







School: \_\_\_\_\_

WHOLE SCHOOL SOCIAL EMOTIONAL LEARNING FOUNDATIONAL STRUCTURES

Date: \_\_\_\_\_

Circle One:    All Staff                      SEL Committee                      Primary Team                      Intermediate Team                      Admin. Team

**Directions:** When fully implemented, school wide SEL contributes to more successful and equitable outcomes for young people. In the table below, identify the programs, practices, and strategies that your school is currently using to support the essential components of school-wide SEL identified below. Then identify additional programs, practices, and strategies that would help you improve.

		Description	What do we already have in place to support this?	Goals/ Plans for Continued Implementation
	SEL team	School-wide SEL is led by a team that is composed of individuals who are representative of the full school community.		
	Communication plan	Structures are in place to support consistent two-way SEL communications between the SEL team and all stakeholders (e.g., town hall meetings, open door policies, social media).		
	Foundational knowledge of SEL	Members of the school community, including families and community partners, can discuss SEL’s importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.		
	Shared vision for SEL	A collaboratively developed shared vision for school-wide SEL is regularly communicated to the entire school community, informs planning and implementation, and is revisited regularly.		
	Implementation plan	The SEL team has developed an SEL implementation plan. This plan is integrated into school-wide planning documents and is referenced and revised regularly.		
	Professional learning	A professional learning plan for SEL offers staff regular opportunities to cultivate adult SEL and learn how to promote SEL for students.		