A close up of a map

Description automatically generated **Create an SEL Communication Strategy**

**Purpose –** Part 1 of this tool can be used to identify key stakeholders to include when preparing a communication strategy for SEL implementation. Part 2 provides an example to create a differentiated plan to reach stakeholders both to share important information and to bring in their perspectives and ideas to improve SEL implementation over time.

**Part 1 – Identify Stakeholders**

Develop a list of individuals and groups of school staff, community partners, OST providers, students, families, and district-level staff who:

1. Will be involved in or impacted by actions taken as part of the process of SEL.
2. Play a role in the school’s ability to sustain a systemic SEL approach over time.

There are four main stakeholder groups you will wish to consider:

**Implementers** are most directly involved in carrying out the strategic plan for SEL, identifying new approaches, and implementing new practices to move toward the vision and goals for systemic SEL.

**Clients** will be directly involved in or impacted by SEL implementation but are not responsible for carrying out action steps. They can speak to whether SEL practices are having an impact, so their needs, perspectives, and ideas should be a primary consideration.

**Sustainers** have great influence on the school community’s ability to implement SEL over time, but their day-to-day involvement in SEL implementation is low. They should be knowledgeable about and supportive of the SEL work and aware of their role in sustainability.

**Allies** can incorporate SEL into their work in meaningful ways to align to the school community’s vision for SEL and advance SEL goals, though they are not directly responsible for or impacted by the main SEL implementation strategies.

The map on the following page offers guidance on how to engage each group.

**Figure 1.** How implementers, clients, sustainers, and allies might be in communication with the SEL team

Likely to **support sustainability** of systemic SEL

Likely to be **involved in or impacted by** actions taken as part of systemic SEL

Likely to **support sustainability** of systemic SEL

Likely to be **involved in or impacted by** actions taken as part of systemic SEL

**Figure 2.** Sample of how stakeholders might be grouped

Likely to be **involved in or impacted by** districtwide SEL implementation

**Part 2 – A Differentiated Plan to Communicate with Stakeholders**

Once stakeholders have been identified, determine what kind of information will be communicated to each group and how often, how the SEL team will get meaningful input from the group, and how each group will be invited to participate in guiding systemic SEL. It may be necessary to distinguish among subgroups based on the way they are likely to engage with the SEL team. For example, you may identify teacher team leaders as a separate group from other teaching staff, student council as separate from the rest of the student body, or families who can attend events in person as separate from parents who will prefer to communicate electronically.

Adapt the table below to differentiate your plan for each group. This table includes just a few examples; yours may be more extensive.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Implementers** | **Information to be Communicated** | **Perspectives/Ideas/ Participation** | **Schedule of Communication** | **Communication Modes** | **Team Member Responsible** |
| Teachers and Administrators | Practices to be implemented and rationale  Training/implementation timeline  Plan for measuring progress  Progress updates on goals  Celebrations and shout-outs | Input on vision and goals  Input on practice/program selection  Needs for implementation support/ perception of support  Perception of student receptiveness and progress | Updates after each SEL team meeting (every other week)  Quarterly staff surveys  Monthly focus groups | Surveys  Focus groups in content area meetings  Monday staff memo  All staff meetings | Principal Robinson  Mr. Phillips |
| OST Program Staff | Day-school SEL practices being implemented to ensure alignment through OST  Practices to be implemented in OST and rationale  Training/implementation timeline  Plan for measuring progress  Progress updates on goals  Celebrations and shout-outs | Input on vision and goals  Input on how program/practice selection translates to OST  Needs for implementation support/ perception of support  Perception of student receptiveness and progress | Biweekly updates following SEL team meetings  Quarterly OST staff surveys  Modified survey | Weekly newsletters  OST program staff meetings  Surveys | Mr. Smith |
| Support Staff | Practices to be implemented and rationale  Strategies for reinforcing SEL in their role  Progress updates on goals  Celebrations and shout-outs | Input on vision and goals  Input on practice/program selection  Alignment with Tier 2 and Tier 3 supports | Same as for teachers and administrators, but with modified survey | All staff meetings  Supervision meetings  Monday staff memo | Ms. Johnson |
| **Clients** | **Information to be Communicated** | **Perspectives/Ideas/ Participation** | **Schedule of Communication** | **Communication Modes** | **Team Member Responsible** |
| Student Voice Committee | Progress updates on goals | Input on vision and goals  Input on practice/program selection  Support in gathering, reflecting on, and interpreting data  Alignment with student-led campaigns | Monthly  Invited as relevant to data review portion of SEL team meeting | At SVC meetings | Mrs. Jackson |
| All Students | Progress updates on goals  Celebrations and shout-outs | Input on vision and goals  Perception of new practices and programs  Perception of school climate and relationships | Quarterly surveys  Monthly updates, celebrations and shout-outs | Announcements  School newspaper | Mr. Garcia and Ms. Jones  Mr. DeVries |
| Families | Progress updates on school goals  Celebrations and shout-outs  Aligned activities to do at home | Input on vision and goals  Input on practice/program selection  Perception of school climate/student and school community progress | Annual survey | Text  Social media accounts  Flyers/newsletters  Personal invitation | Mr. Garcia and Ms. Jones  All teachers and OST program staff |
| **Sustainers** | **Information to be Communicated** | **Perspectives/Ideas/ Participation** | **Schedule of Communication** | **Communication Modes** | **Team Member Responsible** |
| Grant Officer | Progress updates on school community goals  Changes to action plan and rationale  Specific outcomes related to grant requirements | General advising, especially regarding roadblocks and challenges | Monthly calls  Annual reports | Phone call  Submitted reports | Mr. Phillips |
| Parent Advisory Committee | Progress updates on school community goals  Changes to action plan and rationale | Input on vision and goals  Input on practice/program selection | Quarterly | PAC Meetings | Principal Robinson |
| District Instructional Coaches | Rationale for SEL approaches and connection with metrics they are tracking  Specific outcomes related to their priorities | Connecting us with other schools and/or OST programs to visit/others that may want to visit us  Alignment with best practices for instruction | Monthly | In-person visits  Email  Data review meetings | Principal Robinson, Mr. Phillips  Content area leads |
| Out-of-School Time Program Leadership | Progress updates on school community goals, including direct connections between day-school and OST efforts  Specific outcomes related to their priorities and to grant requirements | Input on vision and goals  Input on practice/program selection  Connecting us with other schools and/or OST programs to visit/others that may want to visit us | Monthly | In-person visits  Email  Data review meetings | Mr. Smith  Principal Robinson |
| Superintendent and School Board | Rationale for SEL approaches and results |  | 2x per year | Board Meetings  Personal invites to visit | Principal Robinson  Mrs. Soto |
| **Allies** | **Information to be Communicated** | **Perspectives/Ideas/ Participation** | **Schedule of Communication** | **Communication Modes** | **Team Member Responsible** |
| Parent Recess Volunteers | Practices to be implemented and rationale  Strategies for reinforcing SEL in their role  Progress updates on school goals  Celebrations and shout-outs | Shout-outs for students who demonstrate social and emotional skills  Needs for support and perception of progress | Monthly | Group meeting  Flyer at check-in station  Shout-out sheet they can fill out any time | Ms. Jones |
| Custodians and Cafeteria Staff | Same as above | Same as above | Same as above | Same as above | Ms. Johnson |
| YMCA, Parks & Recreation, Boys & Girls Club (additional community partners offering after-school programming) | Same as above | Same as above  + Alignment with their SEL-related objectives and practices  Potential for shared training for staff | As needed | Set up meeting at their site with key staff  Email progress updates | Mr. Garcia |