**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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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| **Role** | **Considerations for selection** | **Suggested Member(s)** |
| **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
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| **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.
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| **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)
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