

<p>How are the attributes/categories on the SRSS screener defined for the teacher? EX/</p>	<p style="text-align: center;">4. SRSS-IE items</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Externalizing 7</th> <th style="text-align: center;">Internalizing 5 Elementary</th> <th style="text-align: center;">Internalizing 6 Secondary</th> </tr> </thead> <tbody> <tr> <td>1. Steal</td> <td>1. Emotionally Flat</td> <td>1. Emotionally Flat</td> </tr> <tr> <td>2. Lie, Cheat, Sneak</td> <td>2. Shy, Withdrawn</td> <td>2. Shy, Withdrawn</td> </tr> <tr> <td>3. Behavior Problem</td> <td>3. Sad, Depressed</td> <td>3. Sad, Depressed</td> </tr> <tr> <td>4. Peer Rejection</td> <td>4. Anxious</td> <td>4. Anxious</td> </tr> <tr> <td>5. Low Academic Achievement</td> <td>5. Lonely</td> <td>5. Lonely</td> </tr> <tr> <td>6. Negative Attitude</td> <td></td> <td>6. Peer Rejection*</td> </tr> <tr> <td>7. Aggressive Behavior</td> <td></td> <td></td> </tr> </tbody> </table> <p>Slide 14 on Coordinator training On this Overview</p>	Externalizing 7	Internalizing 5 Elementary	Internalizing 6 Secondary	1. Steal	1. Emotionally Flat	1. Emotionally Flat	2. Lie, Cheat, Sneak	2. Shy, Withdrawn	2. Shy, Withdrawn	3. Behavior Problem	3. Sad, Depressed	3. Sad, Depressed	4. Peer Rejection	4. Anxious	4. Anxious	5. Low Academic Achievement	5. Lonely	5. Lonely	6. Negative Attitude		6. Peer Rejection*	7. Aggressive Behavior		
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<p>How is "negative attitude" supposed to be determined?</p>	<p>There will be variability in how a teacher defines negative attitude. This is an opportunity to gather more information, because each student may present differently. The intent is to be proactive in meeting students' needs. The information is used as a starting point and not to make diagnostic or service decisions. Parents are always part of the team and the final decision maker to provide consent.</p>																								
<p>- How is the subjectivity of the teacher completing the screener addressed?</p>	<p>The information is used to identify overall risk that alerts the team on which students the team should prioritize contacting parents and seeking more information. The screening data is not used to make determinations on individual factors or as the sole information regarding services.</p>																								
<p>- How is the bias of the teacher completing the screener addressed? (asked by two separate persons)</p>	<p>The information is used to identify overall risk that alerts the team on which students the team should prioritize contacting parents and seeking more information. The screening data is not used to make determinations on individual factors or as the sole information regarding services.</p>																								
<p>- Do the screeners carry over from year to year? Does a student get a fresh start each year?</p>	<p>Each screening period results can differ. There is a fresh start at each screening cycle.</p>																								
<p>- If there is more demonstrated need for support, would there be more grant funding the following year?</p>	<p>The 31N grant has various areas of support and partners with community mental health (Lifeways) to ensure we have the resources to meet student need or processes for referral to community agencies to meet the needs.</p>																								
<p>- Is the screener to be used with in-person students and virtual students?</p>	<p>The screener may be used for students in either instructional mode.</p>																								
<p>- Can the training materials for the SRSS screener be provided?</p>	<p>Website for SRSS with training resources</p>																								
<p>- What does the National SEL Coaching involve?</p>	<p>SEL Academy website. This company is separate from universal screening/SRSS.</p>																								

<p>- How is the National SEL Academy funded?</p>	<p>Multiple funding sources.</p>
<p>- What percentage of high-risk students are referred to further medical or psychological services?</p>	<p>Students are not referred for medical psychological services from the school. Depending on student needs, a student's family may be shared information regarding counseling or community services and/or offered for care coordination with a resource if the parent has determined that to be appropriate.</p>
<p>- What percentage are prescribed antipsychotics, antidepressants, or benzodiazepines?</p>	<p>Students are never referred for medications from the school. This would be outside of the scope of practice of the school. That is a matter strictly for a parent.</p>
<p>- What is social and emotional well-being? In other words, what are you aiming at?</p>	<p>Social emotional health is the ability to understand and manage our emotions and to form social connections and relationships with the world around us. Strong social emotional health enables an individual to integrate their thoughts, emotions, and behaviors in a way that supports greater health and well-being in life.</p>
<p>- Will the 31N grant money be available to pay for extra services if a student is in need.</p>	<p>The 31 N grant funds are not available for use with outside services. Grant funding is used to provide school mental health workers who provide services within the scope of practice of a school or care coordination with community mental health. The grant also has funds for training for staff.</p>