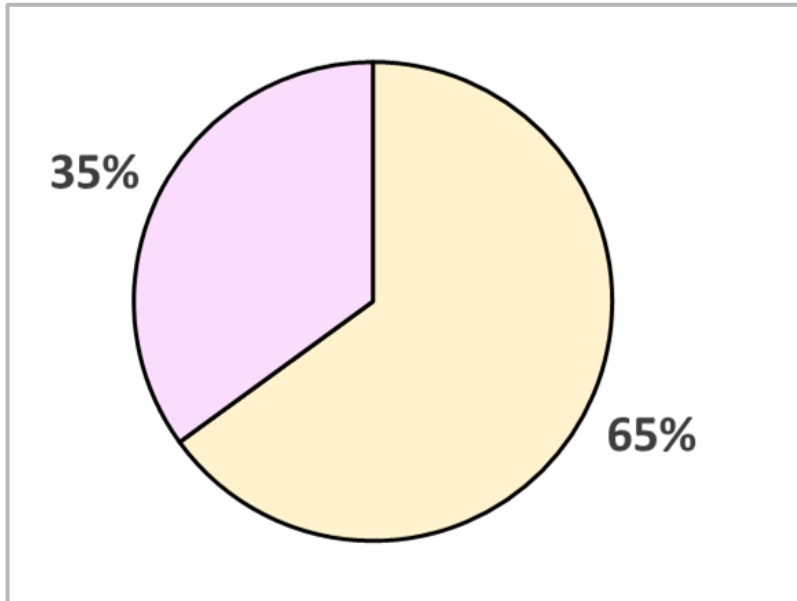
Scale Comprised of the Following Questions:

There is a teacher or some other adult from my school . . .

1. Who really cares about me.
2. Who notices when I'm not there.
3. Who listens to me when I have something to say.

“High Expectations” Scale/Measure

65% of Student respondents indicated that it is pretty much true/very true that they have a caring adult relationship at school.



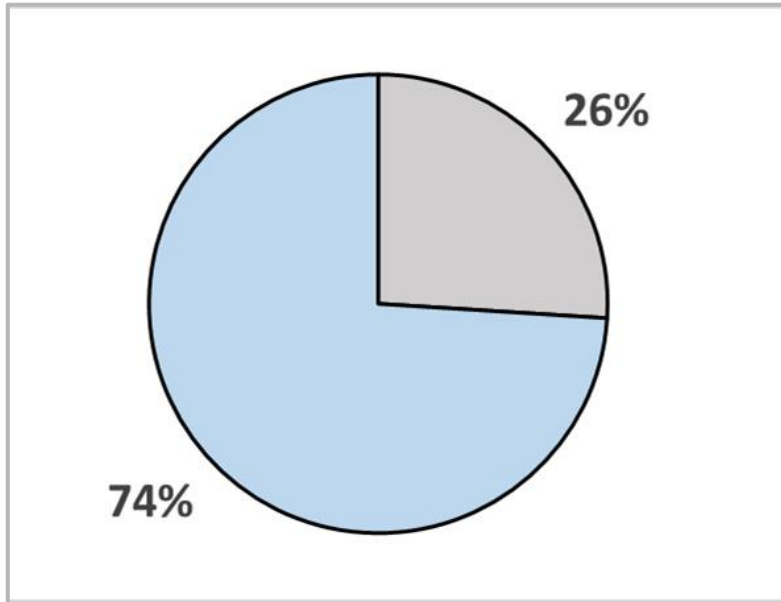
Scale Comprised of the Following Questions:

There is a teacher or some other adult from my school . . .

1. Who tells me when I do a good job.
2. Who always wants me to do my best.
3. Who believes that I will be a success.

“Meaningful Participation” Scale/Measure

26% of Student respondents indicated that it is pretty much true/very true that they meaningfully participate in school.



Scale Comprised of the Following Questions:

At school when I participate in school . . .

1. I do interesting activities.
2. I help decide things like class activities or rules.
3. I do things that make a difference.
4. I have a say in how things work.
5. I help decide school activities or rules.

Mental Health Measures

Chronic Sadness

Considered Suicide

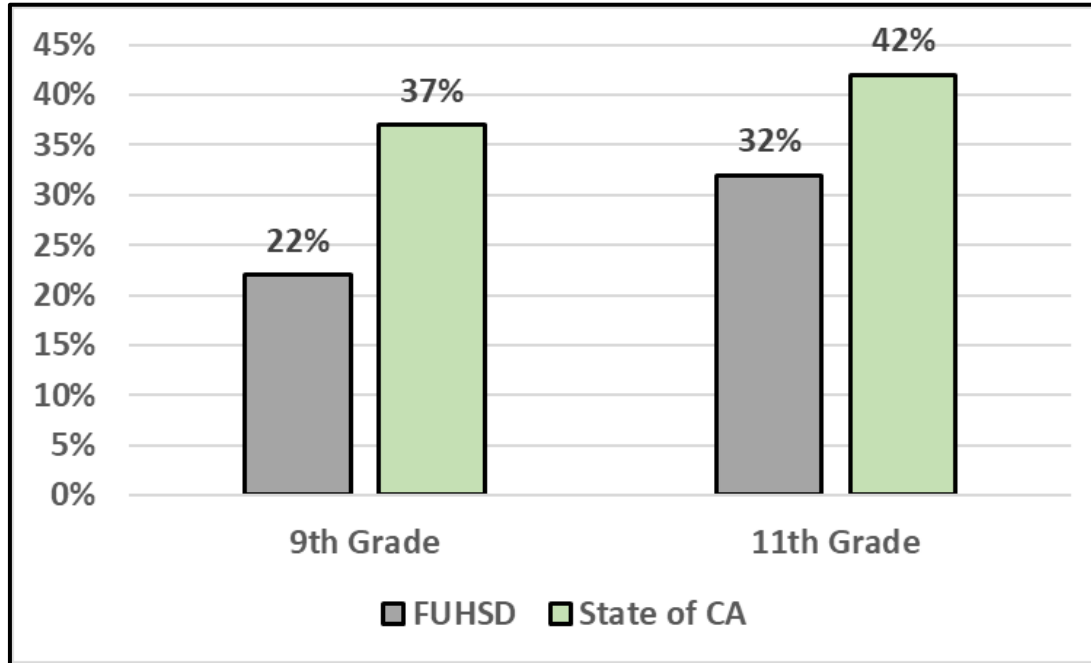
Social and Emotional Distress

Life Satisfaction

Optimism

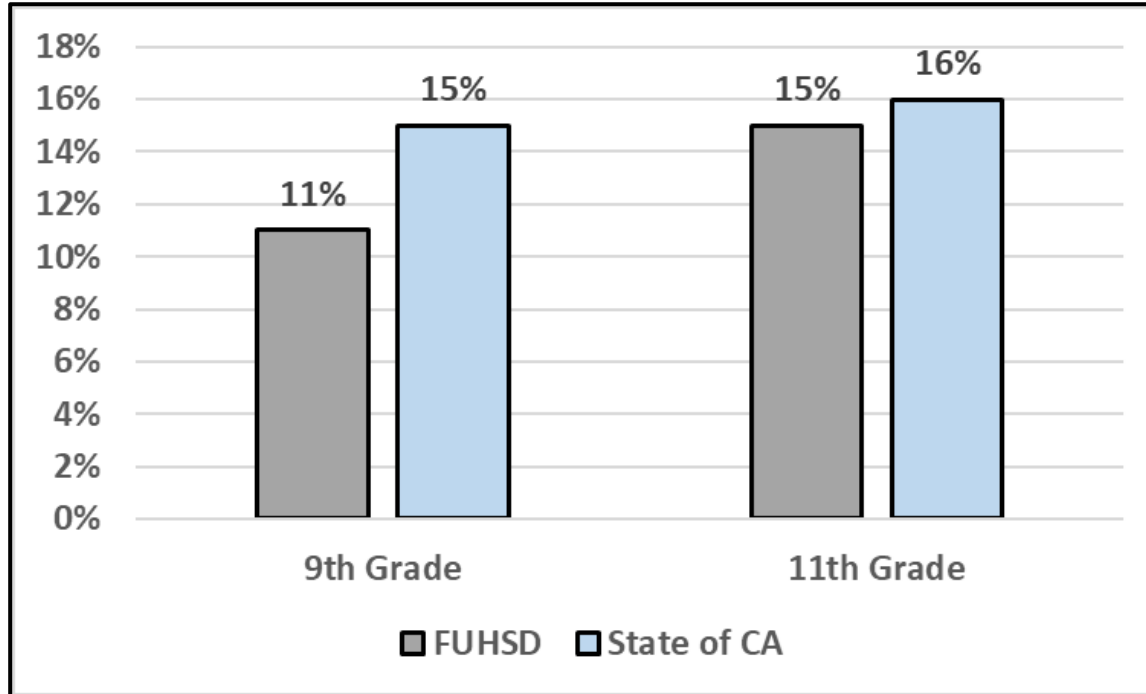
“Chronic Sadness” Measure

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities? (% who said yes)



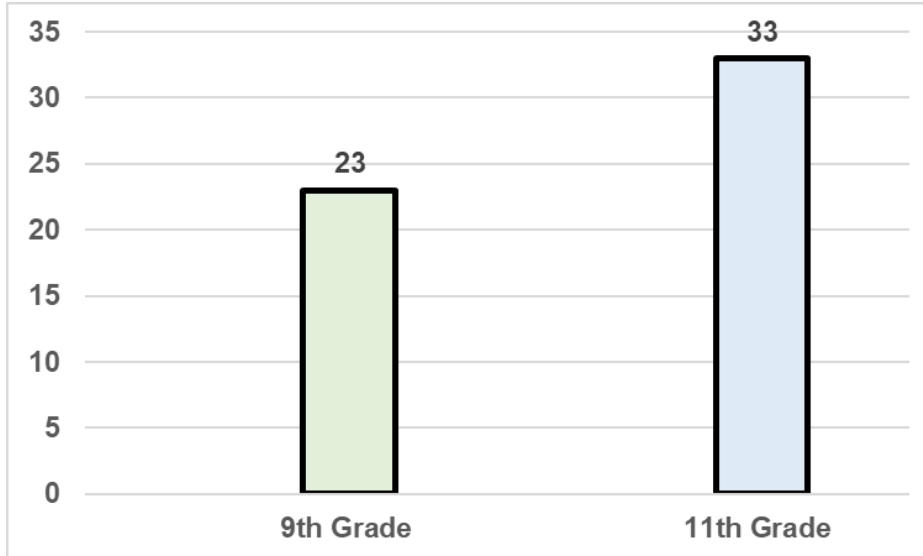
“Considered Suicide” Measure

During the past 12 months, did you ever seriously consider attempting suicide?
(% who said yes)



“Social and Emotional Distress” Scale/Measure

% of students who express **Social and Emotional Distress** . . .



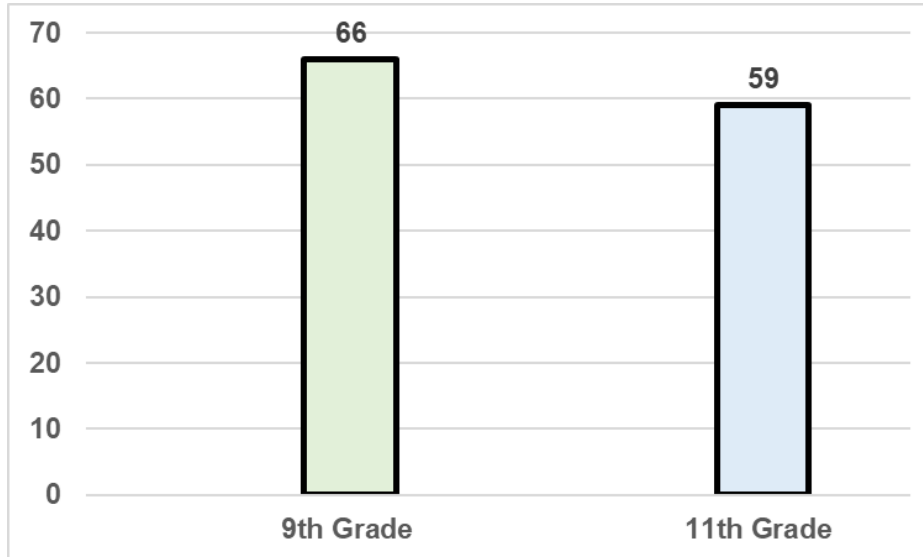
Scale Comprised of the Following Questions:

Over the past 30 days, how true do you feel these statements are about you?

- I had a hard time relaxing.
- I felt sad and down.
- I was easily irritated.
- It was hard for me to cope and I thought I would panic.
- It was hard for me to get excited about anything.

“Life Satisfaction” Scale/Measure

% of Students who express they are **satisfied/very satisfied with their life . . .**



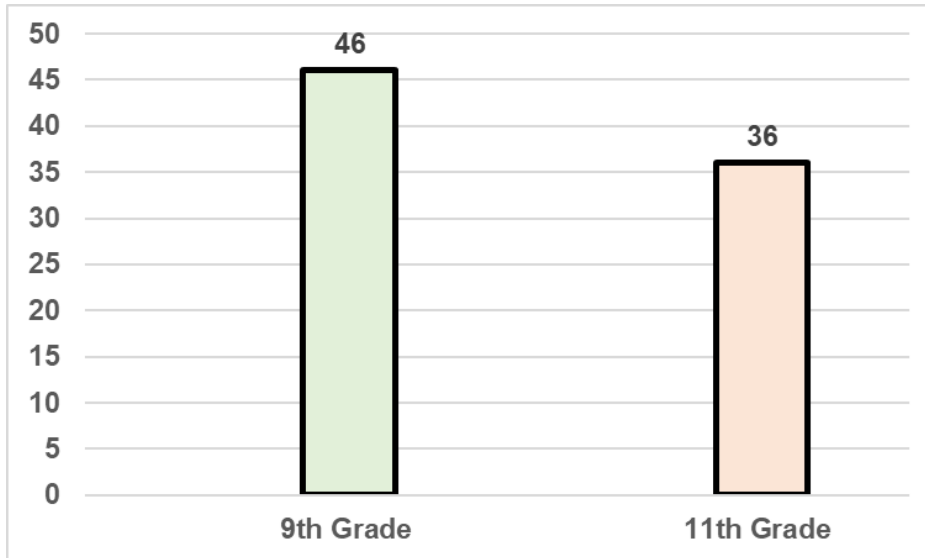
Scale Comprised of the Following Questions:

I would describe my satisfaction with

- My family life as . . .
- My friendships as . . .
- My school experience as . . .
- Myself as . . .
- Where I live as . . .

“Optimism” Scale/Measure

% of Students who express they are **optimistic about life.**



Scale Comprised of the Following Questions:

- Each day I look forward to having a lot of fun.
- I usually expect to have a good day.
- Overall, I expect more good things to happen to me than bad things.

Working Data Discussion

- Each table group has been assigned one School Climate/Relationship scale/measure and one Mental Health scale/measure.
- We will debrief as a group with one main take-away from your group discussion to share for each data point.

California Healthy Kids Survey Data Spring 2023

Group School Climate/Relationship Measure Assigned Data	Group Mental Health Measure Assigned Data
1-SCR	5-MH

Example →

Data review for “School Climate/Relationship” Scale/Measure

After reviewing your “School Climate/Relationship” measure, what is to be celebrated in this data?

Representative of FUHSD Wellness Council

- Knowledge
 - Share a summary of Council meetings
 - Share your experience
 - Share opportunities
- Build relationships
 - Friends
 - Neighbors
 - Staff
- Gather feedback and insight
 - Actively listen
 - Bring information back to the group

Optimistic Closure

