

District Wellness Council

February 29, 2024

Attendees (21)

Students

Homestead: Sophie Park

Lynbrook: Irene Hwang

Parents

Cupertino: Benaifer Dastoor, Teresa Olson

Fremont: Ambrosia Studley

Homestead: Maia Elder Kadar

Lynbrook: Jennifer Leder

Staff

Cupertino: Melina Nafrada (Assistant Principal)

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 Support Specialist), Lora Lerner (Science Teacher)

Trustees: Rosa Kim, Naomi Nakano-Matsumoto

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)

AGENDA

The meeting opened at 5:30 p.m.

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

Opener, “Maitre d’Activity”, was facilitated by School-Based Therapist Lead Leila Lurie (slides 3-4). Leila then reviewed the norms that guide the work of the Council.

Program Specialist for Mental Health Services Hayley Giniger provided information on the upcoming screening of The Upstanders (slide 6). Jennifer Leder, FUHSD Wellness Council member, is also a member of the Cupertino Union School District Wellness Council and provided an update from their most recent meeting. Trudy and Leila share connections that have been made with Sunnyvale School District and their Director of Student Services and teacher released to support wellness efforts (slide 6). Trudy shared information about the Teen Resource Fair that IntraDistrict Council has planned with the City of Cupertino on March 16. IDC has

coordinated the Wellness aspects of the fair. She provided an update on progress in the Wellness Spaces at CHS and MVHS:

- As of December, CHS check-in to check-out data by category = happy/content 46.7% to 53.3%; calm 13.3% to 31.1%; worried 2.2% to 0%; sad 4.4% to 2.2%; angry 2.2% to 0%; and overwhelmed 20% to 8.9%.
- CHS had 481 visits September through November (these are visits, not students); they transitioned to a new data collection system in December: 137 visits, 73 unique students.
- MVHS check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2-3.75 points after a visit.
- MVHS had 150 unique students over the course of 1st semester.

(Slide 7). Flyers were provided for both The Upstanders and the Teen Resource Fair with Council members encouraged to share within their networks.

Coordinator of Data and Assessment Denae Nurnberg reviewed the function of school plans (slide 8), focusing on Local Control Accountability Plan (LCAP) Goal 3: every student will feel safe, cared about, and both academically and socially engaged in school (slide 9). Council members then spent time in site teams reviewing Goal 3 of the school plan for that site, with the support of guiding questions (slide 10).

Report out by site.

1. What are some elements of wellness that you are seeing in LCAP Goal #3 section of the school plan?
 - CHS
 - Positive from student engagement survey: % who has an adult they can go to for help. Teachers care. Focus on making sure students feel connected to adults.
 - Increased SEL skills.
 - Focus on absenteeism.
 - Focus on sleep/not too much homework.
 - School is on the right track with these indicators.
 - FHS
 - Wellness considerations from the Council: post-freshman year social capacity increase goals; supporting all staff in all departments to connect with students.
 - Information on the survey (CHKS)
 - Caring adult, meaningful participation, mental health measures
 - HHS: PD's, student advisories
 - LHS
 - Awareness of where to find help when students need it.
 - Teachers and staff care about students and ask how things are at home.
 - MVHS
 - Culture of caring.
 - SEL curriculum embedded in classes.
 - Wellness spaces.
 - Resources.
 - Expulsions/Suspensions.
 - Chronic absenteeism

- Academic pressure
 - Disengagement from school/parents
2. What questions do you have about the school plan and wellness priorities after reading Goal #3?
 - CHS: break up of truancy.
 - FHS
 - Do staff members have a chance to look at this? (school plan)
 - Why are there important activities and initiatives NOT included on the school plan that are happening on campus? Are we able to include things from this year/currently happening?
 - What about student voice/perspective? As evidence, testimonials.
 - There seems to be staff feedback that other wellness efforts are happening not listed here.
 - Student feedback about effectiveness of assemblies/student voice
 - Staff mentioned different welcoming initiatives: student showcase in office, couches in counselor's waiting area.
 - HHS: How are we addressing Chronic Absenteeism post-COVID?
 - LHS
 - Low chronic absenteeism rate.
 - MVHS
 - Where are teacher trainings around wellness, culture of care and how to deal with incidents when reported to staff?
 - Embedding SEL in collaboration, critical thinking, etc. rather than adding on.
 - Student voice?
 3. Is there information in this school plan section that is new to you?
 - CHS: suspension of students with disabilities
 - FHS: a parent and staff member each mentioned that it was interesting to see a high school LCAP as their previous experience was in elementary districts.
 - HHS
 - Latino mentor program (Who runs it? When is it? Why isn't it advertised?); de-escalation training? (When is this?); lack of SEL curriculum on a Tier I level.
 - LHS: discipline rates.
 - MVHS
 - Disciplinary data
 - Breakdown of discipline/absenteeism data by subgroup (positive change over time).
 4. What elements of the school plan would you feel are important to share to the broader community as part of our wellness council efforts?
 - CHS
 - It would be important to share survey results/data with parents: some of it is quite promising and positive. Let parents know about the wellbeing of their children in the school as indicated by them in their answers to the survey.
 - CHS specific survey: good to share with CHS community.
 - FHS
 - Share positives with the greater community; the successes
 - SEL initiatives and teacher feedback

- SOGIE training?
- Very low suspensions. Seems like school is trying to find alternative solutions (good thing to share).
- Wellness successes and how there isn't a lot of fighting/conflict at FHS (a strange community misperception)
- Better communicate with community members more than just current families: community is a big part of future families.
- Student voices, visually at "the front" (office posters, etc.)
- HHS
 - It's good to share our efforts, but we also need to share our needs.
 - Share that there are people on campus.
- LHS
 - How and where to get information, particularly on how students get support.
 - What are the alternative actions we take for minor incidents prior to suspensions?
 - Chronic absenteeism information, particularly incoming 9th graders.
- MVHS
 - Making explicit connections about progress.
 - Center of student voice SEEC.

Trudy reminded Council members of their role as a representative and reinforced the sharing of information about The Upstanders and the Teen Resource Fair (slide 11). She reviewed the plan for the final Council meeting of the school year, April 4 (slide 12).

Leila led the Council in an optimistic closure (slide 13).



Wellness Council Meeting

February 29, 2024

Please sit at your school of residency/work



Agenda

1. Community Builder
2. Updates
3. School Plan Review
4. Optimistic Closure

Opener - Maitre d' Activity

Engaging Strategy from SEL 3 Signature Practices Playbook

Directions:

- I am the host of our “restaurant”. I am going to call tables.
- For example, I will call out “table for 3”. Stand up and find 2 other people to make a group of 3 and begin discussing the prompts.
- To keep things moving, you will only be with each group for 90 seconds.
- The next slide has the prompts..



Opening activity prompts

1. What has made you smile in the last 24 hours?
2. What do you do, or aspire to do to attend to your wellbeing?
3. How are you feeling right now?

Norms

- Equity of voice
- Expect and accept non-closure
- What's shared here stays here; what's learned here leaves here!
- Shift mindset (and language) from a focus on "fix it" to a lens of "possibility"

Updates

- Screening of Upstanders: Hayley Giniger
- CUSD Wellness Council: Jennifer Leder
- SSD Wellness Efforts: Trudy Gross and Leila Lurie



Updates Continued

- Teen/Wellness Fair with City of Cupertino- March 16, 2024
- Wellness Spaces

What is a School Plan and Why Does it Matter?



Governance

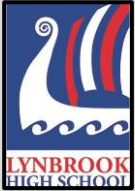
- Board of Trustees
- Superintendent
Priorities

Accountability

- CA Dept of Education
- State of CA Dashboard
- School Community
- Significant
Disproportionality

School Priorities

- LCAP Goals
- WASC Plans
- Professional
Development



LCAP Goal #3: Every student will feel safe, cared about, and both academically and socially engaged in school.

Data Elements Included:

- Expulsion/Suspension Counts
- Chronic Absenteeism
- CA Healthy Kids Survey
- Any local survey data that sites find pertinent to LCAP/WASC goals

School Plan

1. What are some elements of wellness that you are seeing in LCAP Goal #3 section of the school plan?
2. What questions do you have about the school plan and wellness priorities after reading Goal #3?
3. Is there information in this school plan section that is new to you?
4. What elements of the school plan would you feel are important to share to the broader community as part of our wellness council efforts?

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

Wrap-Up and Next Steps

Next meeting April 4, 2024

- Local Control Accountability Plan: incorporation of Wellness Council
District Goal 3 Every student will feel safe, cared about, and both academically and socially engaged in school
- Nutrition services updates
- Planning for the 24-25 school year

Optimistic Closure - GIFT



Let's end with a GIFT.

Grateful - What is something you are grateful for today?

Imagine - What will tomorrow look like?

Forgiveness - Is there anything in your life that you need to let go of?

Take a breath - Talk with your thoughts - Reflect.