District Planning Guide: Installing a Universal Screening Tool  
*This guide is to be used by district leadership teams through the phases of adopting a universal screening tool.*

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| **Phase** | **Activities that will help during this phase** |
| Exploration  *Choose a Screening Tool and build stakeholder support* | ***Critical Questions during the Exploration Phase:***  1. Why has the district decided to offer support and coaching to school teams to implement a screening tool?  2. What is/are the district approved screening tool(s) why were they selected?  3. Which students will be screened? Why?  4. What is your plan to get feedback and support from building level stakeholders?  5. How will you establish buy-in with stakeholders at the district and community at large?  **District Team Tasks:**   * Establish *district* universal screening committee consisting of building level administrators, student support personnel, teachers, family and community members. * Outline your existing process for matching students to interventions. What sources of information are you currently using? What is missing? * Define why you are you considering a universal screening tool (e.g. how will the screener address student needs). How do you know this is a need? (e.g. community data, visits to nurse) * Define what critical skills/behaviors will be assessed during screening * Define who will be assessed, why, when, how often and how * Explore screening tools (*use attached protocol for review*) * Develop a method to share information about the need, value, and logistics of universal screener adoption with stakeholders (e.g. end the stigma campaign, school board presentations, parent information sessions) |

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| **Phase** | **Activities that will help during this phase** |
| Installation  *Prepare to implement* | ***Critical Questions during the Installation Phase:***  1. What school level readiness criteria is required to adopt (the district approved) universal screener and what systems are in place to help facilitate readiness?  2. What are the team operating procedures for instructional decision making (for both individual students and the tiered system at large)?  3. What on-going professional development/coaching is needed for teachers, testing coordinators and MTSS teams?  **District Team Tasks:**   * Establishes readiness criteria for school-based teams to adopt the screener which includes:   + Data-based decision making at the school, classroom and student level   + Practices available for student support * Establishes on-going support needed/available for school teams which includes:   + professional development (for administrators, testing coordinators, and staff)   + on-going coaching and consultation from district MTSS coach   + data collection/report generation * Establishes protocols for gaining consent * Ensures financial resources are available to purchase screening tools/scoring materials   **School Team Tasks** (with support of district coach):   * + establishes a screener team and team operating procedures to complete/monitoraction plan   + completes SEL/behavioral health resource map and resource gap analysis   + receives coaching and PD to prepare for data-based decision making at the student and systems level   + create a calendar of critical dates for training/coaching staff, administrators and testing coordinator |
| **Phase** | **Activities that will help during this phase** |
| Initial Implementation | * Provide access to the screening tool (to pilot schools, grades, classrooms) * Score/prepare reports for team review * Tier 1 data review (school, grade, class, race etc.)   + Tier 1 supports reviewed and adapted (as needed) * Student level data review   + additional data collection   + match students to interventions * Share results with other teams, staff and families * Ensure on-going communication with district leadership team to refine the use of the screening tool |
| **Phase** | **Activities that will help during this phase** |
| Full Implementation | * Provide access to the screening process and tool (to additional sites as applicable) |