



**SOCIAL EMOTIONAL LEARNING (SEL) SCREENER – PARENT/GUARDIAN REPORT AND GUIDE, GRADES K-2**

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

Your student's teacher recently completed the Social and Emotional Learning (SEL) Screener for your student. The screener is used to gather information about the classroom teacher's perceptions of your student's SEL 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.

The screener is conducted two to three times 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 a teacher's report of your student's strengths and experiences at a particular moment in time. The teacher assigns each screener topic a rating based on their knowledge of your student. The rating helps you understand if a topic was identified as a strength or an area for growth. 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's teacher 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?

We encourage you to continue to partner with your student's school to better understand their unique strengths and areas for growth. 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: \_\_\_\_\_

| <b>Screener Topic</b>              | <b>What Does this Topic Look Like?</b>   | <b>Rating</b> |
|------------------------------------|--|---------------|
| <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>Belonging</b>                   | How much I feel that I am a valued member of my school community.  |               |
| <b>Engagement</b>                  | How attentive and invested am I in school.   |               |
| <b>Positive Feelings</b>           | How frequently I feel positive emotions like happiness or hopefulness.   |               |