



**SOCIAL EMOTIONAL LEARNING (SEL) SCREENER – PARENT/GUARDIAN REPORT AND GUIDE, GRADES 3-12**

To the Parents/Guardians of \_\_\_\_\_ SID: \_\_\_\_\_ GRD: \_\_\_\_\_

Your child recently participated in the Social and Emotional Learning (SEL) Screener. The screener is used to gather information about your student’s perceptions of their skills, relationships, mood, and the school environment. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2021). These factors are critical to positive academic, social, and emotional success.

Students participate in the screener twice a year, providing updated information in these areas. Schools use the screener results along with other data to inform practices for SEL skill development and support mental wellness. These data also help staff and families partner together to promote student success.

Understanding this report: The SEL Screener results are your student’s report of their strengths and experiences at a particular moment in time. The “Student’s Average Rating” column provides the average of your student’s responses across all items in the topic area. The rating helps you understand if your student identified the topic as a strength or an area for growth. On all topics, ratings of 4.30-5.00 are High Strengths. Ratings of 3.50-4.29 are Strengths. Ratings of 2.00-3.49 are Medium Strengths. Ratings below 1.99 are Low Strengths. “No Rating” indicates that your student did not respond to questions for the topic.

Use results alongside your own knowledge of your student and other sources of information as you develop a more complete picture of your student’s current strengths and needs. You may wish to review this report together with your student. Here are some tips that may help:

- Reflect on both strengths and areas for growth. They are equally important.
- Remind your student that the report is not a "grade." Instead, it is a chance to reflect on their experiences.
- Follow your student’s lead. Some students may be able to talk openly about their feelings and experiences. Others may need to have shorter conversations or be active while you talk.
- End on a positive note. What did your student learn about themselves? What are their strengths? Who can they ask for help if they need it?

If you have questions about this report or your student’s strengths and needs, please contact their teacher or school-based counselor, psychologist, or social worker. You can find additional information, including how to access support and resources when school is not in session, on the SEL Screener Report and Guide webpage (<https://www.fcps.edu/node/43946>).

Screener Window: \_\_\_\_\_ Administered By: \_\_\_\_\_

Screener Topic	What Does this Topic Look Like?	Student’s Average Rating
<b>Responsible Decision-Making</b>	Forming decisions that help me to be successful at my goals.	
<b>Self-Management</b>	Coping with my thoughts and feelings. Behaving in ways that help me manage different situations successfully.	
<b>Social Awareness</b>	Understanding the viewpoints of others. Considering how people with different experiences than me, or in different situations than me, might feel.	
<b>Relationship Skills</b>	Building and keeping strong and healthy relationships with adults and peers. Knowing how to "agree to disagree."	
<b>Supportive Relationships</b>	How supported I feel in my relationships with my peers and teachers.	
<b>Valuing of School</b>	Believing that school is useful and will help me in the future.	
<b>Belonging</b>	How much I feel that I am a valued member of my school community.	
<b>Cultural Awareness and Action</b>	How often my peers and I learn about, discuss, and confront issues of race, ethnicity, and culture in school.	
<b>Challenging Feelings</b>	How frequently I feel challenging emotions like worry or sadness.	
<b>Positive Feelings</b>	How frequently I feel positive emotions like happiness or hopefulness.	