

Screening Coordinator Checklist

Note: These tasks are to be completed after the district has selected a new screening method to implement (see webinar 2)

Prepare to implement screener with school team(s)		
Tasks	Notes	Date Completed
A district-level screening coordinator is identified.		
District defines prerequisites for building participation.		
District obtains commitment from participating building administrator(s) to support screener implementation.		
A building-level screening coordinator is identified for participating building(s).		
The building-level screening coordinator(s) are sufficiently trained.		
Ensure participating building(s) have sufficient SEB support to respond to the screening data.		

Develop a plan to address gaps in SEB practices in participating buildings.		
Implement screener with school team(s)		
Tasks	Notes	Date Completed
Work with the district coach (and building administrator) to communicate with <u>all staff, families and students</u> (as appropriate) about the SEB screener <i>before</i> administration.		
Ensure scheduled screening windows for the year are added to the school's assessment calendar (e.g., 2x or 3x per year).		
Designate screener administration roles and responsibilities and deliver training to staff relative to their role (e.g., develop a script for proctors to use before administration; train teachers to complete ratings; support staff follow up protocols).		
Send, receive and compile consent forms to families as per district requirements.		
Work with the district coach to develop a process for gaining student assent (as appropriate) and introducing the screener to participating students.		
Ensure the system is set up for collecting screener data (e.g., student names are uploaded to the data system).		
Schedule date/time for each proctor to administer the		

screener (during the district's window for completion).		
At least 6 weeks into the school year, conduct the first screening. Use coaching skills to support proctors, raters, and support staff to follow the administration plan.		
After implementation with school team(s)		
Tasks	Notes	Date Completed
Ensure educators and school leaders in participating schools have the knowledge, skills and resources to use data effectively	<i>All teams adopt a standard data-based problem solving process to support school improvement at the school, grade, or student level (e.g., TIPS, PDSA)</i>	
Ensure all teams who will be using the data have effective teaming structures in place (e.g., team meeting agenda, roles etc.)		
Establish a communication plan that outlines target audiences to review the screening data with, key messages to share, and how any feedback will get back to problem solving team(s)		
Create data-reports that summarize results in ways that support target audiences identified in communication plan		
Review schoolwide data; if 80% of students are not responding to universal schoolwide SEB practices, evaluate and look for ways to improve		
Review subgroup data (ex. Race, gender, disability status); if 80% are not responding to universal SEB practices, evaluate and look for ways to improve		

Review grade level data; if less than 80% of students are not responding to universal SEB practices, evaluate and look for ways to improve		
If school and grade level data falls within the expected range focus on individual/small group intervention		
At least yearly, evaluate whether or not the screener is usable, defensible, and meeting the district/school's identified need		