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# PAUSD

# Wellness & Support Services

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Palo Alto Unified School District  
Wellness & Support Services

# 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



# 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





## The PAUSD Promise

Home

High-Quality Teaching & Learning

Equity & Excellence

Wellness & Safety

Special Education & Inclusion

District Office Operations

Moving the Needle

19-20 At-A-Glance

19-20 Activities with Detail

## 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



Connection



Engagement



Student Well-being



# 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

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



# 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

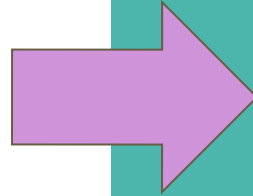
## Elementary:

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 California School DASHBOARD

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

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

Local Indicators	Ratings
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met
<a href="#">Implementation of Academic Standards</a>	Met
<a href="#">Parent Engagement</a>	Met
<a href="#">Local Climate Survey</a>	Met



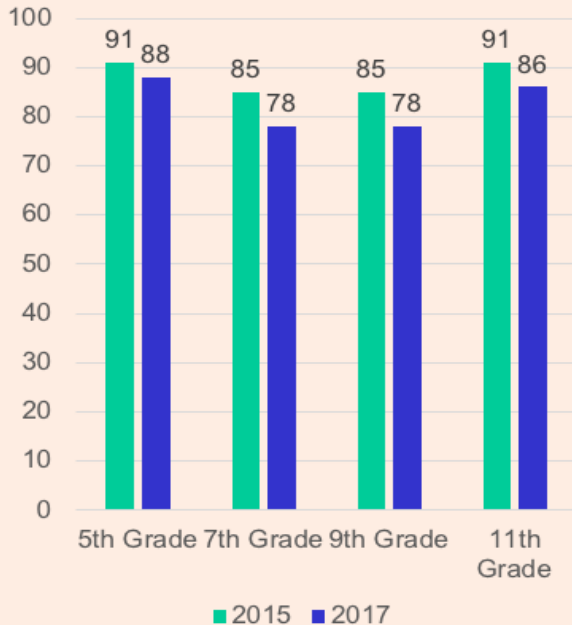
CDE

TOM TORLAKSON  
State Superintendent  
of Public Instruction

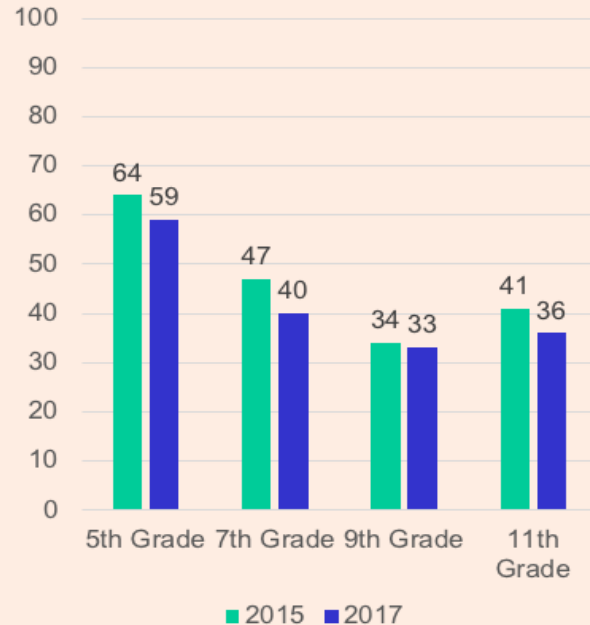


# PAUSD Local Climate Survey

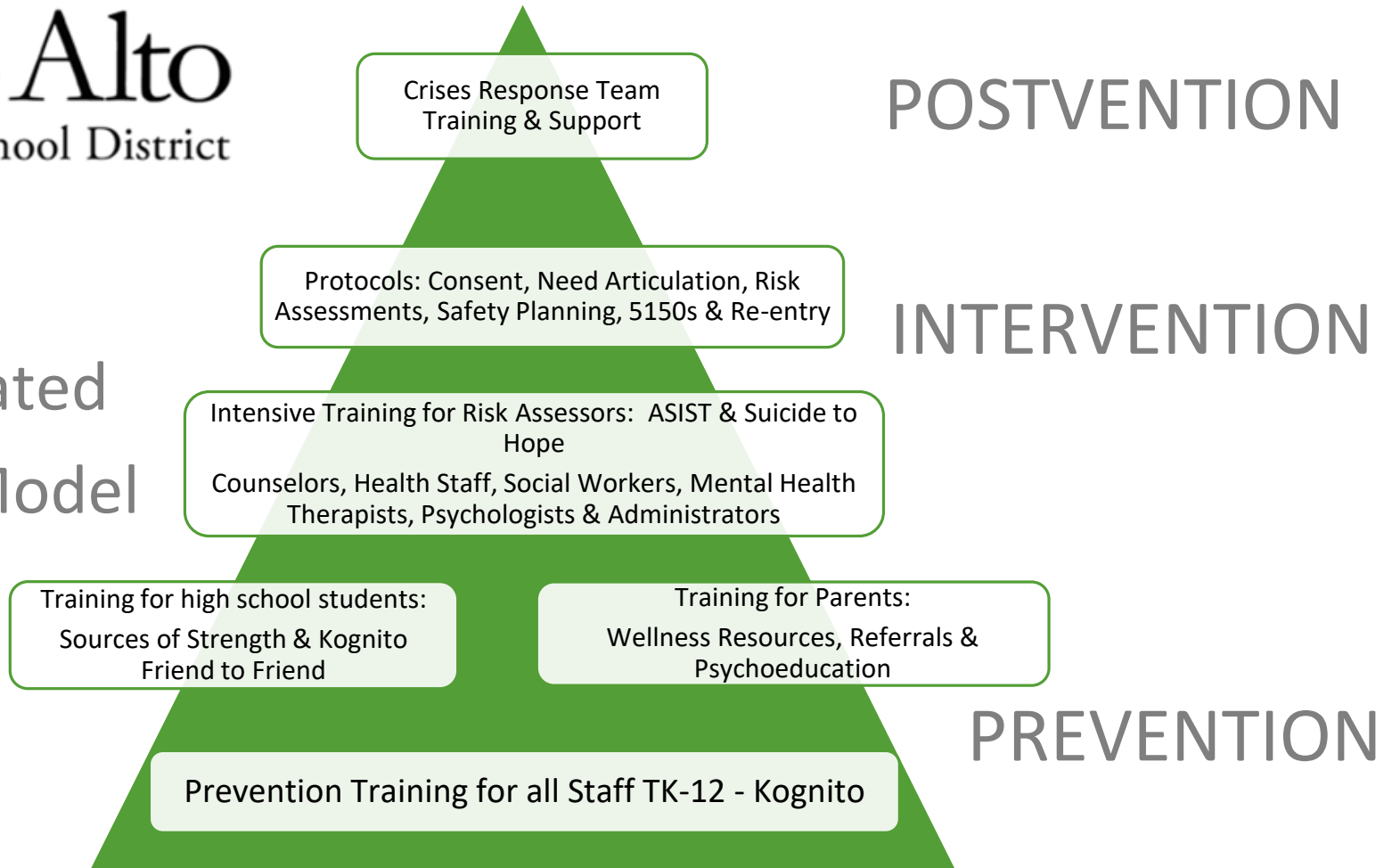
## Schools Are Safe



## Caring Adults at School



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

