

Fremont Union High School District

Wellness Council

October 24, 2024

Attendees (56)

Students

- Cupertino: Avani Bheemaiah, Jarron Gonzales, Aditri Gupta, Holly Harrison, Pearl Lakhani, Chetana Medam
- Fremont: Sameera Bommu, Danson Cheng, McKayla Hsu
- Homestead: Naveen Badrinath, Kavya Gangasani, Shaurya Prayag, Ranya Zhang
- Lynbrook: Jaclyn Chiu, Irene Chung, Rebecca Han, Irene Hwang, Shelby Kim
- Middle College: Ryan Wong
- Monta Vista: Suhani Nirwal, Tanisi Ramachandran, Sophie Xu, Michael Yeung

Parents

- Cupertino: Jenna Clarke, Rachel Wei
- Fremont: Nausheen Ali, Bageshri Lagu
- Homestead: Diana Kucer
- Lynbrook: Monique Anderson, Sonya Patel
- Monta Vista: Sandy Baba, Tina Dave, Foram Gandhi, Asha Govindarajan, Priya Kuppuswamy

Staff

- District Office: Divya Puri (District Manager of Nutrition Services)
- Educational Options: Nicolle Brown (Para Educator DT), Tabitha Kappeler-Hurley (Teacher)
- Cupertino: Angela D'Amico (Wellness Space Support Specialist), Melina Nafrada (Assistant Principal)
- Fremont: Alejandra Flores (Wellness Space Support Specialist), Erik Medeiros (School Counselor)
- Homestead: Sarah Loyd (School-Based Therapist), Dawn Predium (School-Based Therapist)
- Lynbrook: Yamini Aluru (Special Education Secretary/Para Educator), David Erwin (Assistant Principal), Jena Rajabally (Attendance Technician)
- Monta Vista: Doreen Bonde (Wellness Space Support Specialist), Lora Lerner (Teacher)

Trustees: Rosa Kim, Stanley Kou

Planning Team: Brooke Chan (Coordinator of Data and Assessment), Dina Cuellar (Executive Assistant, Teaching and Learning), Trudy Gross (Associate Superintendent, Teaching and Learning), Leila Lurie (Social Emotional Learning Curriculum Lead), Nancy Sullivan (Director of Educational and Special Services)

AGENDA

The meeting opened at 5:32 p.m.

Welcome and review of the agenda by Associate Superintendent of Teaching and Learning
Trudy Gross (slides 1-2).

Opener, “Name + Gesture”, was facilitated by Social Emotional Learning (SEL)
Curriculum Lead Leila Lurie (slides 3-5).

Trudy reviewed the history of District wellness efforts from 2007 to 2020 (slide 6) and
Director of Educational and Special Services Nancy Sullivan reviewed from 2021 to present
(slide 7).

Leila provided information about efforts to support purpose and belonging with in the
FUHSD including a resource handout provided to all staff prior to and during the start of the
school year (attached with the minutes) and implementation of the Wayfinder SEL curriculum
(slide 8). She then provided an opportunity for table groups to discuss what purpose and
belonging efforts individuals have seen/felt a part of at their school site (slide 9).

Coordinator of Data and Assessment Brooke Chan reviewed purpose and belonging in
connection with Wellness Council (slide 10). She reviewed ways in which each member is able
to function as a representative of the Council (slide 11) and provided time for table groups to
share input: returning council members talk about past work, role on council, what did we do last
year that you’d like to see continue; new members talk about thoughts/ideas as new members,
topics you’d like to see addressed this year (slide 12).

Returning Council Members

- Hearing what other sites are doing, what’s going on in the district (Divya’s Nutrition presentation).
- Reviewing school data regarding wellness, using data helps us know that the work we are doing is the right work and allows us to see progress over time.
- Student voice and diverse insights and perspectives represented from students, teachers, families, and district
- Expansion of Wellness Spaces at all sites.
- Talked about Wellness Spaces and what was working/not working
 - Example: very few guys were going to the spaces. What is the barrier, how do we get them to come?
- Assign people to tables so that each table has a mix of students, staff and adults.
- Last year felt like a fresh re-start post COVID.
- Continue offering diverse topics in the advisories.

New Council Members

- Academic pressure and the anxiety that goes along with
 - Not enough resources to help students
 - Pressure comes from parents, peers, school, self

- Reduce burnout
 - Academic competition between students: “how many AP classes are you taking?”
- Dedicated time to explore different pathways after high school: community college, trade schools, etc.
 - Career day with a panel of non-STEM alumni to emphasize that there are many career options
 - Students are pressured to choose STEM careers
 - More focus on individual path instead of what everyone else is doing
- The week before Finals (Dead Week): what can we implement to make this week less horrible/stressful for students?
- Nutrition: would like to learn what food is offered during the day.
 - Improve food options/taste.
 - Can schools offer after school snacks for students who have activities after school/evenings?
 - Nutrition education: not many students care about it: increase awareness.
- More counseling practices within the schools, not just reactive, but teaching coping skills
- Advisories
 - Too broad, not quantifiable:
 - Not interactive
 - No direct results from focusing on health vs. focus on grades.
 - More teacher/student relationship emphasis needed.
 - Engaging SEL/Advisory lessons
- Phone regulation/social media, new cell phone legislation
- Self-confidence: how to build it and peer pressure, how others influence you
- Say Something is not seen as a real resource: already integrated as not serious, stigma in using it, needs rebranding.
- Break down the stigmas and labels that some schools have.
- Discuss the culture balance that students have to manage.
- Grind Culture (Common Sense Media Report)
 - Social media influence
- Parent Education about student stress/anxiety
- Balancing sleep with homework and activities
- The importance of exercise to release stress
- Not a lot of sense of community = lack of care about mental health
- Mindfulness - pilot programs in schools
- Wellness corners in classrooms - add more
- Opportunities for students to brainstorm and hear their voice
- Transparency about mandated reporting prohibits students from speaking up
 - What is shared with parents?

Trudy shared that after the inaugural integration of wellness elements in the City of Cupertino Teen Resource Fair in March 2024, the event will be held again and expand to the City of Sunnyvale (slide 13). This event is led by student leaders from the IntraDistrict Council (IDC) Wellness Commission.

Wellness Council member and SWAG Co-Lead Irene Chung was joined by Rebecca Han and Shelby Kim to talk about their roles on the Santa Clara County Office of Education (SCCOE) Student Wellness Advisory Group (SWAG) (slide 13).

Lynbrook High School Equity Taskforce Student Leader Irene Hwang connected the efforts of the task force with purpose and belonging (slides 13-15).

Each of our current Wellness Spaces was highlighted by the Wellness Space Support Specialist (slides 16-18):

- Cupertino High School: Angela D'Amico
- Fremont High School: Alejandra Flores
- Monta Vista High School: Doreen Bonde

Trudy reviewed next steps in the works to have a space at Homestead High School and Lynbrook High School by fall 2026 (slide 19).

Leila led the Council in an optimistic closure (slide 20).