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| **Role**  | **Considerations for selection** | **Suggested Member(s)** |
| Team lead | Choose a team lead who: * Is an employee with the flexibility and commitment to attend meetings and do light preparation work.
* Is ideally a highly organized, big-picture thinker who is eager to improve school climate and move SEL forward.
* Has the trust and respect of peers.
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| Principal or Assistant principal | Choose an administrative lead who:* Has the flexibility and commitment to attend team meetings.
* Has the decision-making power to move initiatives forward.
* Is committed to SEL
 |  |
| Educators* Representatives from each grade band or subject area
* Special education teachers
* Specials teachers (e.g., PE, art)
* Interventionists or coaches
* OST staff members
 | Choose teachers who: * Are trusted, natural leaders in the school.
* Are respected by other teachers.
* May have questions/concerns about the SEL initiative (embrace potential resistors early on)
* Note: While you may have passionate staff who are eager to participate, limiting yourself to those who self-select may not create a group that the rest of your staff is willing to get behind.
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| Related service providers (RSPs)* Psychologist
* Social worker
* Nurse
* Speech pathologist
 | Choose an RSP that: * Has built positive relationships with staff
* Has content area expertise that could be an asset to the team.
* Can offer adequate availability to attend meetings.
 |  |
| Support staff* Counselor
* Dean
* Security
* Classroom assistants
* Clerks
* Lunchroom and recess staff
* Other
 | Choose support staff who can offer unique perspectives on student life. For example:* The school’s counselor or social worker often has strong relationships with students and staff that can be beneficial.
* A school dean or disciplinarian typically have strong influence on school climate.
* Security guards and classroom assistants often see schools from a different perspective that adds value to this process.
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| **Role**  | **Considerations for selection** | **Suggested Member(s)** |
| Key opinion leaders | Look for individuals who: * Are recognized as an informal leader by others.
* Are respected, trusted, and held in high regard within the building.

These individuals can bolster the credibility of your team within the school community.  |  |
| Out-of-School-Time partners | Choose OST partners who:* Have built positive relationships with school staff.
* Have influence over OST programming.
* Have the flexibility to attend meetings regularly.
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| Community partners: * Mental and/or Behavioral Health providers
* Health partners
* Coaches
* Local resident
 | Community partners: * Can be a link to understanding the school’s surrounding community.
* Will help the school keep in mind the larger context in which they operate.
* Can extend social emotional learning into other contexts.
 |  |
| Families | Look for family members who represent varied experiences within the school community, and who may have children in multiple grade levels. |  |
| Students | Remember that “model” students may not be representative of the student body. Choose two to three students who:* Represent the diverse experiences of the overall student body. That is, do not simply choose students who excel academically, socially, and emotionally.
* Feel strongly about how the school operates.
* Participate in OST programming.(ideally)
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