**TOOL: Key Responsibilities of a Student Member of an SEL Team**

**Summary of Position:**

Student members of the SEL team work to ensure that the perspectives of their peers are represented and elevated to contribute to a more equitable learning environment. As a member of the school’s SEL team, students will model SEL throughout the school community and work to advance the school’s shared vision for SEL. For more guidance, see Tool: Supporting Student Members of the SEL Team.

**Primary Functions**

* Co-develop a shared vision for SEL.
* Co-develop norms and agreements that provide a foundation for equitable participation of all team members and mutual safety and trust.
* Gather input and perspectives from peers and student groups and share back with the SEL team.
* Identify and advocate for ways to engage students and elevate their voice in school decision-making.
* Regularly communicate the importance of social and emotional learning with a specific focus on students.
* Identify obstacles or challenges with SEL implementation among students and raise these to the SEL team for problem solving.
* Gather best practices and success stories related to SEL implementation to lift up for the larger school community to learn from and build upon.
* Assist the team lead in developing and delivering presentations about schoolwide SEL for the school community.
* Model a commitment to personal social and emotional growth with fellow students, families, and staff.

**Qualifications:**

A highly qualified student SEL team member will have:

* A passion for social and emotional learning, student voice, and improving school climate.
* An interest in challenging the inequities they see and an interest in making a meaningful contribution to building a more equitable learning environment.
* Willingness to collaboratively lead SEL implementation throughout the school.
* Ability to attend team meetings regularly.
* A commitment to practicing and modeling SEL.
* Skills in communicating, relationship-building, and listening to understand the perspectives of students from different ages and social groups.
* Self and social awareness to recognize adult perspectives and potential biases, and respectfully yet assertively challenge adults' assumptions and blind spots when appropriate.
* Student SEL team members do not need to be traditional “model students”, “straight-A students”, or have “clean” disciplinary records.