

**Preparing SEL Team Meeting Agendas (OST)**

A clear, purposeful advance agenda that includes all team members is key to making sure that the SEL implementation plan remains a top priority and team motivation and meeting attendance stays high throughout the year.

Make sure your meetings stay grounded in your core implementation goals by referencing your [SEL rubric](https://schoolguide.casel.org/resource/downloadable-blank-rubric-ost/) results and [SMARTIE goals.](https://schoolguide.casel.org/resource/developing-smartie-goals-for-sel-ost/)

* What action steps need to take place to accomplish your goals, and when will they need to happen?
* How will the team measure progress toward goals?
* Who will be responsible for collecting data or documentation for the next meeting, and when can the team gather and reflect on benchmark data to practice continuous improvement?

Use a chart like the example below to sketch out how your team will advance the school community’s SEL implementation plan and engage in continuous improvement over the course of the school year. A more detailed sample timeline is included [here](https://drive.google.com/file/d/1QfjbMRNRB7_wIJ56WD_FJNmSBlaUrgi1/view).

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|  | Sept. | Oct. | Nov. | Dec. | Jan. |
| SEL Team Action Steps | *-Plan all-staff meeting to develop shared vision/ shared agreements**-Plan presentation and activities for family engagement for both day school (back to school night) and OST program family engagement*  | *-Finalize SEL vision/shared agreements for the school community**-Follow up communication to staff and families**-Meet with community and out-of-school time partners to compare and align SEL objectives* | *-Plan social media engagement and communications strategy* *-Prepare objectives/ make contacts for professional learning opportunities*   | *-Coordinate SEL content for January professional learning day and ongoing support plan* | *-Prepare to share SEL implementation benchmark data at staff meetings**-Establish process for convening advisory council to review evidence-based programs* |
| Benchmark Data for Continuous Improvement | *-Distribute at all-staff meeting a brief survey asking staff the degree to which they felt they had a voice in the vision development*  |  *- Distribute SEL implementation survey to all staff*  | *-Staff focus groups in grade level meetings re: vision, student strengths and needs* | *-Mid-year staff/ community/*  *youth survey on SEL and climate*   | *-SEL team does a Learning Walk (includes school day and OST spaces)**-Staff feedback from professional learning day* |

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|  | Feb. | March | April | May | June |
| SEL Team Action Steps | *-Establish selection criteria with advisory council for choosing an explicit SEL curriculum**-Identify 3-5 possible evidence-based programs for school community* | *-Coordinate pilot of 1-2 evidence-based programs in classrooms from each grade band**- Identify areas for reinforcement of explicit curriculum in OST space* | *-Share learnings from pilot program with community**-Plan how to scale up*  *next year* | *-Coordinate SEL content for June professional learning day* | *-Revise goals and implementation plan for next year* |
| Benchmark Data for CI |  |  | *- Educator and youth feedback from pilot classrooms* | *-End of year learning walk and SEL and climate survey* | *-Staff feedback from professional learning day**- Distribute SEL implementation survey to all staff*  |

From here, determine how often the SEL team should meet (we recommend at least monthly) and plot out the **core agenda items** for each month. Here’s an example of how an SEL team might generate more specific agenda items for their meetings using the sketch from the previous page as a guide:

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| Sample Core Agenda Items for SEL Team Meetings |
| Sept. | -Develop SEL team norms-Define roles and responsibilities for all team members-Prepare agenda/rehearse presentation and activity to create shared vision and agreements at staff meeting, make exit slip, assign responsibilities-Determine materials for family night exhibit, edit the sample presentation, create a one-pager for families to take away, assign responsibilities | **Feb.** | -Finish recruiting Advisory Council and set up meeting to define selection criteria-Narrow list of evidence-based programs to review, assign responsibilities to collect sample materials-Check in about climate support for select classrooms piloting explicit curriculum, communicate with teachers about inviting others to observe their class meetings, coordinate sub schedule for teachers to visit one another’s classrooms. -Provide opportunities for OST staff to observe the SEL curriculum. Schedule meetings where educators across contexts can plan for alignment.  |
| Oct. | -Organize & review staff feedback from shared vision staff meeting -Create version of shared vision & agreements for staff to ratify-Use feedback to generate key topics for professional learning-Invite afterschool, recess, and mentoring partners to meeting to share vision draft and compare SEL goals-Re-cap parent night, prepare follow-up communication, and plan to share SEL vision | **March** | -Set up meeting for Advisory Council to review programs and provide feedback, organize their feedback to review as a team-Prepare launch for pilot of 1-2 top evidence-based programs-Determine next steps for the SEL Advisory Council -Check in on classroom and program spaces to observe climate  |
| Nov. | -Plot out month-by-month social media plan to share SEL progress with families, invite input and partnership, assign responsibilities-Review list of potential partners and topics for staff/OST partner professional learning, assign team members to make inquiries-Prepare questions and assign responsibilities to facilitate focus groups in grade level team meetings-Organize and review focus group data to plan ongoing support | **April** | -Assign responsibilities to meet with teachers and students in pilot classrooms-Schedule meeting with OST program providers to review explicit curriculum options and proactively think about alignment opportunities. -Plan “open house” for staff (day school and OST) and families to get familiar with the program we’re leaning toward-Use staff and student feedback to inform plan for larger roll-out of program next year |
| Dec. | -Edit CASEL’s staff/community/student survey and send out via multiple methods-Organize and review survey data and revisit implementation plan-Confirm presenters and content for professional learning day in January, assign responsibilities, make exit slip-Prepare team to conduct Learning Walk in a supportive way! | **May** | -Prepare agenda/rehearse presentation and activity for end-of-year professional learning day, make exit slip and assign responsibilities-Edit staff/family/student survey as needed and send out via multiple methods |
| Jan. | -Organize and review feedback from professional learning day to inform plan for ongoing support-Review results of Learning Walk, areas of strength and classrooms that may need targeted climate support-Organize progress data to share with staff and families, assign communication responsibilities -Determine how we will convene an Advisory Council to assist with selecting an evidence-based program, assign responsibilities to make contacts | **June** | -Complete Sitewide SEL Rubric, compare results to last summer’s results-Organize and review staff feedback from professional learning day and survey data-Revisit goals and implementation plan, make adjustments for next year |

Expect that incidental agenda items will arise throughout the year as well – we recommend setting up a structure for all team members to contribute **additional agenda items** in advance of each meeting to stay responsive to needs as they arise and to promote equity of voice among the team.

**Each Team Member Matters!**

Each SEL team meeting agenda should include ways for every team member to contribute in a meaningful way. By intentionally setting up norms, routines, and activities that build an inclusive team culture, team members will be more likely to prioritize meetings and the tasks that take place outside of meetings. This also helps to ensure that the team’s work reflects diverse perspectives and tends to reduce the workload for the team leader. We recommend that SEL teams:

* Set aside time at the first meeting to co-develop [team norms](https://schoolguide.casel.org/focus-area-1a/create-a-team/build-a-strong-team-dynamic/).
* Create a to share responsibilities among team members.
* Incorporate the [3 Signature SEL Practices](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/) into each meeting



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| **TOOL: Sample SEL Team Agenda (Completed)****Date:** March 8 **Location:** First floor lounge **Time:** 4:30pm-5:30pm **Team members present:** Principal Johns, Ms. Florence, Mr. Williams, Mrs. Montes, Dean Adeyemi, Mr. Trucks, Mrs. Langdon**Team Norms:** Speak your truth. Communicate with compassion and respect. Equity of voice. Begin and end on time. |
| **Welcoming activity** | **Check in:**Begin with a sentence starter:*○ “A success I recently had \_\_ .”**○ “One thing that’s new about \_\_ .”**○ “One norm I will hold today is \_\_ .”* |
| **Data to inform discussion and planning** | Data from follow-up visits to classrooms after January Learning Walk, review evidence-based program evaluations from SEL Advisory Council  |
| **Core agenda items** | **1. Prepare launch for pilot of 1-2 top evidence-based programs** | - Review Advisory Council evaluations to select 1-2 programs to pilot, order materials- Nominate teachers from each grade band for pilot and assign team member to approach each nominee - Outline criteria for pilot classrooms and how we will gather feedback at end of year |
| **2. Next steps for SEL Advisory Council** | - Group brainstorm (Think-Ink-Pair-Share) to list ways we can continue to engage our SEL Advisory Council now that they have helped select a program to pilot |
| **3. Classroom climate checkup**  | - Based on data share-out from team members who visited classrooms to follow up after Learning Walk, discuss needs for additional support and learning around core practices for positive classroom climate |
| **Additional agenda items added by team members** | Student raised issue about emotional safety on the bus (Montes) |
| Opportunity to visit Lincoln Middle School (Trucks) |
| **Next steps** | Order necessary materials, to arrive by March 20 | Principal Johns |
| Approach pilot program nominees this week to discuss participation | Florence, Trucks, Langdon |
| Attend Student Council meeting to gather input re: classroom climate campaign | Montes |
| **Key info to be communicated to staff/students/families/community** | Thank you email, report back on pilot program selection, and next steps to SEL Advisory Council members (Adeyemi) |
| Set up materials for new SEL program in the library and send out invite to staff, students, and families preview (Williams) |
| **Follow-up/new items for next meeting** | Report back – do pilot program nominees agree to participate?Training needs for pilot teachers |
| **Next meeting date and location** | Every other Wednesday 4:30-5:30 |
| **Optimistic closure**  | *One word whip-around:**“A word or phrase that reflects how I feel**about moving forward with this…”* |



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| **TOOL: Sample SEL Team Agenda****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Team members present:****Team norms:**  |
| **Welcoming activity****(See** [**3 Signature Practices Playbook**](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/) **for examples)** | Activity description or circle question identified |
| **Data to inform discussion and planning** | Can be planned benchmark data, stakeholder feedback, or data to help frame an issue for problem-solving |
| **Core agenda items** | Agenda Item A | Objective |
| Agenda Item B | Objective |
| Agenda Item C | Objective |
| **Additional agenda items added by team members** | Item A |
| Item B |
| **Next steps** | Action A |  |  | Person responsible |
| Action B |  |  | Person responsible |
| Action C |  |  | Person responsible |
| **Key info to be communicated to staff/students/families/community** | Item A | Person responsible |
| Item B | Person responsible |
| **Follow-up/new items for next meeting** | Description |
| **Next meeting date and location** | Date/Location |
| **Optimistic closure(See** [**3 Signature Practices Playbook**](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/) **for examples)** | Activity description or circle question identified |