

TOOL:

Indicators of Schoolwide Well-Being & Social-Emotional Learning

INTRODUCTION



School _____ Observer Name(s) _____ Date _____

DEFINITIONS:

Well-being: People’s perceptions of their quality of life. Positive well-being is the perception that their lives are going well physically, socially, emotionally, mentally and spiritually. It allows people to realize their potential, cope with the normal stresses of life, work productively and fruitfully and able to make a contribution to the community. (*Adapted from World Health Organization, Mental Health: Strengthening our Response, 2018*)

Social and emotional learning (SEL): SEL involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. As such, social-emotional competencies are viewed as “mastery skills” underlying virtually all aspects of human functioning. In addition to focusing on specific instruction in social and emotional skills, SEL is a process of creating a school and classroom culture that is caring, supportive, and responsive to students’ needs. (*Schonert-Reichl, 2020*)

Systemic SEL: Systemic SEL is an approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies. These conditions require aligned policies, resources, and actions at state and district levels that encourage local schools and communities to enhance the personal and professional capacities of adults to: implement and continuously improve evidence-based programs and practices; create an inclusive culture that fosters caring relationships and youth voice, agency, and character; and support coordinated school-family-community partnerships TO ENHANCE STUDENT DEVELOPMENT. (*Mahoney, Weissberg, Greenberg, Dusenbury, Jagers, Niemi, Schlinger, Schlund, Shriver, VanAusdal, Yoder, 2020*).

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PURPOSE AND BACKGROUND:

This protocol is designed to help school based SEL teams and/or observers look for indicators of schoolwide SEL to support the continuous improvement of schoolwide SEL implementation. School-based SEL teams can use data from this protocol to set implementation goals, reflect on and track progress, and develop or adjust action plans. *This tool is not meant to be used for evaluation purposes.*

SCORING:

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence). Leave the item blank if it was not observed.
- In Section 1, a “4” indicates strong evidence that SEL is internalized and owned by students. A “3” indicates that classrooms are effectively promoting SEL but efforts are mostly teacher-led. A “2” indicates that classroom practices attempt to promote SEL but are inconsistent. A “1” indicates that there is not yet evidence that classroom practices are attempting to promote SEL through this item.
- In Section 2, a “4” indicates strong evidence that SEL is seamlessly integrated into schoolwide systems and practices. A “3” indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school. A “2” indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent. A “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- The included “look-fors” are not all-inclusive but are intended to serve as guidance.

PILLAR 1:

Schoolwide Policies, Procedures & Processes



Well-Being BC

PILLAR #1: SCHOOLWIDE POLICIES, PROCEDURES AND PROCESSES

DESCRIPTION	4	3	2	1	COMPONENT SCORE/NOTES
1. SCHOOLWIDE SUPPORTIVE DISCIPLINE Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.					
1A. SUPPORTIVE DISCIPLINE Look for/Learn about: - A student code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices. - There is evidence of circles/other restorative practices.	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff regularly examine discipline data to ensure equitable outcomes for students. Staff consistently follow documented policies and procedures and are highly effective at using restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for students. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to student behaviors are ineffective, punitive, and/or inequitable.	
1B. STUDENT-CENTERED DISCIPLINE Look for/Learn about: - There is evidence of strategies/tools for students to problem-solve and self-manage (reflection posters, peace corner, reflection sheets, etc.).	Teachers promote and allow time for self-regulation, cueing students verbally and non-verbally to expected behaviors and focusing on teaching and reinforcing desired behavior rather than punishing misbehavior. When teachers	Teachers redirect behavior challenges respectfully and discreetly. Teachers' responses to misconduct are consistent. Teachers make more than one attempt to redirect students if problem behavior persists.	Teachers' responses to behavior challenges appear to be consistent but take time away from lessons. After first attempt, teachers do not follow through to ensure problems are resolved.	- Teachers do not yet attempt or are unsuccessful in the attempt to redirect misbehavior, OR - Considerable time is taken away from instruction to address student behavior challenges, OR	

<ul style="list-style-type: none"> - Teacher uses verbal and non-verbal cues to communicate and promote expected behaviors. - Feedback on student behavior is discrete, specific, and restorative. 	<p>need to give feedback on student behavior, they do so discreetly, using restorative and developmentally and culturally appropriate responses. Students actively use problem-solving tools to resolve conflicts.</p>			<ul style="list-style-type: none"> - Teachers unsuitably ignore or punish misbehavior. 	
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2. A CONTINUUM OF INTEGRATED SUPPORTS

SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

2A. A CONTINUUM OF INTEGRATED SUPPORTS Look for/Learn about: <ul style="list-style-type: none"> - The SEL team meets regularly with the team or staff responsible for reviewing student referrals and assignments to interventions to ensure coordination and alignment of social and emotional support. 	<p>Academic and behavior supports offered at all tiers meet the needs of all students. SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers.</p>	<p>Academic and behavior supports offered at all tiers meet the needs of most students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports.</p>	<p>Academic and behavior supports offered at all tiers meet the needs of some students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports.</p>	<p>The school has not developed a continuum of supports, OR SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.</p>	
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3. MULTI-TIERED SYSTEM OF STUDENT SUPPORTS FOR CONTINUOUS IMPROVEMENT

Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

3A. SYSTEMS FOR CONTINUOUS IMPROVEMENT Look for/Learn about: <ul style="list-style-type: none"> - Staff meet regularly to discuss data and engage in continuous improvement cycles. - There are newsletters, emails, and posted communications about SEL. - School-level data is communicated with stakeholders. - Data elevates youth voice by addressing student perceptions of their learning environment, as well as their strengths and needs. 	<p>Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data includes student perceptions of their learning environment and provides opportunities to examine equity in students' experiences and outcomes. Data on schoolwide SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a structured process to engage these stakeholders in determining next steps and creating action plans.</p>	<p>Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data provides opportunities to examine equity in students' experiences and outcomes. Data on schoolwide SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.</p>	<p>Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on schoolwide SEL is occasionally shared with some stakeholders.</p>	<p>Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.</p>	
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PILLAR 2:

Supportive Environments – Social & Physical



PILLAR #2: SUPPORTIVE ENVIRONMENTS – SOCIAL AND PHYSICAL

DESCRIPTION	4	3	2	1	COMPONENT SCORE/NOTES
4. SUPPORTIVE CLASSROOM CLIMATE Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.					
4A. COMMUNITY BUILDING Look for/Learn about: - There are opportunities for students to connect personally (team talk, circles, morning meetings). - Classroom shared agreements reflect student input. -Physical space is set up in a way that fosters community (whole-group meeting spot, desks arranged for collaboration).	Teachers effectively use strategies and activities to help students get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students take an active role in supporting their peers, and there is a strong sense of inclusivity.	Teachers effectively use strategies and activities to help students get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students are respectful and friendly to each other.	Teachers try, with uneven results, to use strategies and activities to help students get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies.	There is not yet evidence that teaches use strategies to help students get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies.	

4B. TEACHER-STUDENT RELATIONSHIPS Look for/Learn about: <ul style="list-style-type: none"> - Students share their perspectives and needs. - The teacher uses strategies to engage and learn about all students. 	Teachers effectively use strategies to build a trusting relationship with each student and are highly responsive to students' needs. Students regularly share their perspectives and concerns.	Teachers effectively use strategies to build a trusting relationship with each student and respond to students' needs.	Teachers try, with uneven results, to build a positive relationship with each student.	There is not yet evidence that teachers use strategies to build positive relationship with all students	
4C. CULTURAL RESPONSIVENESS Look for/Learn about: <ul style="list-style-type: none"> - Classroom materials are diverse and inclusive. - Teacher uses strategies to learn about students' cultures, backgrounds, talents and interests. 	Teachers affirm students' diverse identities, cultures, and life experiences throughout their interactions, materials, curriculum, and instruction. Students regularly share about their lives and backgrounds.	Classroom materials, curriculum, and instruction mostly represent students' diverse identities, cultures, and life experiences.	Classroom materials, curriculum, and instruction occasionally references diversity within and across cultures.	Classroom materials, curriculum, and instruction are not reflective of students' diverse identities, cultures, and life experience.	
4D. CLASSROOM ROUTINES AND PROCEDURES Look for/Learn about: <ul style="list-style-type: none"> - Students know and follow established routines and procedures. 	Consistent and predictable routines and procedures contribute to a sense of safety and promote social and emotional learning. Students help to design and lead routines and procedures (as developmentally appropriate).	Consistent and predictable routines and procedures contribute to a sense of safety and provide students with opportunities to practice social and emotional competencies.	Some routines and procedures are present but may be followed inconsistently OR overly restrict students' opportunities to practice social and emotional competencies.	Routines and procedures are unclear or chaotic.	
5. SUPPORTIVE SCHOOL CLIMATE The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.					
5A. SENSE OF COMMUNITY AND SAFETY Look for/Learn about: <ul style="list-style-type: none"> - SEL-focused schoolwide norms are displayed in common areas. - Students and staff model social and emotional competencies. - There are inviting, well-maintained common areas. - A variety of meaningful, creative, and recent student work is prominently displayed. 	Culturally responsive and collaboratively developed schoolwide norms clearly convey how all staff and students agree to interact with each other. Clear routines and procedures are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies.	Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed, and students and staff are able to navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies.	Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff are able to navigate most common areas safely. Some students and staff model norms and social and emotional competencies.	There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff.	

5B. STAFF AND STUDENT RELATIONSHIPS Look for/Learn about: <ul style="list-style-type: none"> - Staff greet students as they arrive at school and at class, and in the halls as appropriate. - Staff demonstrate knowledge of students on a personal level. 	Staff engage regularly in positive and encouraging interactions with students in common areas. At times, students initiate these interactions. Staff demonstrate knowledge of students on a personal level. Feedback around norms for common spaces is shared in a way that respects students' dignity.	Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students' dignity.	Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.	Staff have limited or frequently negative interactions with students in common areas.	
5C. STAFF RELATIONSHIPS Look for/Learn about: <ul style="list-style-type: none"> - Staff greet one another in the halls as appropriate. - Staff demonstrate knowledge of one another on a personal level. 	School staff are highly supportive of one another. Interactions are friendly and respectful. Staff seek out collaborative relationships.	School staff are supportive of one another. Interactions are friendly and respectful.	Staff mostly interact professionally with one another but do not show active support for one another.	Staff do not regularly interact with each other or have negative staff relationships.	
5D. STUDENT RELATIONSHIPS Look for/Learn about: <ul style="list-style-type: none"> - Student interactions that are respectful, friendly, and inclusive. 	Students seem to genuinely care for one another and hold one another accountable for respectful interactions. There is a sense of inclusivity among all students.	Student interactions are respectful and friendly.	Students are somewhat respectful to peers but may have a few conflicts.	Students are routinely disrespectful to one another and/or have frequent conflicts with peers.	
6. FOCUS ON ADULT SEL Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.					
6A. FOCUS ON ADULT SEL Look for/Learn about: <ul style="list-style-type: none"> - There are documented staff shared agreements. - SEL is integrated into staff meetings. - Staff model social and emotional competencies through their interactions. 	Staff have regular professional learning opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and SEL practices are embedded in all staff meetings. Staff consistently model social, emotional, and cultural competencies through their interactions.	Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions.	SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan. Some staff model social, emotional, and cultural competencies through their interactions.	SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions.	

PILLAR 3:

Teaching & Learning Practices & SEL Instruction



PILLAR #3: TEACHING AND LEARNING PRACTICES AND SEL INSTRUCTION

DESCRIPTION	4	3	2	1	COMPONENT SCORE/NOTES
7. EXPLICIT SEL INSTRUCTION Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.					
7A. EXPLICIT SEL INSTRUCTION Look for/Learn about: <ul style="list-style-type: none"> - There is evidence of an SEL program (posters, circles, related student work, student-of-the-day stickers, etc.). - There are well-structured SEL lessons. - SEL is listed in the master schedule (e.g., SEL-focused advisory, SEL block). 	Teachers regularly provide coordinated, developmentally appropriate, and culturally responsive instruction to foster social and emotional skills development. Instruction employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction. If using an evidence-based program, the teachers are following the program with a high level of fidelity.	Teachers provide coordinated, developmentally appropriate, and culturally responsive instruction to foster social and emotional skills development. Instruction mostly employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. If using an evidence-based program, teachers are following the program with a moderate level of fidelity.	Teachers provide some opportunities for students to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive. Instruction targets specific social and emotional skills, but learning is somewhat passive. If using an evidence-based program, the teachers may be following the program with a low level of fidelity.	Teachers do not yet provide explicit opportunities for students to practice social and emotional skills.	

8. SEL INTEGRATED WITH ACADEMIC INSTRUCTION

SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.

<p>8A. FOSTERING ACADEMIC MINDSETS</p> <p>Look for/Learn about:</p> <ul style="list-style-type: none"> - Teacher promotes a growth mindset (providing feedback that builds on incremental progress, commending academic risk-taking, focusing on the process of learning). - Teacher communicates high expectations for all students and allows for productive struggle. 	<p>Students demonstrate a high level of self-efficacy and ownership over learning, as appropriate to their developmental level. Classrooms are characterized by high expectations for all students, and teachers frame mistakes and struggle as important parts of learning. Students regularly contribute to the learning, including connecting their perspectives and experiences to instruction.</p>	<p>Teachers effectively employ developmentally appropriate strategies to foster students' self-efficacy and ownership over learning. Teachers communicate high expectations for all students and frame mistakes and struggle as an important part of learning.</p>	<p>Teachers try to use strategies to foster students' self-efficacy, with uneven results. Teachers set high expectation for some students.</p>	<p>There is not yet evidence that teachers use strategies to foster students' self-efficacy.</p>	
<p>8B. ALIGNING SEL AND ACADEMIC OBJECTIVES</p> <p>Look for/Learn about:</p> <ul style="list-style-type: none"> - Teacher includes SEL standards related to content or task of the lesson. - When necessary, the teacher coaches students on the use of SEL competencies. - Students use self-assessment and/or reflect on their use of the competencies during lessons. 	<p>SEL standards/goals are clearly embedded into academic learning. Students regularly share their perspectives on how social and emotional competencies connect to what they are learning and initiate reflection on their own social and emotional development.</p>	<p>SEL standards/goals are clearly embedded into academic learning. Teachers regularly engage students in meaningful discussions that connect social and emotional competencies to the lesson and provides time and guidance for reflection</p>	<p>SEL standards/goals are somewhat embedded in academic lessons. Teachers try to engage students in discussions about SEL objectives, with uneven results.</p>	<p>There is not yet evidence of SEL standards/guidelines embedded into academic content.</p>	
<p>8C. INTERACTIVE PEDAGOGY</p> <p>Look for/Learn about:</p> <ul style="list-style-type: none"> - There are well-facilitated classroom discussions with high student engagement. - Student self-assessment and/or reflection occurs during lessons. - Teachers employ cooperative structures (e.g., turn to your partner). - Students collaborate effectively. 	<p>Students regularly drive classroom discussions by formulating questions and respectfully challenging one another's thinking. Students collaborate effectively with one another and monitor their own interactions to ensure the ideas of all group members are heard. Teachers provide consistent opportunities for students to reflect on their SEL competencies during and after collaborative activities.</p>	<p>Teachers effectively use instructional practices that engage students in meaningful discussion and collaboration around their learning. Classroom discussions and cooperative learning opportunities are well-structured to help ensure all students' ideas are heard and provide opportunities for students to reflect on their SEL competencies.</p>	<p>Teachers try to use instructional practices that engage students in discussion and collaboration, with uneven results. Teacher talk, or the voices of a small group of students, may dominate the lesson.</p>	<ul style="list-style-type: none"> - There is not yet evidence that teachers use instructional practices that engage students in discussion and collaboration, OR - Instructional practices are used ineffectively. 	

- Students speak at least as much as the teacher.					
9. YOUTH VOICE AND ENGAGEMENT (CLASSROOM LEVEL) Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.					
9A. YOUTH VOICE AND ENGAGEMENT Look for/Learn about: - Students contribute to/lead classroom discussions. - There is student voice and/or choice about learning activities - There are opportunities for students to share their opinions and devise strategies for classroom improvement. - Student surveys and/or survey results are displayed.	All students frequently have developmentally appropriate opportunities to share their perspectives around issues that they prioritize and take on leadership roles in the classroom. Students regularly co-construct knowledge and initiate and lead activities to improve the classroom.	Most students have developmentally appropriate opportunities to share their perspectives around issues that they prioritize and take on leadership roles in the classroom. Teachers regularly invite students to co-construct knowledge and help improve the classroom.	Some students have leadership opportunities in the classroom. Teachers offer some encouragement for students to co-construct knowledge or share their opinions on how the classroom functions.	Teachers do not yet invite students to share opinions or co-construct knowledge.	
10. YOUTH VOICE AND ENGAGEMENT (SCHOOL LEVEL) Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.					
10A. YOUTH VOICE AND ENGAGEMENT Look for/Learn about: - There is evidence of student participation in surveys. - Students serve on decision-making and/or advisory teams. - There is evidence of service-learning projects or student-led awareness campaigns.	There are meaningful, developmentally appropriate opportunities for all students to share their opinions, take on leadership roles, devise strategies for school improvement, and inform decision-making around issues that they prioritize.	Most students have developmentally appropriate opportunities to elevate their voice and leadership skills. Students are invited to share their opinions and inform decision-making.	Student leadership opportunities are limited to structures like student government, where few students have opportunities to participate. At times, students are invited to share their opinions and inform decision-making.	The school does not yet invite students to share opinions or take on leadership roles.	

PILLAR 4:

Family & Community Partnerships



PILLAR #4: FAMILY AND COMMUNITY PARTNERSHIPS

DESCRIPTION	4	3	2	1	COMPONENT SCORE/NOTES
11. AUTHENTIC FAMILY PARTNERSHIPS Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.					
11A. AUTHENTIC FAMILY PARTNERSHIPS Look for/Learn about: <ul style="list-style-type: none"> - There are family-facing newsletters and evidence of two-way communication between families and teachers. - There is evidence of family participation in family nights, school events, surveys, etc. - Families are represented on the SEL team. 	The school offers regular, meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend. School decision-making teams, including the SEL team, have representation from family members.	The school offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.	The school offers some opportunity for families to share feedback on strategies for supporting students' social, emotional, and academic development.	Families do not yet have opportunities to share feedback on strategies to support students' social, emotional, and academic development.	
11B. FAMILY-SCHOOL RELATIONSHIPS Look for/Learn about: <ul style="list-style-type: none"> - Staff greet and welcome families. 	Most families report respectful, collaborative, and trusting relationships with staff. School regularly collects and reviews data on how families feel about their relationships with staff.	Most families report respectful, collaborative, and trusting relationships with staff. School has collected some data on how families feel about their relationships with staff.	Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel about their relationships with staff.	Staff interactions with family are limited or not consistently respectful.	

<ul style="list-style-type: none"> - Family-staff interactions are warm and collaborative. - Family responses to school surveys. 					
12. ALIGNED COMMUNITY PARTNERSHIPS School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.					
12A. ALIGNED COMMUNITY PARTNERSHIPS Look for/Learn about: <ul style="list-style-type: none"> - Community partners and/or out-of-school time staff are represented on the SEL team. - There is designated space within the school for community partners to store supplies, conduct work, etc. - Leadership and staff regularly discuss the supports or programs community partners. 	School staff and community partners have established, and consistently use, common language around SEL. School leaders and other staff meet regularly with community partners to plan and execute aligned strategies and communication around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.	School staff and community partners have established some common language around SEL. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time.	School staff and some community partners have established some common language to discuss SEL. School staff and community partners are becoming familiar with each other's strategies and communication around SEL-related efforts.	Staff and community partners still work primarily independently, without intentional alignment.	