**Assembling an SEL Team**

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| **Role** | **Considerations for selection** | **Suggested Member(s)** | |
| **Team Lead** | Choose a team lead who:   * Is a full-time school 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 the school community. * Is capable of leading the team through the continuous improvement process. |  |
| **Data Lead** | Choose a Data Lead who:   * Has access to a range of schoolwide data that will be used to monitor progress toward SEL goals. * Has skills in summarizing data clearly and accurately to share with stakeholders. * Will be objective and equity-minded when presenting data for group reflection. * Has skills in facilitating action planning based on learnings from data reflection. |  |
| **Administrative Lead** | Choose an administrative lead who:   * Has the flexibility and commitment to attend team meetings. * Has the decision-making power to move initiatives forward. |  |
| **Educators**   * Representatives from each grade band or subject area * Special education teachers * Specials teachers (e.g., PE, art) * Interventionists or coaches | Choose teachers who:   * Are trusted colleagues in the school community who represent a range of experiences. 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 sees as representative. * Have positive, mutually respectful relationships with other educators. |  |
| **Related Service Providers**   * 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 often has strong relationships with students and staff that can be beneficial. * A school dean or disciplinarian typically has 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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| **Key opinion leaders** | Look for individuals who:   * Are recognized as informal leaders by others. * Are thoughtful and outspoken about school community improvement. * Have influence with school community stakeholders.   By involving these individuals from the beginning, the SEL team will be better able to anticipate challenges and create a plan that will be well-received by the community. |  |
| **Out-of-School-Time partners** | Choose OST partners who:   * Have built positive relationships with students and school staff. * Have influence over OST programming * Have the flexibility to attend meetings regularly |  |
| **Community partners:**   * Mental and/or Behavioral Health providers * Health partners * Coaches | 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 have children in multiple grade levels. |  |
| **Students** | Remember that sometimes the students who are most readily thought of as “leaders” by staff 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) |  |