

### Questions for RFP #251-26-147 – Social Emotional Learning Universal Screener

Reference	Vendor Question	Answers
Page 5	With the mentions of Tier 1, Tier 2 and Tier 3, does the district also desire proposals with a curriculum element?	Not at this time.
Page 9	The RFP states “All vendors must complete the WCPSS Technical Questionnaire and sign the WCPSS Data Confidentiality Security agreement as presented, without any alterations, redlines, or modifications before being considered.” Are these two documents to be included with the proposal?	No. Those will be requested upon initial review of the proposals.
Budget	Does WCPSS have an established budget range or funding source allocated for the implementation of the SEL universal screener?	Yes.
Incumbent Provider	Is there an incumbent provider currently delivering this service?	Yes.
Tier 2/3 Curriculum Support	Does WCPSS currently utilize any targeted supports to address Tier 2 and Tier 3 student needs as identified through universal screening? If so, is there an expectation that the selected screener solution align with or integrate into these existing interventions?	It’s helpful when the screener aligns with our intervention support but not expected. Most of our interventions fit within behavior categories (e.g., conduct, negative affect, social skills, etc.).
Data Collection and Privacy	Does WCPSS expect the screener to collect individually identifiable data, or will aggregate reporting suffice for district-level insights? Are there specific district policies on parental opt-in or opt-out for SEL screeners beyond standard FERPA, COPPA, and PPRA compliance?	We expect the screener to provide individual reports as well as aggregate reporting for classroom, grade level, schools, and the district. Parents must opt in for surveys completed by students. Parents may opt out for surveys completed by teachers.
Data Disaggregation and Integration	The RFP specifies disaggregation by race, gender, SES, ELL status, and disability—can you confirm WCPSS will provide these subgroup identifiers as part of the initial data sync or integration process?	Yes, that is part of the process from our end.
Framework Alignment	Is alignment to the five SEL core competencies sufficient, or does WCPSS require alignment with additional frameworks (e.g., NC SEL standards, MTSS tiers)?	The CASEL SEL competency framework is the primary framework used in WCPSS and would be sufficient.

Assessment Duration and Administration Format	The RFP specifies that the screener should be brief (under 10 minutes), yet also suitable for large-group or individual administration. Our assessments vary slightly in duration by grade band—ranging from 10 to 40 minutes—but they are designed to be administered in modular segments (e.g., in 10-minute increments) with automatic progress saving, allowing completion over multiple sessions if needed. Would this progressive format meet the district’s intent for “brief and easy to administer” while maintaining scoring fidelity and student usability?	It would not meet the intent for brief given raters’ current experience of 3-5 minutes per student.
Psychometrics, page 6	Is WCPSS looking to integrate academic screening with the SEL screening?	No.
Psychometrics, page 6	Can the district define “at, above, or below grade level” in conjunction with SEL screening? Does this correlate to risk level?	Yes, this would correlate to risk level.
Vendor Support, page 7	This requirement asks for training that includes “diagnostic protocol to determine specific learning gaps in students’ mathematical competencies.” Is the district looking to incorporate academic screening professional development into the professional development for the SEL screener?	Not at this time. WCPSS has academic screeners in place with corresponding professional development.