

BUILD A TRANSITION COALITION

A transition coalition will work together to synthesize input from students, families, staff, and community partners to draft a shared vision for the school year that expresses social and emotional development as integral to education. They will set specific, measurable goals for moving toward that vision and incorporate SEL and academic supports into the school's transition plan. The transition plan should be based on needs identified by members of the school community and build on the school's current strengths, such as existing SEL programs and positive relationships between staff and students.

Building a transition coalition that reflects the school community and incorporates many points of view fosters innovation and helps ensure that plans meet the needs of all learners. Consider assembling a coalition of about 10-15 members that includes:

Role	Considerations	Possible Coalition Members
Students and their families	Include student and family representatives to ensure that the voices of those most affected by decisions are included in the vision and plan. While it may be easier to include students and family members who are already seen as leaders in the school community, apply an equity lens as you search for representatives who can help the coalition see the perspectives students and families who are less engaged with the school and may not have been equitably served by the school in the past.	
A principal or assistant principal	It is strongly recommended that a committed administrator is involved in all team meetings. This facilitates decision-making and communicates that the coalition's work is important.	
Teachers	Teacher members should represent different grade bands or subject areas. Include teachers who are already strong supporters of SEL as well as those who are known to be skeptical, and include teachers who are confident using technology and new methods for distance learning as well as those who have struggled. These different perspectives will help the coalition create a vision, SEL goals, and a plan that will work in practice as well as in theory.	
Non-instructional staff	This includes staff who work closely with students such as counselors, social workers, nurses, and deans. Often these roles are central to schoolwide SEL implementation.	
Other support staff	Include one or more representatives who are security/safety officers, classroom assistants, clerks, and lunchroom and recess staff. These members can add additional insight that will ensure plans for SEL are carried out schoolwide, not only in classes.	
Community partners and out-of-school time providers	Partners whose work impacts students and their families as well as those who work closely with students during out-of-school time can help increase the range of resources to support students and staff.	

For more guidance on how to delineate role functions across a team, look into this [guidance on defining team member roles and responsibilities](#) from the [CASEL Guide to Schoolwide SEL](#) as a reference.

