

Piedmont Unified School District

M E M O R A N D U M

TO: Board of Education

FROM: Randall Booker, Superintendent
Cheryl Wozniak, Assistant Superintendent

DATE: March 9, 2022

RE: Social-Emotional Health Screener

I. BACKGROUND INFORMATION

Goal #1 in the District's Strategic Plan (LCAP) states: *All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.*

PUSD staff administer the BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) as its universal screener for social-emotional health. The student self-assessment form is administered online and is available to students in grades 3-12. It has 28 items and takes approximately 15 minutes to complete. Parent and teacher forms are available for students in grades K-12 and will be utilized on an as-needed basis.

The BESS is scored using an overall score (BERI T) that indicates how far their score is from the average of the norm group. Average BERI T score for the BESS is 50 with a SD of 8--so the average range is 42-58.

Classification ranges for the BERI score are categorized "normal," "elevated," or "extremely elevated" and results are reported using a color-coded system as follows:

- Normal: 60 or lower
- Elevated: 61-70
- Extremely Elevated: 71 or higher

The BESS measures three areas of behavior.

1. Internalizing Risk Index – This index consists of a collection of items associated with internalizing behaviors including locus of control, social stress, anxiety, depression, and

sense of inadequacy domains.

Sample items:

- I want to do better, but I can't.
- I am lonely.
- I worry but I don't know why.
- I feel like my life is getting worse and worse.
- I get blamed for things I can't help.

2. Self-Regulation Risk Index – This index consists of items associated with self-control, including behaviors from the hyperactivity and attention problems domains that are most directly associated with ADHD symptomatology.

Sample items:

- I have trouble sitting still.
- People tell me to slow down.
- I get in trouble for not paying attention.
- I am good at making decisions.
- I forget to do things.

3. Personal Adjustment Risk Index – This index consists of items associated with relations with parents, interpersonal relations, self-esteem, and self-reliance domains. These skills assess characteristics that are important for establishing good relationships with others, as well as a healthy view of oneself.

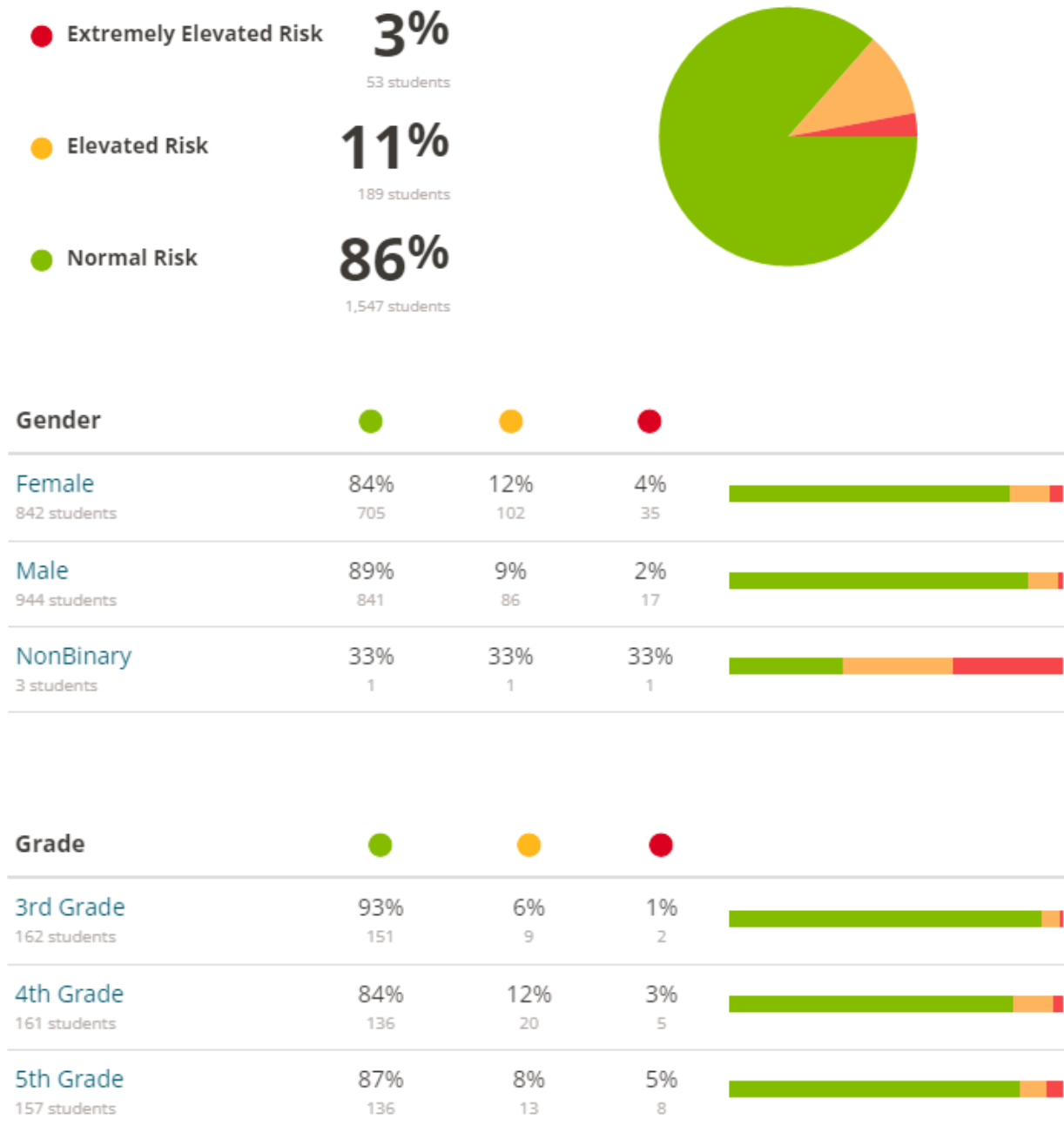
Sample items:

- My parents trust me.
- Others have respect for me.
- I am liked by others.
- I get along with my teacher.
- I'm happy with who I am.

II. SUPPORT INFORMATION

Students in grades 3-12 completed the BESS student self-assessment in the fall and most recently in late January/early February. Below are charts showing the data from the most recent administration of the BESS. A breakdown of the data by grade level

and gender will be discussed along with the steps that are being taken to support students who were in the at-risk categories. The Teachers on Special Assignment (TSAs) will discuss work they are doing to support teachers with incorporating social-emotional learning as part of their classroom instruction (Tier I).



Grade				
6th Grade 156 students	88% 138	8% 13	3% 5	
7th Grade 163 students	89% 145	8% 13	3% 5	
8th Grade 184 students	82% 150	13% 24	5% 10	

Grade				
9th Grade 223 students	84% 188	12% 27	4% 8	
10th Grade 198 students	91% 180	8% 16	1% 2	
11th Grade 202 students	81% 164	15% 31	3% 7	
12th Grade 183 students	87% 159	13% 23	1% 1	

II. INFORMATION AND DISCUSSION

Assistant Superintendent, Dr. Cheryl Wozniak, along with District staff will present results from the social-emotional health screener.