

Fremont Union High School District

Wellness Council

October 22, 2025

Attendees (38)

Students

- Cupertino: Aditri Gupta, Holly Harrison
- Fremont: McKayla Hsu
- Homestead: Naveen Badrinath, Kat Heller
- Lynbrook: Jaclyn Chiu, Aahaan Jain, Shelby Kim, Carrie Song, Alessandra Wong

Parents

- Cupertino: Jenna Clarke
- Fremont: Ambrosia Studley
- Homestead: Nicole Basler, Maia Elder Kadar, Diana Kucer, Cathy Rohloff
- Lynbrook: Monique Anderson
- Monta Vista : Sandy Baba, Priya Kuppuswamy

Staff

- Educational Options: Tabitha Kappeler-Hurley (Teacher)
- Cupertino High School: Andrew Suarez (Wellness Space Support Specialist)
- Fremont: Alejandra Flores (Wellness Space Support Specialist), Erik Medeiros (School Counselor)
- Homestead: Julio Llerenas (Wellness Space Support Specialist), Dawn Predium (School-Based Therapist)
- Lynbrook: Yamini Aluru (Special Education Secretary/Paraeducator), Jena Rajabally (Attendance Technician), Kim Morgan (Assistant Principal)
- Monta Vista: Doreen Bonde (Wellness Space Support Specialist)

Trustees: Pat Carpio-Aguillar, Rosa Kim

Planning Team: Brooke Chan (Coordinator of Data and Assessment), Dina Rogers (Executive Assistant, Teaching and Learning), Trudy Gross (Associate Superintendent, Teaching and Learning), Leila Lurie (Social Emotional Learning Curriculum Lead), Karen Moos (Program Specialist, Mental Health Services), Divya Puri (District Manager of Nutrition Services), Nancy Sullivan (Director of Educational and Special Services)

AGENDA

The meeting opened at 5:30 p.m.

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

Social-Emotional Learning Curriculum Lead Leila Lurie reviewed the Community Agreements (slide 3).

Director of Educational and Special Services Nancy Sullivan provided the opening activity featuring mood meters (attached), a strategy used in our schools and classrooms (slide 4).

Trudy provided an overview on the history of wellness efforts in the FUHSD, emphasizing the purpose of the Council as membership made all these things happen (slides 5-6). With returning and new members this year, it is important to understand the role of Representative of FUHSD Wellness Council: share knowledge, build relationships, and gather feedback and insights (slide 7). These efforts are key to continuing to build knowledge of and support for wellness across the district.

Nancy provided a summary of feedback from Council members last year (slide 8).

Leila introduced academic pressure as the topic most Council members wanted to talk about (slide 9). All across campuses academic pressure and comparison are regularly discussed. The planning team wants to be responsive to the desire to have change in this area. Change often starts with self-awareness, a social-emotional learning (SEL) skill, so the focus for this meeting is to engage in exploration and conversation about this topic and moving towards antidotes to the stress and pressure. Council members engaged in a mini-guided meditation focusing on joy (slide 10).

Program Specialist for Mental Health Services Karen Moos led an activity focused on the messages received about success that come from a variety of places including friends, family, teachers, and the media. Members engaged in individual reflection (slide 11), group reflection (slide 12), and a gallery walk (slide 13). See attached consolidated list of common pressures and impacts on joy.

Leila introduced Activity 2 (slide 15), an opportunity to focus on assets and strengths: see attached consolidated list.

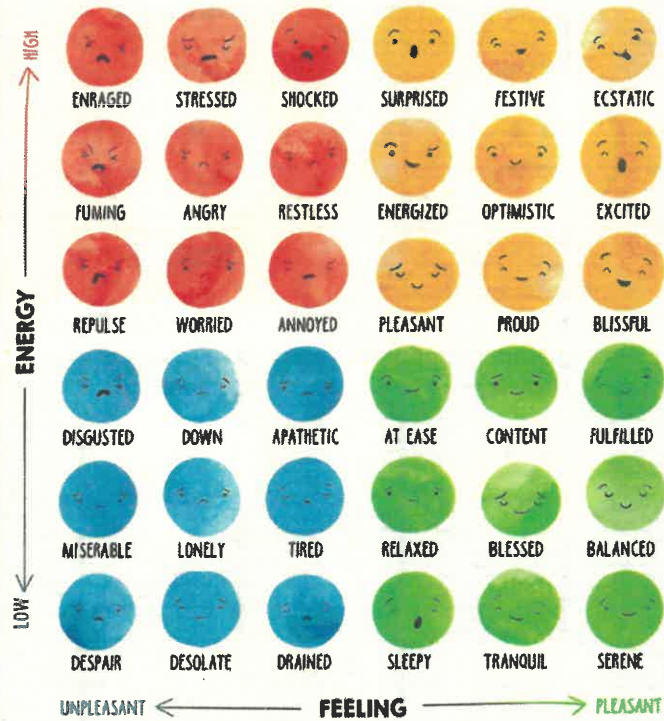
Karen and Leila led the group in final reflection and sharing (slides 17-18).

Coordinator of Data and Assessment Brooke Chan provided an outlet for each member to make a commitment (slide 19). She then provided information about the Council meeting on December 3, focusing on data from the CA Healthy Kids Survey administered annually to FUHSD students (slide 20).

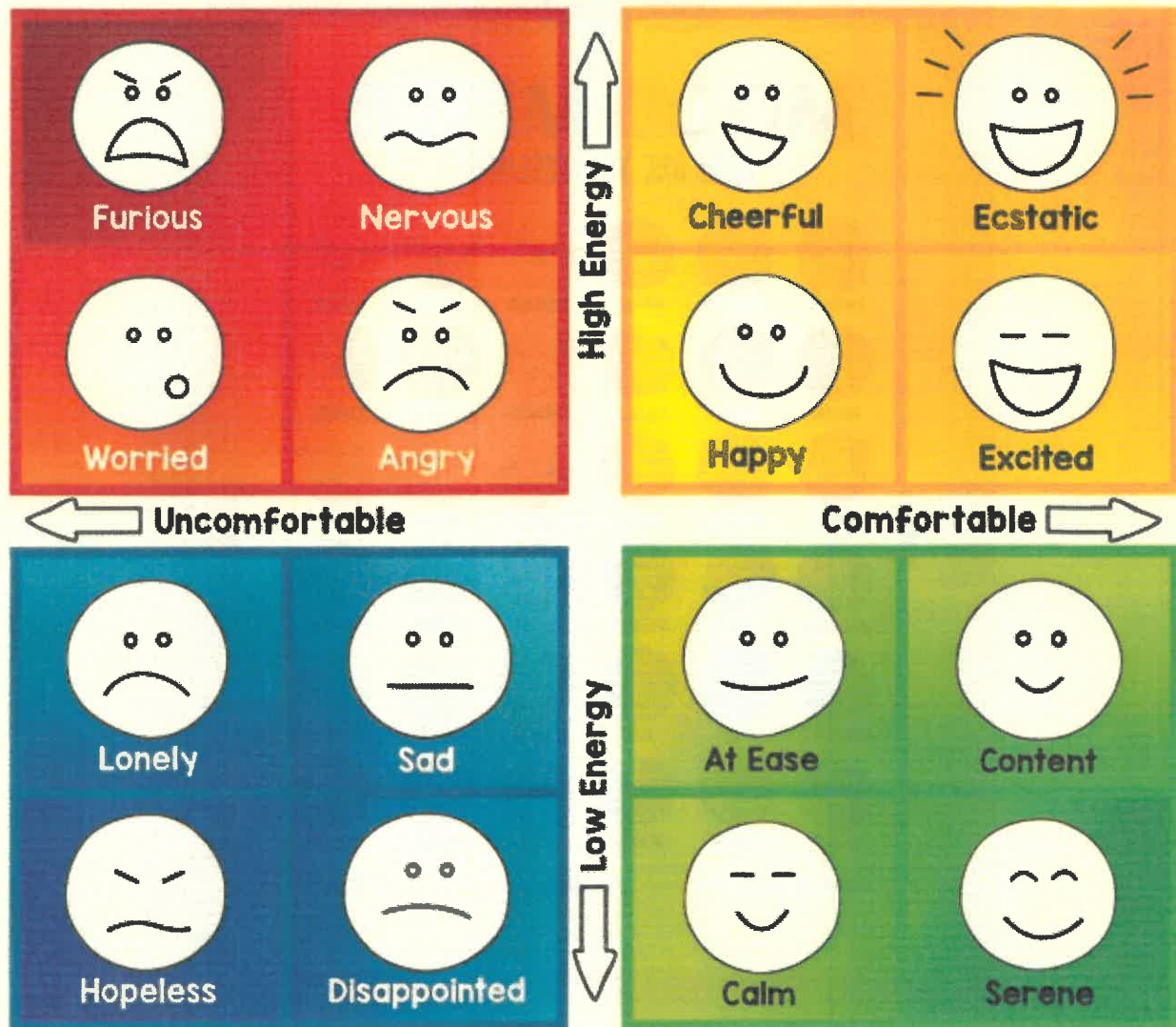
Leila led the Council in a one-word closure (slide 21).

MOOD METER

HOW ARE YOU FEELING?



Mood Meter





This Mood Meter was excerpted from the book, [Permission To Feel](#) © 2019 Marc Brackett. Reprinted with permission of Celadon Books, a division of Macmillan Publishing, LLC. www.marcbrackett.com

How are you feeling today?

☐☐☐☐

I need some help

I might need
some help

I have got a
problem

All good here!

WELLNESS COUNCIL MEETING 10/22/25

THE WEIGHT WE CARRY	
COMMON PRESSURES	IMPACT ON JOY
Joining lots of extracurricular activities x5	Busy, no time
Pressure to get into "good" college x5	Bending to expectations of others
Money & status x4	Chasing false goals/false joy
Grades & education x3	Confusing joy and happiness
Success is narrowly defined x3	Internal pressure
Employment x2	Competition
Be financially independent x2	More stress
Status (cultural expectations)	Competition at the expense of relationships
If your interest doesn't make money, abandon it	Not pursuing what you really want
Pressure to keep up	Joy is contingent
Demands from others	Little time to spend with friends/family
Limited opportunities to explore other avenues	Pressure from others
Afraid of failure	Higher expectations lead to feeling overwhelmed
Parents/peers	Cycle of pain, less time to relax
Constant competition & comparing	Postponing joy
Lack of support from AP teachers	How much is enough money?
How success is defined	Loss of high school experience and being a teenager
Family pressure, immigrants, model minority	Feel bad if not ready to go away to college
Course rigor	Directed away from jobs that excite you
The need to make money	Takes toll on relationships
Professional job	Focus on outcomes instead of journey
Leaving home and moving away to college	Feeling inadequate
Perfection	Feeling embarrassed
"Do something big"	Unworthy when compared to others
Family obligations	Self-worth
Materialistic achievements	Focusing on judgement of others
Peer image	

Big house	
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WELLNESS COUNCIL MEETING 10/22/25

STRENGTHS / ASSETS	
Self awareness x10	Celebrate the process and effort
Supportive x9	Take care of things early on
Can see big picture/Perspective x9	Flexible thinking
Good family relationships/strong support system x9	Courage
Advocate for yourself x8	Honesty
Resilient x6	Struggle can help you grow
Growth mindset x5	Help students articulate their goal
Making the best of a situation x4	Learn that one's ideas are worth sharing
Adapting to change x4	Care for the students
Sought help from professional x3	Problem solver
Sought out connection w/ teacher x3	Respect your own boundaries
Break down problem into attainable pieces x3	Grateful
Desire to learn x3	Focus on the path, not the destination
Perserverance x3	Focus on health
Understand the system x3	Made decision to drop class to increase health & joy
Focus on efforts/learning, accept results x3	Compassion for self
Reflective x3	Can build new skills
Focus on growth of individual x2	Build confidence in your gut check
Progress over perfection x2	Able to face hardships
Takes Initiative x2	Self talk
Ambitious x2	Importance of feeling good in life
Look for opportunities to improve x2	Able to be an active listener
Helps others x2	Insightful
Having an open mind x2	Seeing the person in front of you
Quiet leadership x2	Role model
Consistency/stability x2	Realize the good in doing less
Understanding	Live in the moment
Lead with curiosity	