

# Social-Emotional Learning (SEL) Screener Toolkit: School-Based Considerations for Implementation

This **double-sided** toolkit is intended to provide you and your SEL Implementation Leads with an outline of the three phases of the SEL screener process; **pre-implementation**, **implementation/launch**, and **ongoing work**. These resources are by no means exhaustive and should be adapted as you feel appropriate for your school community and team members. The StrongResilientNYC team will continue to provide updated resources in response to the needs of schools and feedback we receive from the field. Beginning 10-7, there will be a StrongResilientNYC landing page on the InfoHub with extensive supporting resources and materials.

Priority items are in **BOLD**

<b>Pre-Implementation</b>		
The pre-implementation phase is dedicated to building community and strengthening relationships. A minimum of 4 weeks is required for staff to get to know students well before completing the DESSA screener.		
<b>Key Actions/Considerations</b>	<b>People Responsible</b>	<b>Supporting Materials</b> (links open separately)
<b>Identify SEL Implementation Leads and register them in Galaxy</b>	School Administrator/designee	<a href="#">Galaxy guide</a>
<b>Articulate vision around SEL screener to staff/SLT/CET/Families</b>	School Administrator	<a href="#">CASEL Learning</a>
<b>All staff complete Professional Learning: Familiarization pathway (approx 1 hour)</b>	All identified school staff	<a href="#">Professional Learning Overview</a> <a href="#">WeLearn support doc</a>
<b>SEL Leads complete Professional Learning: Certification pathway (approx 13 hours)</b>	SEL Implementation Leads	<a href="#">Professional Learning Overview</a> <a href="#">WeLearn support doc</a>
<b>Determine which staff will rate which students (teachers, GC/SW/SP, administrators who teach)</b>	School Administration	
If not using default rating assignments, ES: classroom teacher, MS/HS: attendance period teacher, make necessary adjustments in Galaxy	School Administrators OR SEL Leads	<a href="#">How to Create Batch Rater Assignments</a> <a href="#">How to Assign Students to Myself to Rate</a> <a href="#">How to Assign A Different Rater for a Student</a>
<b>Schedule time for SEL screener administration (approx time frame of up to 5 mins/student)</b>	<b>Admin, testing coordinator, programmer</b>	
Self-assess current team structures to ensure designated structures for analyzing data and making intervention determinations	School Administration	
Ensures teams have time for data analysis, intervention planning, and ongoing progress monitoring (should occur at least weekly)	School Administration, SEL Implementation Leads	<a href="#">Sample Agenda (Excel/Google Sheet Version)</a> <a href="#">DOE Programming Guide</a> and <a href="#">HS Programming Guide</a> ; <a href="#">UFT contract</a> ;
If not already, identify a universal SEL program or curricula to implement.	School Administration SEL Implementation Leads	<a href="#">Harmony SEL (Free, DOE supported, K-8 program)</a> <a href="#">Restore 360 curriculum</a> <a href="#">Menu of DOE supported SEL programs by Tier</a>
Organize your menu of Tier 2/3 interventions for students who require additional support.	SEL Implementation Leads, Pupil Personnel Team/Crisis Team	<a href="#">Review of UARSP Matrix</a> <a href="#">Menu of DOE supported SEL program by Tier</a>
<b>Distribute contact info for Urban Assembly SEL Specialists to schools SEL Implementation Leads</b>	<b>School Administration</b>	<a href="#">UA SEL Specialists Contact Info</a>
<b>Communicate with students and families about DESSA process</b> (parents/families must communicate directly, in writing, to the school if they wish to opt out. The family letter provides details on this)	<b>School Administration</b>	<a href="#">Family letter</a> and <a href="#">Family Opt-Out Instructions</a> <a href="#">Family-Facing website</a> ;
Create new/plan to use existing protocols for student self-reflection and goal setting	School Administration	<a href="#">DSCW Adapted Unison School Student Self-Reflection</a> <a href="#">DSCW Template (Older Grades)</a> and <a href="#">(Younger Grades)</a> ; <a href="#">DSCW 4 A's Protocol for Student Self-Reflection</a> <a href="#">CASEL Student Reflection Prompts</a>
Create new/plan to use existing protocols for teacher analysis of data	School Administration	<a href="#">SRI Protocols</a> and <a href="#">Atlas student work protocol</a> <a href="#">Power of Protocols book</a> ; <a href="#">Data Wise Protocols</a> ;

## Social-Emotional Learning (SEL) Screener Toolkit: School-Based Considerations for Implementation

		Resource Hub
<b>Implementation/Launch</b>		
This phase is dedicated to the administration of the DESSA screener as well collectively identifying data-driven, tiered intervention strategies through an inquiry model that is best suited to each school.		
<b>Key Actions/Considerations</b>	<b>People Responsible</b>	<b>Supporting Materials</b> (links open separately)
<b>Assigned staff complete DESSA screener for each student (except for any student whose parent/guardian opts out)</b>	All identified participants	
<b>Ensure all assigned staff have the necessary log in credentials for the DESSA tool</b>	SEL Implementation Lead	Email: <a href="mailto:nycsupport@apertureed.com">nycsupport@apertureed.com</a>
Utilizing team structures, assigned staff meet at least weekly, to engage in DESSA inquiry (data analysis, intervention planning, progress monitoring)	All participants	<a href="#">DOE Programming Guide</a> ; <a href="#">UFT contract</a> ;
Revisit your list of tiered interventions to ensure you have adequate supports and staffing for your students	All participants	<a href="#">Menu of DOE supported SEL programs by Tier</a> <a href="#">SEL Screening: I Completed the SEL Screener ...Now What?</a>
Students with composite score identified as area(s) of need are referred for interventions	All identified participants	<a href="#">Menu of DOE supported SEL programs by Tier</a>
<b>Ongoing Work</b>		
The ongoing work of schools will require staff, students, and families utilize the resulting DESSA data to ensure students receive the supports necessary for their social-emotional development		
<b>Key Actions/Considerations</b>	<b>People Responsible</b>	<b>Supporting Materials</b> (links open separately)
PLs for DESSA Inquiry/teams on analyzing data, defining appropriate strategies	All identified participants	<a href="#">Contact UA SEL Specialist</a>
Implement instructional strategies to build on student SEL competencies	All teaching staff	<a href="#">Social-Emotional Skills and Instructional Strategies</a> <a href="#">Social-Emotional Learning (SEL): Supports and Intervention Resources</a> <a href="#">Aperture Guide to SEL Skill Building</a> ; <a href="#">Aperture Growth Strategies (within Aperture portal)</a>
Observe implementation of agreed-upon interventions/supports/strategies	All participants	
Progress monitor milestones/benchmarks and make adjustments to interventions as necessary	SEL Team	<a href="#">RACI Template</a>
Provide time/systems/structures (at least weekly) for students to continue self-reflecting	School Administration and all identified school staff	<a href="#">Establish a System for Student Engagement, Reflection and Goal Setting</a>
Communicate results to parents/guardians, ensuring open lines of communication are maintained should they have concerns	All participants	<a href="#">SEL Screener: Guidance for Family Engagement and Partnership</a> <a href="#">Contact UA SEL Specialist</a>
Engage in ongoing observations of effectiveness of interventions in multiple settings	School Administration	<a href="#">Basic Observation Tool</a>
Revisit milestones/benchmarks based on successes/challenges of implementation	School Administration and SEL Team	