



Dear Gallia County Local School Families:

As part of our ongoing efforts to support the academic and emotional well-being of all students, we are implementing a Social Emotional Learning (SEL) Universal Screening in Gallia County Local School District. This screening is a proactive measure that allows us to better understand and support the academic, social, emotional behavioral development of our students. The name of the screener is **SAEBRS (Social, Academic, Emotional Behavior Risk Screener)** a

FastBridge product of Renaissance.

******Read Information below, and know that participating in the SEL Universal Screening, SAEBS is voluntary. If you have any concerns or would prefer that your child not participate in the screening please feel free to complete the online Opt-Out Form though the BLUE HYPERLINK below by November 13, 2026 to opt out for the 2026-2027 School year. Your decision will not affect your child's relationship with their teachers or the support they receive at school. If you have any questions about the SEL Universal Screening process or the SAEBS tool, please do not hesitate to contact your building principal.**

WHY ARE WE DOING THIS?

In 2018, the Ohio Department of Education & Workforce developed K-12 Social and Emotional Learning Standards. The social and emotional learning standards are for all students, kindergarten through grade 12, with the understanding that *each child* develops at their own pace and may excel in one set of skills while struggling in another.

Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017). The skills associated with social-emotional learning provide the foundation for effective communication, problem-solving, critical thinking, resiliency, perseverance and teamwork — all of which are necessary for individuals to be successful in a technical or career field and postsecondary work.

The Framework for Systemic Social and Emotional Learning (CASEL, 2017) identifies and defines five competencies, which Ohio used as its basis for the standards. ***These five competencies are self-awareness, self-management, social awareness, relationship skills and responsible decision-making.***

- **Self-Awareness** – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism.

- **Self-Management** – The ability to navigate one’s emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Selfmanagement includes the ability to set and work toward personal and academic goals.
- **Social Awareness** – The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.
- **Relationship Skills** – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.
- **Responsible Decision-making** – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one’s actions and a consideration of the well-being of self and others.

In response, Gallia County Local Schools’ students will be screened twice a year, Fall and Winter. **MySAEBRS** is a student-rater assessment, which allows **students in grades 2-12** to self-assess their social, academic and emotional behavior. **The screener takes about 5-10 minutes to complete asking students a total of 20 questions (shown below).** **The student’s teacher will also complete the screener, for Kindergarten-12th graders** based on their observations of the students. Based on the frequency of various behaviors observed (Never, Sometimes, Often, Almost Always) in the three domains listed above, we are better able to determine which of the three specific domains a student is at risk. Educators may determine what type of supports are most appropriate and which behaviors should be prioritized through intervention. The use of both screeners provides a more complete picture of a student’s social-emotional well-being. The school uses this data, as well, to determine any school wide programs or activities to meet the greatest academic, social and emotional needs of our student body. Parents are welcome to view the results of the survey shared at conferences.

[SAEBRS OPT-OUT FORM: LINK TO ONLINE FORM. \(click here \).](#)

I have read the information provided. I understand that my child/children’s participation in the survey is voluntary. I do not want my child/children listed below to complete the SAEBRS screener. I understand that there is no penalty for my student(s) for not completing the survey. I understand that this form needs to be received by the school later than the date that the survey is administered. Please complete this online form by no later than November 13, 2026 for the 2026-2027 School Year.

Thank you for your continued support in promoting a safe, inclusive, and supportive learning environment for all students at Gallia County Local School District.. We look forward to partnering with you to ensure the best outcomes for your child.

Respectfully,

Phillip Kuhn, Superintendent

***VIEW STUDENT QUESTIONS BELOW:**

Social Behavior	Academic Behavior	Emotional Behavior
I argue with others I get along with my peers I lose my temper I disrupt class I am respectful Other people like me I have trouble waiting my turn	I like school I am ready for class I get good grades I have trouble working alone It's hard to pay attention in class I participate in class	I feel sad I feel nervous I like to try new things I am happy I am worried When something bad happens, it takes me a while to feel better I like being alone

MySAEBRS Screening Tool
Students use the following scale to identify how frequently they experience the described behaviors.

Never

Sometimes

Often

Almost Always

Social Behavior	Never	Sometimes	Often	Almost Always
I argue with others.	3	2	1	0
I get along with my peers.	0	1	2	3
I lose my temper.	3	2	1	0
I disrupt class.	3	2	1	0
I am respectful.	0	1	2	3
Other people like me.	0	1	2	3
I have trouble waiting my turn.	3	2	1	0
Academic Behavior	Never	Sometimes	Often	Almost Always
I like school.	0	1	2	3
I am ready for class.	0	1	2	3
I get good grades.	0	1	2	3
I have trouble working alone.	3	2	1	0
It's hard to pay attention in class.	3	2	1	0
I participate in class.	0	1	2	3
Emotional Behavior	Never	Sometimes	Often	Almost Always
I feel sad.	3	2	1	0
I feel nervous.	3	2	1	0
I like to try new things.	0	1	2	3
I am happy.	0	1	2	3
I am worried.	3	2	1	0