

Pasco School District
Universal Screening Guide
Social, Emotional, Behavior (SEB)



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Part 1: Universal Screening Administration

I. GENERAL UNIVERSAL SCREENING INFORMATION

- Universal screening helps monitor the overall health of the school system.
- Screening data is used in conjunction with other data sources to
 - o Inform and refine our Tier 1 supports and interventions, and
 - o Connect students to additional support and care as needed.
- Universal screening is not diagnostic, prescriptive, nor evaluative.

II. UNIVERSAL SCREENING PRACTICES

- Students are screened **two times per year** in Fall and Spring.
- Screening occurs after student(s) have been enrolled in school for **at least one month**. This enrollment period ensures staff can get to know students (i.e., name, strengths, needs, etc.) prior to screening.
- The screening process includes a teacher component for **grades K – 12** and a student component for **grades 2 – 12**.
- Elementary teachers (teacher of record) screen the students in their class. Secondary teachers screen a group of approximately 30 students who they see daily in their classes.
- School MTSS-SEB team meeting dates align with universal screening to ensure timely data review.

III. ROLES / RESPONSIBILITIES

Who	Before	During	After
District MTSS-SEB Leadership Team	<ul style="list-style-type: none"> Establish clear goals and expectations for SEB screening. 		<ul style="list-style-type: none"> Review and analyze screening results. Use data to guide decision-making for support and resources.
District Assessment Department	<ul style="list-style-type: none"> Identify and communicate screening windows to school assessment staff. Train school assessment staff in screening administration. 	<ul style="list-style-type: none"> Provide technical assistance to assessment staff as needed. 	<ul style="list-style-type: none"> Adjust technical assistance plan for assessment staff as needed.
District Student Supports Department	<ul style="list-style-type: none"> Provide initial professional learning and coaching for school teams on the integration of school mental health into the MTSS Framework. 		<ul style="list-style-type: none"> Support school teams with data analysis and decision-making. Provide coaching to support implementation of interventions.
School Administration	<ul style="list-style-type: none"> Communicate the screening plan to staff, including plan for absent students. Notify families of the screening plan and opt-out process. Schedule time for teachers and students to complete the screener. Manage or delegate management of the opt-out process. 	<ul style="list-style-type: none"> Support the screening process, addressing any issues that arise. 	<ul style="list-style-type: none"> Collaborate with Tier 1 and Tier 2 teams to develop action plans.

Assessment Facilitator / Specialist	<ul style="list-style-type: none"> Communicate the screening windows and timelines to staff. Ensure relevant school staff have access to platform. Train school staff on screening administration. Secondary: Create rosters for teachers and ensure students who have opted out are not rostered. *Designated clerk inputs rosters into PowerSchool. 	<ul style="list-style-type: none"> Support school plan for administering screener. Support with troubleshooting. Monitor completion of screener and follow-up with staff as needed. Collaborate with administration to ensure all students are screened. 	<ul style="list-style-type: none"> Evaluate and plan for technical assistance needed for next administration. Train and support staff and school teams with accessing screening reports and data. Create data report for Tier 1 and Tier 2 teams to review.
Tier 1 Team	<ul style="list-style-type: none"> Train staff on the "why." 	<ul style="list-style-type: none"> Provide contextual support as needed. 	<ul style="list-style-type: none"> Monitor aggregated data to improve Tier 1. Use data to action plan next steps.
Tier 2 Team	<ul style="list-style-type: none"> Determine the school's serviceable base rate (intervention capacity) for Tier 2. If needed, use the District Intervention Map to guide the expansion of Tier 2 interventions. 	<ul style="list-style-type: none"> Provide contextual support as needed. 	<ul style="list-style-type: none"> Identify students needing additional support and match to Tier 2 interventions. Coordinate Tier 2 interventions. Monitor intervention implementation fidelity and effectiveness.
Teacher	<ul style="list-style-type: none"> Familiarize oneself with the screening tools and process. Complete screener administration training. 	<ul style="list-style-type: none"> Administer the screener to designated students. Complete teacher portion of the screener for designated students. 	<ul style="list-style-type: none"> Collaborate with teams on intervention strategies. Support and reinforce interventions.

IV. SCREENING TIMELINES

Time Point	Screening Window
Fall	October
Winter	February

V. TRAINING

Training	Frequency	Audience							
		School MTSS-SEB Teams	Administration	Front Office Staff	Assessment Facilitators/ Specialists	Intervention Staff (i.e., counselor, BIS, psych)	Teachers	Classified/ SAS/ Security	Students
The “Why” of Universal SEB Screening (Initial)	Once	X	X	X	X	X	X	X	X
The “Why” of Universal SEB Screening (Refresher)	Annually	X	X	X	X	X	X	X	X
Universal SEB Screening Administration: Train-the-Trainer	Once		X		X				
Screening Logistics (i.e., PSD Screening Guide, scheduling)	Annually	X		X			X		
SAEBRS Administration (for Teachers)	Annually						X		
mySAEBRS Administration (for Students)	Annually								X

VI. OPT-OUT PROCESS FOR FAMILIES

The Pasco School District utilizes a passive assent approach, enabling families to opt their student(s) out of participating in universal screening.

At the start of each school year, as part of the annual notification process, schools follow these steps:

1. Schools send the district-approved notification to legal guardians about the universal screening process.
2. Schools provide legal guardians a link to a Microsoft Form along with a deadline, allowing them to opt their student(s) out of participating in the universal screening process.

Resources:

- [District-Approved Notification](#)
- [Microsoft Form Template: Universal Screening Opt-Out](#)

Part 2: Data-Based Decision Making

VII. DATA DECISION-MAKING PROCESS

Tier 1 Teams	
Process Overview	<ul style="list-style-type: none"> - Tier 1 teams are responsible for Stage 1 of the data review process. - Tier 1 teams review data within 10 school days following screening. <ul style="list-style-type: none"> - analyze data and apply decision rules (below) to determine Tier 1 supports and interventions. - Support systems change, based on the data, to ensure the strengths and needs of students are supported. - <i>Reminder: Tier I teams should use multiple data sources to monitor the health of the system (i.e., attendance, behavior, academics, implementation fidelity, school climate, etc.)</i>
Step 1: Complete Stage 1 Data Review	<ul style="list-style-type: none"> - Technical Assistance Guide for State 1 Data Review
Step 2: Apply Data Decision Rules	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>STAGE 1 SYSTEM SUPPORT Determine Health Across the System</p> <pre> graph TD A["School-Wide Base Rate ≥ 20%"] --> B["School-Wide Base Rate < 20%, BUT Classroom Base Rate ≥ 20%"] B --> C["School-Wide Base Rate < 20%, AND Classroom Base Rate ≤ 20%"] A --> D["System Support (Tier 1)"] B --> E["Classroom Support (Tier 1)"] C --> F["Small Group Support (Tier 2)"] D --> G["Determine the health of the school system"] E --> H["Determine the health of the classroom"] F --> I["Go to Stage 2"] G --> J["Social: Review and Revise SW expectations or reinforcement plan Emotional: Implement SEL Curriculum"] H --> K["Social: Review and Revise Implementation of High-Leverage Classroom Practices (i.e., Positive Greetings, Box Breathing, Opportunities to Respond) Academic: AVID Strategies; Behavior Specific Praise; Increase Opportunities to Respond"] </pre> </div>

Tier 2 Teams	
Process Overview	<ul style="list-style-type: none"> - Tier 2 teams are responsible for Stage 2 of the data review process. - Tier 2 teams <ul style="list-style-type: none"> - Review data within 10 school days following screening. - Identify and connect students to an intervention within three school days. - Ensure high-fidelity implementation of Tier 2 interventions. - Review intervention effectiveness at least every two weeks. <ul style="list-style-type: none"> ▪ Interventions are modified at the four-week point if progress-monitoring data shows the intervention is not effective for a student. ▪ Student interventions do not last longer than eight weeks without modifications to one or more of the following: goals, reinforcements, instructions. - Tier 2 intervention coordinators monitor student progress at least weekly.
Step 1: Complete Stage 2 Data Review	<ul style="list-style-type: none"> - Technical Assistance Guide for Stage 2 Data Review
Step 2: Apply Data Decision Rules	<div> <p>STAGE 2 Small Group Supports & Interventions</p> <pre> graph TD A[TIER 2 INTERVENTION STANDARD PROTOCOL] --> B[SOCIAL BEHAVIOR] A --> C[ACADEMIC BEHAVIOR] A --> D[EMOTIONAL BEHAVIOR] E[PROGRESS MONITOR] --> F[NON-RESPONSIVE] E --> G[RESPONSIVE] F --> H[Check Fidelity] H --> I[Adjust Intervention Goal and/or Reinforcement Schedule] I --> E G --> J[Fade and Graduate] </pre> </div>

VIII. COACHING SUPPORTS FOR TEAMS

Who	Before	After
Tier I Teams	<ul style="list-style-type: none">• The What, Why, and How of Universal SEB Screening• The Tier 1 Team's role in screening• Determine Serviceable Base Rate (intervention capacity)	<ul style="list-style-type: none">• Data-driven decision-making for Tier 1 teams
Tier II Teams	<ul style="list-style-type: none">• The Tier 2 Team's role in screening• Determine Serviceable Base Rate (intervention capacity)• Map interventions to SAEBRS domains	<ul style="list-style-type: none">• Data-driven decision-making for Tier 2 teams• Matching students with interventions• Progress monitoring

IX. SHARING DATA WITH FAMILIES

After SEB screening, parents/caregivers may request information about their child's results. Screening data should be shared with families similarly to academic screening results, but there are additional considerations when sharing SEB screening outcomes.

Key Reminders for Families

- SEB screening measures function like other routine screenings (e.g., hearing and vision checks). They are not clinical diagnostic tools.
- Screening scores, combined with other data sources, help schools identify students who may benefit from additional social, emotional, or behavioral support.

What Screening Scores Should Be Shared?

- **Start with sharing the total score.** This provides the most reliable indicator of potential needs.
- **Share subscale scores only if the total score indicates a possible need.** Subscale scores are only meaningful in the context of an elevated total score.
- **Provide benchmarks** for both the total scale and subscales to allow families to compare their child's performance against expected ranges.

How Should SEB Screening Scores Be Shared?

- Currently, there is no family report feature available in the screening platform.
- Because SEB data can feel more sensitive to families than academic scores, it is often best to share the information in person, such as during a family-teacher conference. This approach allows families to ask immediate questions, reducing potential confusion or worry. A written summary can also be provided as a reference.
- When additional questions or support are anticipated, it is beneficial to include a school counselor, social worker, or psychologist in the conversation. This ensures families are involved from the beginning in determining the best support strategies for their child.

Resources:

- [Understanding your Child's Universal SEB Screening Results – A Guide for Parents / Caregivers](#)