

# District Wellness Council

## April 25, 2023

### **Attendees (40)**

#### ***Students***

Cupertino: Alissa Cheong, Chetana Medam, Rochelle Awuah, Sarah Bae

Fremont: Amy Huang, Ella Hasner, Venkata Siva Ramisetty

Homestead: Henna Chawla, Rachel Kim, Sophie Park

Lynbrook: Irene Hwang, Vrishank Chandrasekhar, Sharon Lu

Middle College: Varsha Ganesh

Monta Vista: Amy Zhang, Ananya Dua, Vidhi Goel

#### ***Parents***

Cupertino: Rachel Wei, Teresa Olson

Fremont: Catherine Ackman

Homestead: Alissa Erogbogbo, John Diffenderfer, Maia Elder-Kadar

Lynbrook: Dr. Preethi Bangalore, Jennifer Leder

Monta Vista: Vinu Srivatsan

#### ***Staff***

Cupertino: Melina Nafrada (Assistant Principal)

District Office: Dina Cuellar (Senior HR Specialist)

Homestead: Sarah Loyd (School-Based Therapist)

Lynbrook: Ranjani Narasimhan (Paraeducator)

Monta Vista: Doreen Bonde (Media/Library Specialist, Member of Health Course Development Team), Lora Lerner (Science Teacher, Member of Health Course Development Team)

***Trustees:*** Stanley Kou

***Planning Team:*** Melissa Duran (Executive Assistant to Teaching & Learning), Lisa Freitas (School Counselor Curriculum Lead), Trudy Gross (Assistant Superintendent), Leila Lurie (School-Based Therapist Lead), Denae Nurnberg (Coordinator of Data and Assessment), Divya Puri (District Manager of Food Services), Nancy Sullivan (Director of Special Services)

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### **AGENDA**

The meeting opened at 4:32 p.m.

**Welcome, review of the agenda and norms from Trudy Gross, Associate Superintendent of Student and Special Services (slides 1-3).**

**Community builder, “What is something you are proud of...”, was facilitated by Coordinator of Data and Assessment Denae Nurnberg (slide 4).**

16:39:01 From a parent: I’m proud of my family. In good and bad times we rally to support each other. It’s not always easy and it can be clunky yet we manage through.

16:39:34 From Denae Nurnberg: Personal life, work life, part of a team, friend/family

16:39:39 From Leila Lurie: Thank you (parent) for your comments!

16:43:30 From student: Hi I unfortunately can only use zoom chat to talk right now but something I am proud of is with my leadership team at Homestead where we recently were able to hold a "Beyond the Blue" event to raise funds for education programs for students with disabilities in FUHSD.

**An update on Nutrition Services was provided by District Manager of Food Services Divya Puri** (slides 5-6). She introduced Emily, a member of the Student Nutrition Board, to review recent activities (slides 7-18). An opportunity was available for questions (slide 19).

**Trudy provided an overview, by definition, of the District's efforts in the area of wellness** which incorporates social emotional learning (SEL) and mental health,(slide 20). The Collaborative for Academic, Social, and Emotional Learning (CASEL) emphasizes that while SEL and mental health are not the same, SEL can promote positive mental health in many ways. By promoting responsive relationships, emotionally safe environments, and skills development, SEL cultivates important "protective factors" to buffer against mental health risks. In this way, SEL is an indispensable part of student mental health and wellness, helping to improve attitudes about self and others while decreasing emotional distress and risky behaviors.

**School-Based Therapist Lead Leila Lurie provided an overview of social emotional learning (SEL)** (slides 21-27).

17:24:45 From Leila L (she/her/hers): They can practice strategies they learn in advisory 😊

**School Counselor Lead Lisa Freitas provided an overview of the comprehensive school counseling program** (slides 28-31). An opportunity was available for questions (slide 32).

**Trudy provided an overview on wellness spaces with an opportunity for questions** (slides 33-37).

17:30:40 From a parent: It all sounds really amazing. But... What are we doing with the kids that need help now? The ones who were and are impacted by Covid related times and other hardships of these times?

**Director of Educational and Special Services Nancy Sullivan provided an overview on mental health supports in the District** (slides 38-45). An opportunity was available for questions (slide 46).

17:46:34 From a parent: Is there a way to see the counseling data as percentages? I'm speculating that with declining enrollment a larger percentage of students are seeking counseling than before.

17:47:23 From Trudy Gross: That is something we can do as we review the data at the end of S2 and look back over the 22-23 school year.

17:51:49 From a parent: I absolutely love this!!! I wish I had this for the hospital. I would love to see data details and understand more of student needs.

17:52:51 From a parent: Oh! My high school I attended back in the day had a peer counseling program.

17:53:16 From a school-based therapist: Homestead has a Mustang Peer Support Group as well,

17:54:22 From a teacher: The breadth of wellness services is impressive - and also a little overwhelming! Perhaps a single page on the district website that links all of these separate initiatives / resources / data, etc.

17:55:03 From Nancy Sullivan (she/her): <https://www.fuhsd.org/students/mental-health-resources>

The meeting concluded at 5:25 p.m. with participants adding their input to a padlet with the following prompts:

- Get creative, how can we improve communication about the Wellness efforts in the FUHSD?
- How can we increase our communication/promotion in order to encourage more families to take part?
- What would you include in a meeting summary for today's Wellness Council meeting?
- If you chose to share your meeting summary about today's Wellness Council meeting, who would you share it with?

The information gathered will be provided prior to the first meeting of the 2023-24 school year, in preparation for that meeting.

17:59:46 From Leila L (she/her/hers): We appreciate you being ambassadors for our wellness efforts!

18:00:39 From a parent: Thank you for your ongoing partnership

18:01:03 From a parent: Thank you so much!

18:01:05 From a parent: Thank you for all your hard work and providing great feedback.

18:02:05 From Nancy Sullivan: Thanks everyone for being here.

18:04:23 From a school counselor: Thanks everyone!

From a Council member who couldn't access the padlet: 1) Sending out emails often about our wellness efforts to the FUHSD community, including it in the newsletters? 2) Parent and student group chats. 3) Efforts have been made to support everyone, and certain individuals. Also, our district takes value in student opinion, SEL, and nutrition. 4) I would share it with the whole FUHSD community, to gain awareness.



# Wellness Council

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**April 25, 2023**

# Agenda

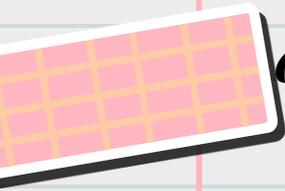
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- Inclusion Activity: Denaë
- Nutrition Services Update: Divya and Student Board Member
- Overview: Trudy
- SEL Efforts: Leila and Lisa
- Wellness Spaces: Trudy
- Mental Health Programs and Staffing: Nancy
- Closure: Melissa

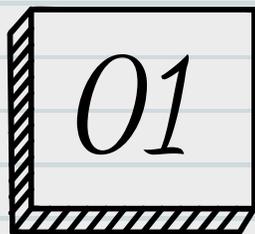


# Norms

- Equity of voice (mute when not speaking)
- Assume positive intent
- Expect and accept non-closure
- Respect and discretion in support of each other and what is shared



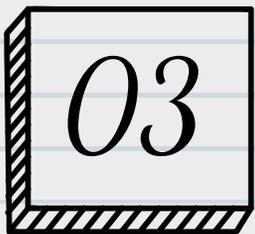
# What is something you are proud of... ☆



In your personal life



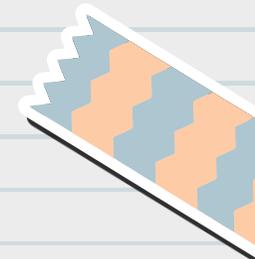
In your work life ←



As part of a team



For a friend or family member





# Nutrition Services Update

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Supporting nutrition and student wellness



## FUHSD NUTRITION SERVICES

Continuously working to promote nutrition and wellness. Some current and future initiatives are -

- Increase scratch cooking
- Farm to School in 2023-24
- Recruiting for Nutrition Services Student Board (NSSB)
- National Nutrition Month



# National Nutrition Month

FUHSD wide sampling events



# Fuel for the Future

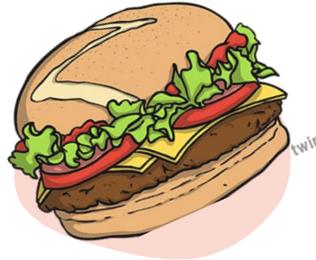
Encourage making informed food choices and developing healthful eating and physical habits

# Initiatives



## FRUITS & VEG

Samples of dragonfruit, edamame, jicama, red pears



## PLANT-BASED

Partnered with Bountifoods, a local business



## MENU ITEMS

Gauging opinion on naan bread with Tikka Masala

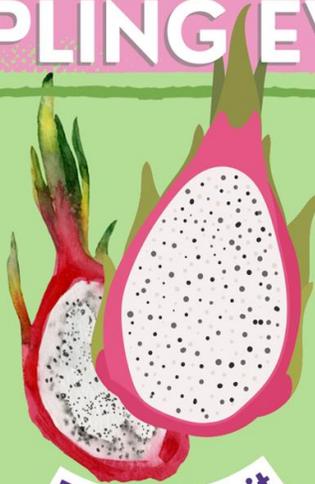
NATIONAL  
NUTRITION  
MONTH



## SAMPLING EVENT



Jicama



Dragon fruit



Edamame

Sample fruits & vegetables in the

**Quad** 

Friday **3/24** during lunch

# Fruit and Veg

Homestead and Fremont



**Fuel for the Future**  
National Nutrition Month

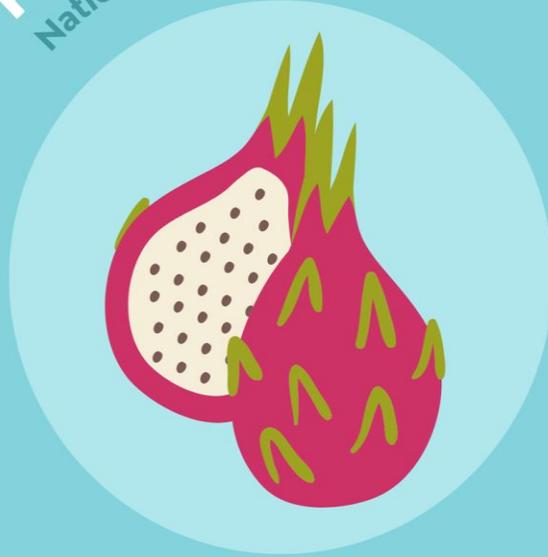


## Jicama

A root vegetable native to Mexico, often eaten raw. A classic way to eat it is to dip the matchsticks in lime juice, chili powder, and salt.



**Fuel for the Future**  
National Nutrition Month

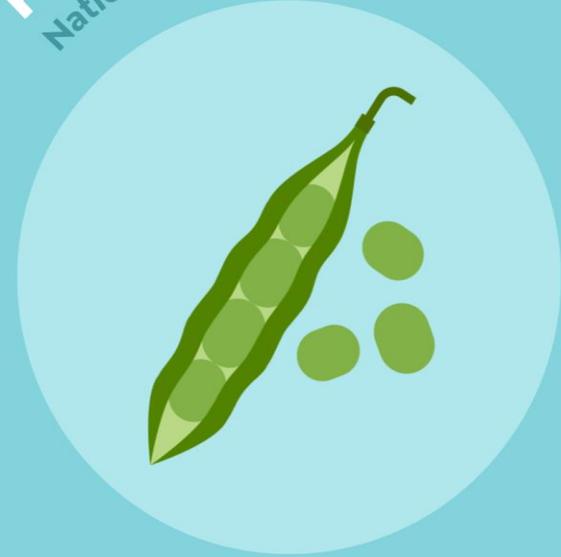


## Dragonfruit

The fruit of different cactus species indigenous to southern Mexico and places along the Pacific Coast



**Fuel for the Future**  
National Nutrition Month



## Edamame

Soybeans native to East Asia, commonly associated with Japanese cuisine. Generally eaten boiled and topped with salt.



Students gather  
around samples  
(HHS)



Volunteer work behind the sampling (HHS)



Close up of samples  
(FHS)

NATIONAL  
NUTRITION  
MONTH



**SAMPLING EVENT**

**Vegan Burgers**



Sample plant-based burgers outside the

**Cafeteria**

Wednesday **3/29** during lunch

# Plant-based

Lynbrook



Sampling results (LHS)

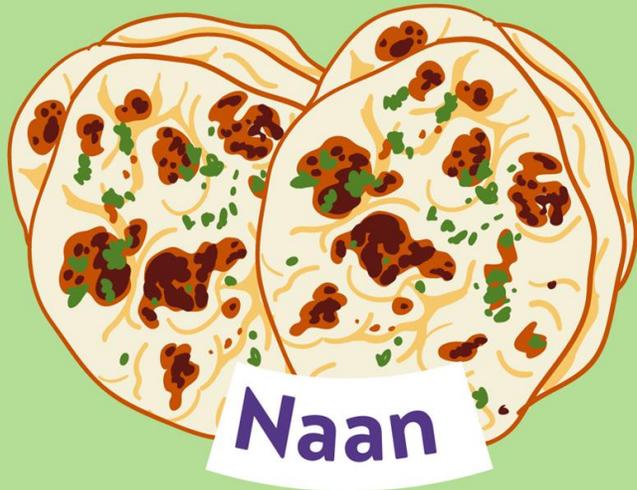


Close up of samples (LHS)

NATIONAL  
NUTRITION  
MONTH



**SAMPLING EVENT**



Sample naan with chicken/tofu tikka masala in  
the

**Rally Court**

Wednesday **3/22** during lunch

# Naan Sampling

Monta Vista



Close up of samples (MVHS)



Sample results (MVHS)



# **Nutrition Services Student Board**

Our continued goal as part of the NSSB is to spread awareness of the efforts of our amazing Nutrition Services Department and highlight the vast world of food for our student body.

# FUHSD Nutrition Services Student Board Application



 @fuhsdnssb

 <https://tinyurl.com/nssbapp23>

 fuhsdnssb@gmail.com

**APPLY NOW!**

Become 1 of 2  
representatives for your  
school

**Due Friday  
April 28 at 11:59PM**



Recognized  
**twice** by the  
**California  
Department of  
Education**

Get involved in various  
intradistrict sampling  
events, polling, and other  
opportunities to enhance  
our student body's food  
services experience



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# Nutrition Services: Questions and Input



# Overview

Wellness - “Wellness is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” – The World Health Organization

SEL - the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. -CASEL

Mental Health - includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.



# **SEL Efforts**

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**Supporting students, staff, families and community.**

# Advisories

**Created by:** a diverse group of students and educators (various disciplines), genders, racial backgrounds, and ethnicities

**Audience:** students, staff, parents/caregivers

**Overarching goals:**

1. Using an equity lens, developing SEL skill building for students and staff
2. Increase home/school communication : *“Guess What?”*
3. Develop common language between staff, students and parents/caregivers



# Advisory Topics 2022-2024

2021-2022

- Building a Sense of Self-Efficacy
- How Does the Media Impact Us
- Sexual Harassment

2022-2023

Theme: taking care of ourselves and others, aka Self management and Social Awareness

- Learning about our brains (upstairs and downstairs brain)
- Transformative empathy (windows and mirrors)
- Know your rights and speaking up (Title 9)
- Stress management

FUHSD TEACHER SEL RESOURCE Home Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making

# FUHSD Social Emotional Learning

## Teacher Resource Guide

### Collaborative for Academic, Social, and Emotional Learning (CASEL) - The 5 CORE SEL Competencies



The CASEL 5 addresses five broad and interrelated areas of competence and highlights illustrative examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Our Teacher Resources is divided by each competency, and under each category, we offer various easy-to-implement activities for the classroom. The activities are divided by the time it'll take to run that activity--and they range from quick ones that only take 2-5 minutes to longer ones that take up to 45 minutes.

Take time to explore the resources and if you have any questions about how to run them, do not hesitate to reach out to Leila at [leila\\_lurie@fuhsd.org](mailto:leila_lurie@fuhsd.org).



### **FUHSD Social and Emotional Learning (SEL) Tips**

**Bookmark the tab below!**

FUHSD now has a website where we offer various *easy-to-implement activities* for the classroom. The activities are divided by the time it'll take to run that activity--and they range from *quick ones that only take 2-5 minutes to longer ones that take up to 45 minutes.*

**FUHSD Social Emotional Learning Teacher Resource Guide**

*It is a work-in progress; new activities will be added often.*

*This is where YOU come in. Please share SEL activities and forms you use with your district colleagues by emailing [leila\\_lurie@fuhsd.org](mailto:leila_lurie@fuhsd.org). They'll be posted on the website so we can all benefit from your ideas. Thanks!*

# “Guess What” newsletter

September 2022  Issue 1

## GUESS WHAT?

### Caring for self and others

**The Mood Ladder**

UPSTAIRS: CALM & READY	MIDPOINT: STRESSED OUT	DOWNSTAIRS: PANIC
 PEACEFUL ENGAGED CALM RELAXED 	 ANXIOUS OVERWHELMED OVERTHINKING AGITATED 	 FRANTIC OUT OF CONTROL SHUTDOWN MELTDOWN 
 I'm feeling good and ready to go.	 Ahh! I'm feeling stressed and overwhelmed!	 Woah!!! I'm freaking out and need to shut down right now!

This month, in an advisory lesson, all students in the district learned about taking care of themselves. They learned about the difference in how their brain operates when they are calm and when they are stressed. The interactive lesson encouraged them to create a self-care plan to help them move from their “downstairs brain” back into their “upstairs brain” (see the *Words to Know* list for details).

### Try it at home

Ask your teen about their upstairs and downstairs brain  
Use “Words to Know” when describing your own experiences

九月, 2022  论点一

## 猜猜看?

### 关照自己和他人

**The Mood Ladder**

UPSTAIRS: CALM & READY	MIDPOINT: STRESSED OUT	DOWNSTAIRS: PANIC
 PEACEFUL ENGAGED CALM RELAXED 	 ANXIOUS OVERWHELMED OVERTHINKING AGITATED 	 FRANTIC OUT OF CONTROL SHUTDOWN MELTDOWN 
 我感觉很好, 随时准备出发	 啊! 我很有压力而且不知所措	 哇!!! 我已经受不了了, 需要立即关闭!

在本月份的一堂咨询课中, 学区辖内所有的学生学习了如何照顾自己。了解了当他们处于平静和压力时大脑运作的差异。这堂互动课程鼓励他们制定一个自我护理计划, 用来帮助他们从「楼下大脑」移回到「楼上大脑」(有关详细信息, 请参阅要知道的单词清单)

### 在家试试看

询问家中的青少年什么是楼上, 楼下大脑  
使用“要知道的词语”描述自己的经历



## ADVISORY CURRICULUM

The purpose of Advisory is for students to engage and build community with a teacher and group of peers on a weekly basis, to facilitate learning of important items that are not necessarily related to a particular subject area. Examples include:

- Schoology practice,
- mandated emergency procedures,
- learning how to ask for help and where various sources of assistance are available,
- guidance developed lessons and college planning,
- mindfulness activities, goal-setting and team-building activities,
- engaging in Social Emotional Learning,
- developing anti-bias/anti-racist education of our students,
- learning about harassment/anti-harassment,
- exploring what are appropriate interactions with students/staff,
- reading/discussing articles/stories/current events, or
- school surveys.

The hoped for outcome is not just for students to gain a broader understanding of the aforementioned important issues, but also to further build our school community and establish a connection with a staff member from whom students can seek assistance, guidance and support. While lessons at each school site may vary slightly, the general lessons for these advisories will be posted on this webpage.

### 2022-23 School Year

- Social-Emotional Learning Advisory #1 (Sept. 2022)
  - Parent Newsletter
  - Parent Newsletter (Spanish)
  - Parent Newsletter (Chinese)
- Social-Emotional Learning Advisory #2 (Nov. 2022)
  - Parent Newsletter
  - Parent Newsletter (Spanish)
  - Parent Newsletter (Chinese)
- Social-Emotional Learning Advisory #3 (March 2023)
  - Parent Newsletter
  - Parent Newsletter (Spanish)
  - Parent Newsletter (Chinese)

### Accountability

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### Curriculum

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[Course Information](#)

[College & Career Planning](#)

[Career Technical Education](#)

[Advisory Curriculum](#)

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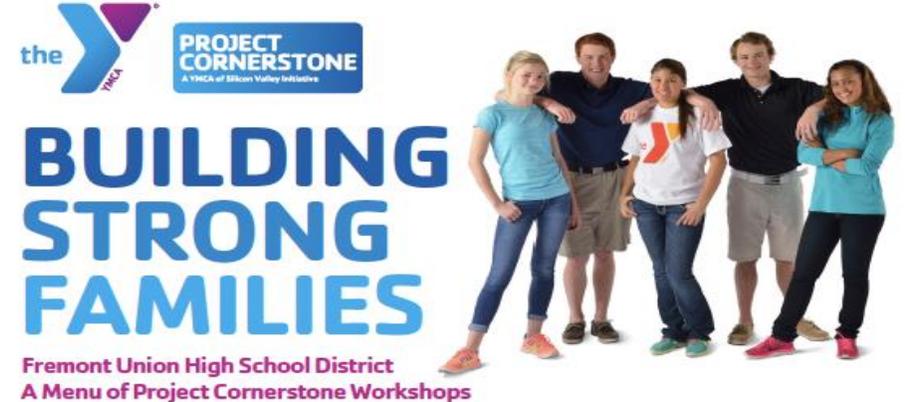
### Academic Support

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### Enrichment Options

# Parent/Caregiver Workshops

- Series of 4 related workshops
- Applicable to parents/caregivers
- Applicable to staff
- Related to broad advisory concepts
- Building common language
- Based on CASEL and Developmental Assets



**the Y YWCA PROJECT CORNERSTONE**  
A YWCA of Silicon Valley Initiative

## BUILDING STRONG FAMILIES

**Fremont Union High School District**  
**A Menu of Project Cornerstone Workshops**

**January 23** **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.  
**Location:** FUHSD District Office Board Room

**February 6** **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.  
**Location:** Zoom

**March 6** **Race, Racism and Equity**  
Explore how to recognize our own racial identity, build a shared understanding of key definitions, and gain language and tools to hold conversations with our teens.  
**Location:** FUHSD District Office Board Room

**March 20** **How To Talk To Our Teens About Current Events**  
Tips for navigating potentially sensitive news topics and ways to improve family relationships and digital citizenship skills. Topics include modeling critical thinking, how to be discerning about news sources, and how to challenge our bias and recognize fact versus opinion.  
**Location:** To Be Announced

**Who Should Attend:**  
Parents, guardians, and caring adults of high schoolers

**Time:** 6:30pm - 8:00pm

**Sign up here:**  
<https://tinyurl.com/PC-FUHSDParentWS>

**Cost:** Free

**Workshop Series**  
**Funded by:**  
Fremont Union High School District & Project Cornerstone

**Contact:** 408-351-6498  
debbit@projectcornerstone.org

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



# Examples of SEL Competencies in School Counseling

**CASEL Competency Self Awareness:** Students will be able to identify common causes and symptoms of stress and employ appropriate coping mechanisms

How Counselors are doing this through classroom lessons:

- Make sure students have a common language of SEL terms
- Identify and define feelings, stress triggers, and what Automatic Negative Thoughts are
- Identify 1-2 resources on campus
- Identify coping strategies

## **Site Annual Goals:**

Each site has committed to making sure all 9th graders get a presentation in the first semester addressing this SEL competency

# School Counselor Training and Collaboration

Building their own SEL skills so that they can better help students and parents

District Level Counselor meetings have included topics such as:

- Understanding Anxiety and Depression
- Working with Counselors to Provide Culturally Responsive Counseling to students and parents
- Sexual Orientation, Gender Identity, and Expression (SOGIE) Training

Counselors have been attending conferences to learn more about SEL work and how to best support students and families

# School Counselor SEL Efforts

2022-2023: increase in the number of counselors on each campus

	2021-2022	2022-23	2023-24
<b>CHS</b>	4	4	4
<b>FHS</b>	4	<b>4.5</b>	<b>5</b>
<b>HHS</b>	4	<b>4.5</b>	4.5
<b>LHS</b>	3	<b>4</b>	4
<b>MVHS</b>	4	4	4
<b>Ed Ops</b>	1.5	1.5	1.5
<b>Total</b>	<b>20.5 FTE</b>	<b>22.5 FTE</b>	<b>23 FTE</b>



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# SEL Efforts: Questions and Input



# Wellness Spaces

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**An effort in development**

# School Behavioral Health Incentive Program (SBHIP)

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Collaboration with the Santa Clara County Office of Education

- Expand Implementation of Wellness Centers
- Improve Workforce Development
- Build and Expand Partnerships
- Enhance Information Technology Systems and Data Use

Specific recommendations from Countywide Survey and Focus Groups conducted by SRI

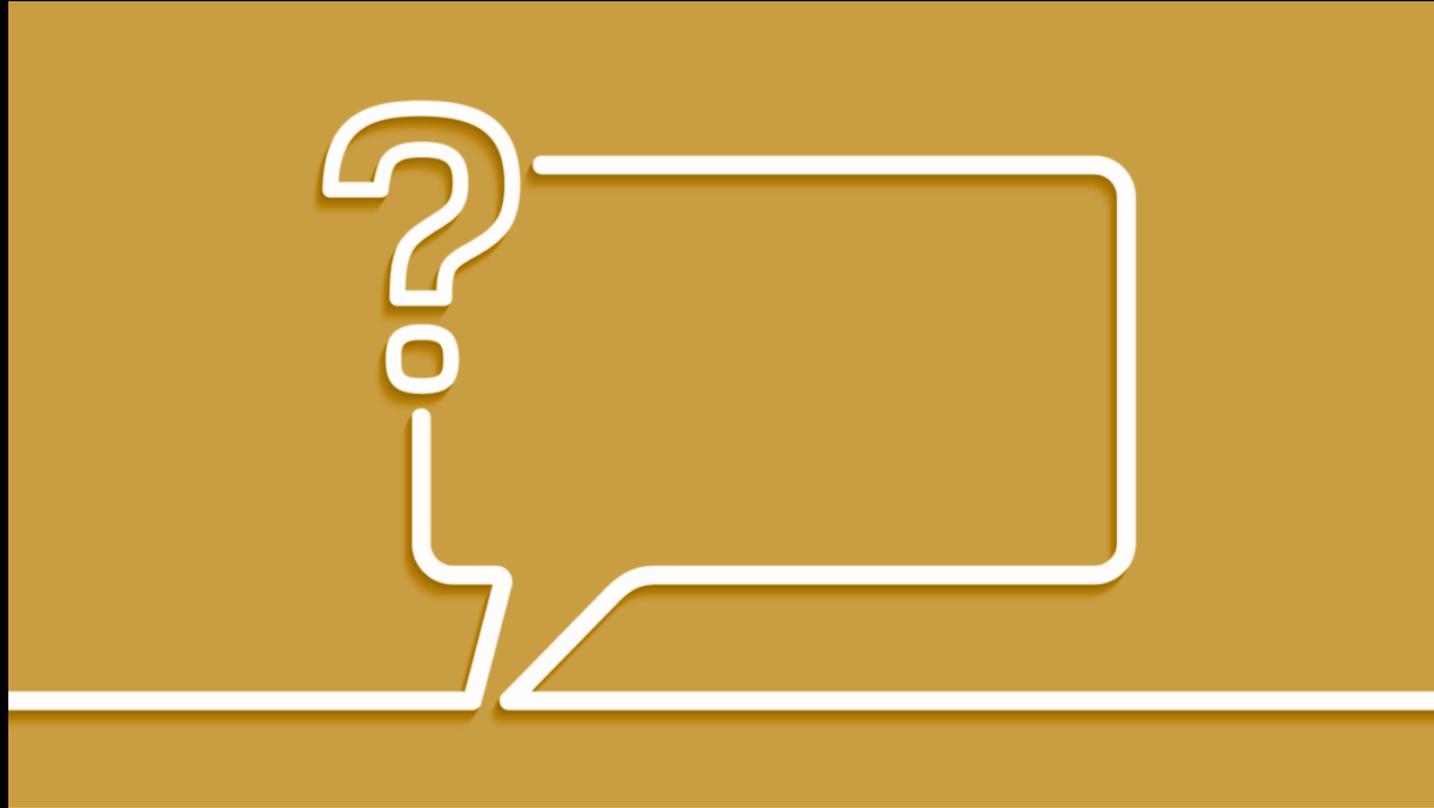
# Wellness Spaces

- Background and Purpose
  - Logistics
  - Structure
- 3-5 Year Plan
  - Staffing
  - Bond Construction



# Wellness Spaces: Current Plans





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# Wellness Spaces: Questions and Input

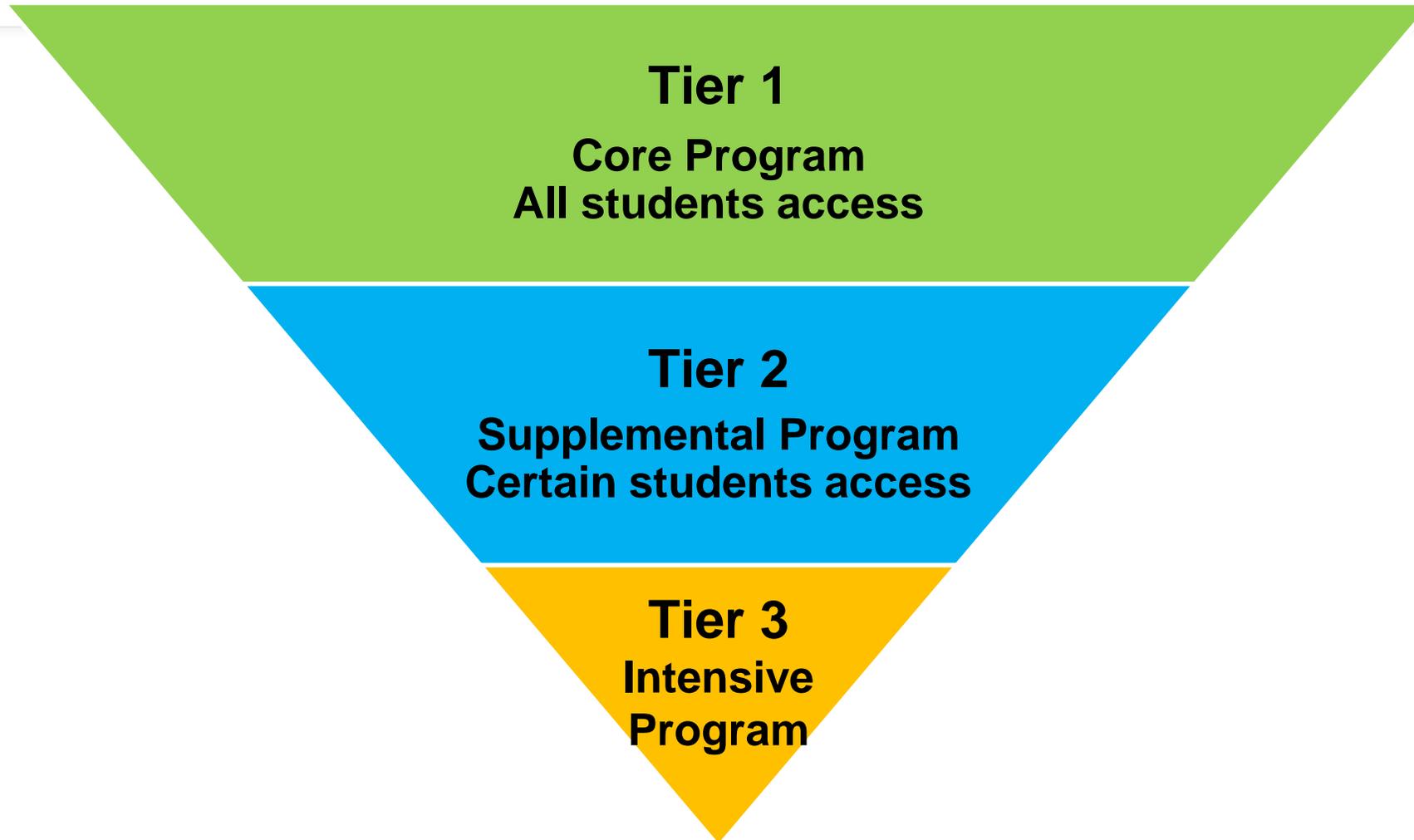


# Mental Health

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## Programs and Staff

# Tiered Support for Mental Health



# Mental Health Teams

## School Psychologist

- Pupil Personnel Services Credential
- Support interventions
- Conduct educationally-related assessments
- Member of the school crisis team
- Provide referrals to school and community resources

## School-Based Therapists

- Licensed marriage and family therapist or licensed clinical social worker
- Provide individual and group based mental health services to our students
- Member of the school crisis team
- Provide referrals to community resources

# Mental Health Staff

School	School Based Therapist	School Psychologist	Other
Cupertino HS	1.8 General Ed; 2.0 Special Ed	2.0	.4 RCS Therapist & Case Manager
Educational Options	.6 General Ed	1.0	
Fremont HS	1.5 General Ed; 3.2 Special Ed	2.6	3.0 FTE Seneca (2 Therapists and 1 Behavior Support)
Homestead HS	1.0 General Ed; 2.0 Special Ed	2.0	.4 RCS Therapist & Case Manager
Lynbrook HS	1.2 General Ed	2.0	Voyager Staff with SELPA; 3 Therapists and 2 behavior specialists
Monta Vista HS	1.2 General Ed; .4 Special Ed	2.0	

# Access to School Based Counseling

The focus of this support is short-term and targeted at helping students develop coping mechanisms so that they can be successful in school.

- Wellness request from website
- QR codes
- In person walk-in

From each school's website:

## WELLNESS CHECK-IN FORM

You can request to speak with a School-Based Therapist or School Psychologist by filling out our FUHSD Wellness Check-in Form. We take appointments during regular school hours, Monday-Friday from 8 a.m. to 3:30 p.m.

If this is a medical or mental health emergency, DO NOT fill out this form. Call 911 or visit your nearest hospital emergency room if you can get there safely.

[Wellness Check-in Form](#)

# Students Seen by a Counselor (SBT/Psych)

Category	2017-18	2018-19	2021-22	1st Semester 2022-23
# Students	1,703	1,721	1,279	1,040
# Total Sessions	5,180	4,974	3,997	2,499

## Top 5 reasons for requesting counseling:

1. Academic Stress
1. Anxiety
3. Home/Family
4. Depression
5. Social/Peer Issues

# School Linked Services

## Direct School Linked Referral

- 235 total referrals
- 148 linked to services
- 65% of referrals for behavior/mental health

## Prevention and Early Intervention

- Partner Agency - Rebekah Children's Services
- Cupertino HS and Homestead HS
- Counseling, Case management, group and parent workshops

# Care Solace Utilization

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b> (as of 4/20/23)
Anonymous searches	206	160	141
Family-initiated cases	28	29	30
Warm Hand-offs*	31	91	35
Appointments into care	28	86	43

\*“Warm Hand-offs” = An SLS-facilitated connection to Care Solace for families



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# Mental Health: Questions and Input



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# Closure: Questions and Input