**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 schoolwide 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, students, families, and district-level staff who:

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

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

Likely to **support sustainability** of schoolwide SEL

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

**Figure 2.** Sample of how school 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 schoolwide 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.

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| --- | --- | --- | --- | --- | --- |
| **Implementers** | **Information to be Communicated** | **Perspectives/Ideas/Participation** | **Schedule of Communication** | **Communication Modes** | **Team Member Responsible** |
| Teachers and Administrators | Practices to be implemented and rationaleTraining/implementation timelinePlan for measuring progressProgress updates on school goalsCelebrations and shout-outs | Input on vision and goalsInput on practice/program selectionNeeds for implementation support/ perception of supportPerception of student receptiveness and progress | Updates after each SEL team meeting (every other week)Quarterly staff surveysMonthly focus groups  | SurveysFocus groups in content area meetingsMonday staff memoAll staff meetings | Principal RobinsonMr. Phillips |
| Support Staff | Practices to be implemented and rationaleStrategies for reinforcing SEL in their roleProgress updates on school goalsCelebrations and shout-outs | Input on vision and goalsInput on practice/program selectionAlignment with Tier 2 and Tier 3 supports | Same as above, but with modified survey | All staff meetingsSupervision meetingsMonday 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 school goals | Input on vision and goalsInput on practice/program selectionSupport in gathering, reflecting on, and interpreting dataAlignment with student-led campaigns | MonthlyInvited as relevant to data review portion of SEL team meeting | At SVC meetings | Mrs. Jackson |
| All Students | Progress updates on school goalsCelebrations and shout-outs | Input on vision and goalsPerception of new practices and programsPerception of school climate and relationships | Quarterly surveys Monthly updates, celebrations and shout-outs | AnnouncementsSchool newspaper | Mr. Garcia and Ms. JonesMr. DeVries |
| Families | Progress updates on school goalsCelebrations and shout-outsAligned activities to do at home | Input on vision and goalsInput on practice/program selectionPerception of school climate/student and school progress | Annual survey | TextSocial media accountsFlyers/newslettersPersonal invitation | Mr. Garcia and Ms. JonesAll teachers  |
| **Sustainers** | **Information to be Communicated** | **Perspectives/Ideas/Participation** | **Schedule of Communication** | **Communication Modes** | **Team Member Responsible** |
| Grant Officer | Progress updates on school goalsChanges to action plan and rationaleSpecific outcomes related to grant requirements | General advising, especially regarding roadblocks and challenges | Monthly callsAnnual reports | Phone callSubmitted reports | Mr. Phillips |
| Parent Advisory Committee | Progress updates on school goalsChanges to action plan and rationale | Input on vision and goalsInput on practice/program selection | Quarterly | PAC Meetings | Principal Robinson |
| District Instructional Coaches | Rationale for SEL approaches and connection with metrics they are trackingSpecific outcomes related to their priorities | Connecting us with other schools to visit/others that may want to visit usAlignment with best practices for instruction | Monthly | In-person visitsEmailData review meetings | Principal Robinson, Mr. PhillipsContent area leads |
| Superintendent and School Board | Rationale for SEL approaches and results | Ways the district can strengthen support for SEL here and at other district schools | 2x per year | Board MeetingsPersonal invites to visit | Principal RobinsonMrs. 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 rationaleStrategies for reinforcing SEL in their roleProgress updates on school goalsCelebrations and shout-outs | Shout-outs for students who demonstrate social and emotional skillsNeeds for support and perception of progress | Monthly | Group meetingFlyer at check-in stationShout-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 (where our students are after school) | Same as above | Same as above+ Alignment with their SEL-related objectives and practicesPotential for shared training for staff  | As needed | Set up meeting at their site with key staffEmail progress updates | Mr. Garcia |