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| --- | --- | --- | --- |
|  | **In place** | **In progress** | **Not yet started** |
| 1. A team exists that addresses schoolwide SEL. | **Status** |  |  |  |
| 2. Team members, including at least one administrator, represent varied backgrounds and areas of expertise.Ex: administrator, counselor, general education teachers, special educators, security, dean, families, students, other non-certified staff, restorative practices coach, site-based out-of-school-time providers, etc. | **Status** |  |  |  |
| 3. The team meets at least once monthly with a set agenda and recorded minutes. | **Status** |  |  |  |
| 4. The team utilizes a democratic process for decision making (e.g., voting or consensus). Team consults the whole staff and core out-of-school-time providers when developing policies that impact all. | **Status** |  |  |  |
| 5. The team provides professional learning so that all staff are familiar with the fundamentals of schoolwide SEL and their role in that process. | **Status** |  |  |  |
| 6. The team has an effective strategy to communicate data, decisions, next steps, and celebrations to staff, families, and students on a regular basis. | **Status** |  |  |  |
| 7. The team addresses schoolwide systems, data, and practices rather than discussing individual students. | **Status** |  |  |  |
| 8. The team has viewing privileges for the school’s discipline data. | **Status** |  |  |  |
| 9. The team brings data to each meeting.  | **Status** |  |  |  |
| 10. The team uses data to engage in a continuous improvement process. | **Status** |  |  |  |
| **Completed by:** | **Date:** |

**SEL Team Checklist**