PAUSD
Wellness & Support Services
Miriam Stevenson
mstevenson@pausd.org
Last year’s wins

Upstream Prevention & Intervention
● Further expansion of consistent and coordinated SEL
● Focusing on chronic absenteeism
● Secondary ID Cards
● LGBTQ+ Middle School Outreach

Building Community Capacity
● Student Data Workshops
● Mental Health Awareness Month District Wide
● Reviewing and updating safety protocols

Palo Alto Unified School District
Wellness & Support Services
This year’s work

Upstream Prevention & Intervention
- Further expansion of consistent and coordinated SEL
- Improving our attendance data and interventions
- LGBTQ+ Elementary Outreach

Building Community Capacity
- Coordinated Parent Engagement
- Differentiated Suicide Prevention Training TK-12 Partnership
- Training on updated safety protocols
- Piloting program mental health connection & navigation platform
Goals & Alignment

Student life skills (functioning and planning), connection, engagement & wellbeing

- **Equity & Access**: Ensure every student has access to multiple programs, services, activities, and enrichment experiences that support student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential.

- **Wellness & Safety**: Provide for the social-emotional needs of students and staff and cultivate positive, healthy, and respectful school environments that promote high levels of connection, engagement, and overall well-being throughout the school community.

- **High Quality Teaching & Learning**: Engage every student in purposeful, meaningful learning that appropriately challenges all students and maximizes each student’s opportunity to excel academically.

- **Family & Community Partnerships**: Strengthen partnerships which support and extend the school’s educational mission.

- **Self Awareness**: Focus on students' personal growth and development.
- **Social Awareness**: Enhance understanding and appreciation of diverse cultures and perspectives.
- **Self Efficacy**: Promote students’ confidence in their abilities to succeed.
- **Social Engagement**: Foster a sense of belonging and active participation in school life.

**The PAUSD Promise**

Provide students what they need to be successful.
Key Strategies - Mental Health & Wellness

Provide for the social, emotional and physical health needs of students and cultivate positive, identity safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community.

How will we measure progress? (Key Performance Indicators)

- Increase staff awareness and efficacy in serving the needs of diverse learners as measured by staff feedback on district sponsored professional learning
- Decrease percentage of students identified as chronically absent
- Increase the extent to which students are engaged and connected to the school environment (e.g. feel personally accepted, respected, included, and supported by staff and peers)
- Increase student knowledge of supports and help-seeking behaviors
**SEL Desired Outcomes**

**Short-term**
- Staff are trained and equipped to implement SEL
- Staff utilize an evidence-based SEL curriculum/strategies

**Intermediate-term**
- Staff delivers high quality SEL instruction aligned with research based best practices
- Students demonstrate and report changes in behavior consistent with SEL curriculum

**Long-term**
- Improved student well-being (e.g. attendance, engagement, substance use)

**Metrics**
- Student discipline
- Climate Survey (student connectedness, engagement, well-being)
# SEL Learning Standards

<table>
<thead>
<tr>
<th>SELF</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> <strong>SELF-AWARENESS:</strong> Individual has the ability to identify and name one’s emotions and their influence on behavior.</td>
<td><strong>4</strong> <strong>SOCIAL AWARENESS:</strong> Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</td>
</tr>
<tr>
<td><strong>2</strong> <strong>SELF-MANAGEMENT:</strong> Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.</td>
<td><strong>5</strong> <strong>SOCIAL MANAGEMENT</strong> – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</td>
</tr>
<tr>
<td><strong>3</strong> <strong>SELF-EFFICACY:</strong> Individual has the ability to motivate oneself, persevere, and see oneself as capable.</td>
<td><strong>6</strong> <strong>SOCIAL ENGAGEMENT</strong> – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.</td>
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PAUSD SEL Implementation 2019-20

**Districtwide:**
Provide Professional Learning to all staff members
Integrate SEL into meetings, instruction

**High School:**
Whole school/opt in lessons, department lessons & Living Skills
Gunn - 9th, 10th and 11th Grade SELF - ongoing data collection & design
Paly - 9th Grade Advisory, Advisory Program Review & Redesign

**Middle School:**
SEL professional learning
Counselor and SEL Teacher Leader Collaboration

**Elementary:**
Observe existing SEL, revisit framework, develop scope & sequence
Continuation of site programs & expansion of Responsive Classroom
Different vehicles... same destination:

**DEVELOP:**
- Common language
- Community & collaboration
- SEL skills & strategies
- SEL instructional practice

**IMPROVE STUDENT OUTCOMES:**
- Connections to themselves, other students & trusted adult(s)
- Engagement at and with school
- Life skills: functioning & planning
## Developmental Assets & Protective Factors

### Equity Report

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
<th>Total Student Groups</th>
<th>Student Groups in Red/Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>English Learner Progress (1-12)</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td></td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>College/Career (9-12)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Select for one year of available data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td></td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td></td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Select any of the underlined local indicators to see the local data for those with a met rating:

- **Local Indicators**
  - **Basics (Teachers, Instructional Materials, Facilities)**: Met
  - **Implementation of Academic Standards**: Met
  - **Parent Engagement**: Met
  - **Local Climate Survey**: Met
PAUSD Local Climate Survey

**Schools Are Safe**

- 5th Grade: 91% (2015), 88% (2017)
- 7th Grade: 85% (2015), 78% (2017)
- 9th Grade: 85% (2015), 78% (2017)
- 11th Grade: 91% (2015), 86% (2017)

**Caring Adults at School**

- 5th Grade: 64% (2015), 59% (2017)
- 7th Grade: 47% (2015), 40% (2017)
- 9th Grade: 34% (2015), 33% (2017)
- 11th Grade: 41% (2015), 36% (2017)
Crises Response Team
Training & Support

Protocols: Consent, Need Articulation, Risk Assessments, Safety Planning, 5150s & Re-entry

Intensive Training for Risk Assessors: ASIST & Suicide to Hope
Counselors, Health Staff, Social Workers, Mental Health Therapists, Psychologists & Administrators

Training for high school students:
Sources of Strength & Kognito
Friend to Friend

Training for Parents:
Wellness Resources, Referrals & Psychoeducation

Prevention Training for all Staff TK-12 - Kognito

Differentiated Training Model

POSTVENTION

INTERVENTION

PREVENTION
Ways to Support

LGBTQ+ Council
Quarterly Meetings 4:00-5:30 pm
October 21, 2019
January 27, 2020
March 23, 2020
May 18, 2020

Student Wellness Council
Quarterly Meetings 4:00-5:30 pm
September 23, 2019
November 18, 2019
February 24, 2020
April 27, 2020