

Develop and Strengthen Family and Community Partnerships

SEL is reinforced and sustained when districts, families, and community partners align and work together.

Below you'll find an overview of: WHAT high-quality implementation looks like, WHY it's important, WHEN to engage in this key activity, and WHO to involve. Also see the [PROCESS](#) page for step-by-step guidance on how to engage in the work, and the [RESOURCES](#) page for additional tools to support your efforts.

What are family and community partnerships that support SEL?

Family and community partnerships consist of far more than public relations or sharing articles about practices to try at home. A genuine district-family partnership prioritizes a two-way flow of information and perspectives and engages parents and caregivers to guide a district's decision-making and drive sustainability of SEL. A strong district-family partnership leverages families' expertise and diversity to ensure that SEL is taught in culturally relevant ways that celebrate the assets, identity, and diversity students bring to school, making SEL more impactful and lasting.

Districts develop strong family partnerships when they:

Prioritize positive staff-family relationships and develop strategies for two-way communication with families at the district and school levels.

Offer meaningful opportunities for families to participate and collaborate in SEL activities, so that families understand, experience, inform, and support the SEL development of students in partnership with school and district staff.

Gather input from families about their preferences and needs to inform family partnership strategies.

Regularly collect feedback about families' experiences and changing needs, and use these data to improve family partnership strategies.

Use the [Rubric](#) to assess your approach to developing family partnerships.

Community partnerships for SEL leverage relationships with external organizations or groups that have the potential to reinforce social and emotional skill development, whether the setting is during the school day, before or after school, inside the school, or out in the community. For some community partners, social and emotional learning may be a primary part of their mission, while for others it may be a fortunate byproduct. Either way, districts can provide guidelines, training, and technical support to ensure that schools and their partners recognize common goals, adopt aligned frameworks and language for SEL, and calibrate on adult behaviors that appropriately model and reinforce SEL for students.

Districts develop strong community partnerships when they work with partners to:

Intentionally align the language and practices they use to describe and promote SEL.

Ensure that SEL is a priority during the school day and during out-of-school time.

Ensure that students and families have access to a broad range of SEL-related community services.

Why does my district need family and community partnerships?

Social and emotional learning doesn't stop when students leave the classroom. All social interactions are learning experiences, and many of a young person's formative experiences will take place in informal learning environments at home and other social spaces. Family and community partnerships build bridges between a school and the world students experience outside of its walls.

These partners provide key insight about their children, their community, and their values. They are also perfectly situated to reinforce and sustain social and emotional learning. When young people see peers and adults outside of the school placing value on and modeling the same social and emotional skills they are learning about and practicing in the classroom, these skills become more than the answer to a teacher's question—they become the way we think and interact in the world.

A sense of school connectedness is stronger when students feel that they, their family, their culture, and the people and contexts with which they feel most at home are respected and included in their schools. District and school staff also benefit from family and community partnerships as they learn about the experiences, perspectives, values, and assets of the communities they serve, and they are better at reaching and supporting students because of these partnerships.

When should my district develop family and community partnerships?

Districts should involve family and community members as partners on the front end, as they set a vision and make important decisions about how SEL will be rolled out, what curricula and SEL strengthening practices will be promoted, or what SEL or school climate guidelines or standards will become policy. This will pay dividends down the road in the implementation phase—a plan that has community support and has been shaped to the unique culture and characteristics of the community will have greater school and staff member buy-in and will be more likely to be sustained over time and have the desired impact with students.

During implementation, districts also should play a role in facilitating school-based processes to strengthen family and community partnerships. Districts should set a clear vision for school-level partnerships, provide resources so that schools can meet expectations, and create a structure to provide technical assistance and accountability.

Who needs to be involved?

When cultivating partnerships with families, a district should take care to engage parents and caregivers that represent a diverse range of family structures, backgrounds, and circumstances. In any district, there are strong parent advocates who readily volunteer for a leadership role or are quick to voice their point of view or suggestions for improvement.

It is essential to include parents and caregivers beyond the most outspoken advocates, and in particular those who may feel left out of traditional school district engagements due to language, immigration status, education level, experience of racism, or other factors. This requires district staff to do outreach in culturally responsive ways and focus on creating contexts where all families receive information in a way that they understand, and feel welcome and encouraged to participate in processes that impact their children's' learning. Likewise, when setting guidelines for school-level partnerships, districts should prioritize equitable family representation and non-traditional parent leadership.

When connecting with community partners, districts should reach out to organizations that provide direct support for a significant percentage of students and have potential to incorporate social and emotional skill building into their program or support model. This might include:

- OST providers
- Recess support
- Summer programs

- Academic enrichment or arts programs
- Tutoring or mentorship services
- Parks department, athletic leagues, YMCA
- Organizations that employ many high school-aged youth
- Social service organizations
- Counseling, social skill-building, or mental health services
- Restorative justice organizations
- Churches
- Shelters
- Organizations that host students for service projects
- Juvenile justice

Process

This process will support districts in offering meaningful opportunities for families to participate and collaborate in SEL activities, aligning language and practices with SEL-related community partners, and gathering input and data to improve partnership strategies. Use the [Rubric](#) to assess your current level of implementation.

Below you'll find steps for developing and strengthening Family Partnerships and Community Partnerships. ([Jump to Community Partnerships](#)).

Family Partnerships

1. Review data on the district's current level of family engagement.

All schools have practices in place that guide how they communicate and interact with students' families. To improve the quality and impact of these practices and ensure that families are engaged as genuine partners, districts must first determine which families are most and least engaged with their schools, and identify the mechanisms that strengthen or form a barrier to that engagement.

For example, a district team could review data to determine which schools have the strongest parent satisfaction and interview school leaders to learn what they have done. Data can also reveal where parent satisfaction is weak or which student populations would most benefit from a stronger sense of school connectedness. From there, districts can organize outreach, potentially with the support of a well-connected community partner, to learn more about why families may be less likely to be satisfied and involved with their school.

2. Develop strategies for ongoing two-way communication and engage families in district-level SEL planning.

Districts may begin a family communication strategy by providing regular, consistent messaging around SEL that keeps parents and caregivers informed about SEL plans and programming and promotes awareness of the [connections between parenting and social and emotional learning](#). But two-way communication means going beyond sending information out to parents through district newsletters and emails, to actively listening and responding to the inputs, ideas, and needs of families. This is most likely to happen when district staff takes the time to learn more about the families they serve and use strategies to create personal connections.

You may want to engage diverse parent focus groups and recruit diverse parent representatives for committees when making districtwide decisions about SEL curricula or approaches, developing policy about SEL standards or guidelines, or preparing training or materials for family partnership. Families are the primary source for information about their children and what makes a school feel welcoming and supportive. Ensure that your district hears from all kinds of families, not just parents who regularly advocate for their children and volunteer, by holding events at a variety of times and in a variety of community spaces and by working with community partners to reach less engaged or more marginalized families.

3. Create expectations for family engagement at the school level and align resources to support it.

With family input, set high standards for what a family-friendly school should look like. It is not enough to simply share

these standards with schools—districts must allocate funds and personnel to ensure that all schools can and will meet them.

Ideally, a district will designate a high-level leadership position to focus on family and community engagement with a team of full-time staff with the capacity to provide technical assistance to all schools. This team can ensure that a high-quality, user-friendly website and two-way communication structures are in place and well-known to families. Another option is to fund the creation of school-level positions devoted to outreach and engagement, and provide professional learning, technical support, and accountability structures centrally.

Resources to help develop district guidelines for school-family partnership:

- [School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth](#)
- [Ideas and Tools for Working with Parents and Families](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)
- [CASEL Guide to Schoolwide SEL tool: Strategies for Establishing School-Family Partnerships](#)

4. Provide support for schools to go beyond the stage of “inviting families in” to meaningful opportunities for families to participate and collaborate in SEL activities.

District-level staff can support schools to progress through the following stages of family partnership:

- Build relationships and trust with all families through “customer service” training for staff, honoring family contributions, conducting home visits, and welcoming families to visit and observe or simply to interact with staff in informal settings.
- Assess family satisfaction and engagement data to examine inequity based on race, class, language, or culture and build an aligned action plan for stronger outreach and inclusive practices to bridge gaps.
- Revisit family communication structures to ensure that two-way communication is easy and accessible for all families (use multiple modes of communication for outreach, enlist support of parent organizers, hold community forums in a variety of locations and times, etc.).
- Examine whether parent engagement events and strategies position parents as partners or as receivers. Schools that position parents as partners involve them in their child’s learning, encourage them to interpret information or research issues alongside school staff, give tools or knowledge to support their child, and ask for their views and suggestions. Schools that view parents as partners seek parent input for major decisions, recruit parents as members in school leadership teams, are open to parents advocating for their children and set up simple processes to do so, and have a structure for responding and collaborative problem-solving when a concern is raised.

Resources for schools to self-assess level of welcome and partnership with families:

- [Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships](#)
- IDRA’s [Family and Community Engagement Survey](#)

Resources to empower parents as SEL partners and leaders:

- SEL for Parents (video in [English](#)/in [Spanish](#))

- [Raising Caring, Confident, Capable Children \(brochure\)](#)
- SEL Discussion Series for Parents and Caregivers ([English/Spanish](#))
- [NBC Universal's Parent Toolkit](#)
- [Parenting Montana: Tools for your Child's Success](#)
- CASEL Guide to Schoolwide SEL tool: Key Responsibilities of a School-Family Partnership Lead ([English/Spanish](#))

Additional resources for supporting schools in developing community partnerships for SEL can be found in the [CASEL Guide to Schoolwide SEL](#).

5. Monitor progress, recognize and highlight strong work, and annually reassess engagement of targeted student populations and perceptions of school climate of students and families.

Design structures that allow schools and the district to gather input from families about their preferences and needs, and regularly collect feedback about families' experiences with their schools and the district. Use these findings to inform family partnership strategies, and to learn more from schools that are experiencing success and spread best practices.

Community partnerships

1. Identify organizations or groups working with schools in your district that are or have potential to support students' social and emotional development.

Consider both major district partners working with many schools as well as smaller community institutions that are contributing to the success of one or two schools. This process could include completing a scan of district contracts, surveying principals or counselors at schools with strong school climate data, or creating asset maps that include locations other than home and school where students and their families gather. Some community partners may already include SEL as a core part of their mission. Others may have different primary objectives, but have incredible influence and value to students and will likely see intersections between SEL and their work.

You may look for community partners that:

- Provide SEL-related programming in schools, such as mentoring groups or student leadership activities.
- Provide SEL-related professional development, coaching, or consultation to staff.
- Provide SEL-related direct services to students and families either in the school or at a community-based setting.

[Here are a few examples](#) of key SEL focused partnerships in Austin ISD.

Sacramento City USD's [flyer](#) shows common SEL goals between schools and Expanded Learning Programs.

[This article and video](#) features Oakland USD's SEL partnership with police.

2. Work with community partners to align language and practices used to describe and promote SEL and ensure SEL is a priority during the school day and out-of-school time.

Begin by engaging leaders of identified community organizations to learn how they are already supporting SEL and discuss ways to align and contribute to the district's approach to SEL. Schools and their partners may have similar social and emotional learning goals for the youth they work with, but may be using different terms or practices to achieve those goals. By comparing SEL frameworks, practices, and language, your district can learn what's working well from partners who often are better attuned to local needs and community culture, and partners can learn how to better reinforce and build on the social and emotional learning that takes place during the school day.

For key SEL community partners, set up regular meetings (such as quarterly) to intentionally align language and practices; check in on how they're working with schools, students and families; and strategize on how you can work together to ensure SEL is a priority during the school day and out-of-school time.

If you have many partners, you may want to set up a SEL community partner committee that meets regularly as a group to discuss strategies for aligning language and practices across organizations and the district. This is also a good way to ensure coordination and minimize duplicating efforts so that resources are efficiently allocated to ensure students and families have access to a broad range of SEL-related services.

AIR's [Beyond the Bell](#) project provides resources for assessing and integrating SEL in OST programs.

The Partnership for Children & Youth shares [Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day](#) to support stronger alignment between in-school and expanded learning.

The Wallace Foundation's [Social and Emotional Learning in Out-of-School Time Settings](#) provides guidelines for adapting leading SEL programs for OST settings.

3. Leverage and support partnerships to deepen districtwide SEL implementation.

Identify partnerships are the strongest levers for SEL, and support the work of those partners so that more students are impacted.

Districts can leverage community partnerships in many creative ways. Here are some examples:

- Include key partners in district-level advisory committees.
- Offer districtwide or targeted training led or co-led by a community partner.
- Organize resource fairs for school leaders to learn about available partners and how their work has been successful with similar schools.
- Contract with strong partners to support SEL within districtwide programming such as summer school, re-engagement centers, or alternative schools.
- Develop a robust menu of SEL-related community services that can be shared with schools, students, and families.
- Collaborate on print resources or a website to share successful SEL practices
- Make videos featuring successful partnerships between community organizations and individual schools.
- Organize resource fairs for students' families at well-attended district events.
- Have community partners do outreach and help facilitate SEL-related parent leadership groups (e.g., organize a family discussion series, train parent volunteers to use restorative practices during recess).

4. Provide training and resources for schools to go through a similar process of partner identification, alignment, and collaboration with their local partners.

A good place to start is with [CASEL's Guide to Schoolwide SEL](#) or AIR's [In-School and Afterschool Social Emotional Learning Connection: A Planning Tool](#), which can be adapted for various types of partners.

Increase the probability that schools will engage with training and resources by including it as part of a series of sessions on school climate, highlighting existing partnerships, and planning tools in a recurring feature in a districtwide newsletter, or holding an opening session at a resource fair before school staff begin engaging with exhibitors.

Individual schools should be encouraged to collaborate with staff from their closest partner organizations to better support students and their families; for example:

- Collaborate to put on events to strengthen school connectedness and create a welcoming climate for families.
- Allow the community organization to use school space to offer services and programs that support students and families.
- Invite partners to be a member of a student support team or SEL leadership team.
- Ask community partners to support with parent outreach, such as leading tours of the school, helping with translation, or designing a culturally responsive process for parents to advocate for their child.
- Develop an ethical system for sharing helpful information about students, monitoring progress toward SEL goals, and gathering outcome data.

Additional resources for supporting schools in developing community partnerships for SEL can be found in the [CASEL Guide to Schoolwide SEL](#).

5. Gather data on the effectiveness of SEL-related partnerships, recognize schools and community partners for successful engagement work, and share their example with other district schools and the larger community.

Use data to determine which partnerships should be expanded and which should be phased out, or to pursue additional funding streams to support a deeper partnership.

Resources

Below, you'll find resources to help develop and strengthen family and community partnerships.

Find ready-to-use tools

TITLE

[SEL 3 Signature Practices introductory video – Out of School Time version](#)

Video describing the SEL 3 Signature Practices (welcoming inclusion activity, engaging practices, and optimistic closure) and how to use them in before and after school settings.

SOURCE:

CASEL

TAGS [three signature practices](#) [building community](#) [out of school](#)

[SEL Discussion Series for Parents and Caregivers](#)

8 facilitated discussions to support schools to engage families in conversations about the social and emotional growth of their families. Each session encourages participants to engage in their own growth while supporting their children to practice SEL. Also available in Spanish.

SOURCE:

CASEL

TAGS [parents/parenting](#) [SEL partnerships](#) [toolkit](#) [parent leadership](#) [culturally responsive](#)
[family and community engagement](#)

RELATED RESOURCES

[Serie de Discusión de SEL para Padres y Cuidadores](#)

Spanish version of SEL Discussion Series for Parents and Caregivers

SOURCE:

CASEL

TAGS [parents/parenting](#) [SEL partnerships](#) [toolkit](#) [spanish language resources](#) [parent leadership](#)
[culturally responsive](#) [family and community engagement](#)

[CASEL's SEL for Parents \(English\)](#)

Video describes SEL for a parent audience and provides strategies to bring SEL into the home, aligned with the 5 SEL competencies. Features schools in Chicago and includes interviews with parents and caregivers.

SOURCE:

CASEL

TAGS [videos](#) [parents/parenting](#) [social awareness](#) [self awareness](#) [self management](#)
[relationship skills](#) [responsible decision making](#) [SEL competence](#) [SEL overview](#) [out of school](#)
[family and community engagement](#)

RELATED RESOURCES

[CASEL's SEL for Parents \(Spanish\)](#)

Video in Spanish describes SEL for a parent audience and provides strategies to bring SEL into the home, aligned with the 5 SEL competencies. Features schools in Chicago and includes interviews with parents and caregivers.

SOURCE:

CASEL

TAGS [videos](#) [parents/parenting](#) [spanish language resources](#) [social awareness](#) [self awareness](#)
[self management](#) [relationship skills](#) [responsible decision making](#) [SEL competence](#) [SEL overview](#)
[out of school](#) [family and community engagement](#)

[School Climate Survey for Families](#)

Sacramento City Unified School District used this 2 page survey to gather family members' perspectives about school culture, equity, and the quality of interactions with school staff. It has been translated into 5 other languages at www.scusd.edu/post/2019-school-climate-survey-families.

SOURCE: Sacramento City Unified School

District

TAGS [family partnerships](#) [community relations](#) [culture and climate](#) [family and community engagement](#)

[Growth Mindset Workshop for Parents](#)

Presentation slides, handout, and facilitator's guide to lead a parent workshop about the Growth Mindset, from Transforming Education. Also available in Spanish.

SOURCE: Transforming Education

TAGS [reading lists - parents](#) [parents/parenting](#) [family and community engagement](#)

[IDRA's Family and Community Engagement Survey](#)

This survey can be used to assess a school's effectiveness in partnering with families and communities around student achievement, access & equity, organizational support, and quality of interactions. Also available in Spanish.

SOURCE: University/Nonprofit Research

Institution

TAGS [assessment](#) [community relations](#) [family and community engagement](#)

[Convening a Cross-Functional Advisory Council for SEL: Resources, Best Practices, and Suggestions](#)

Key considerations for districts as they build a council consisting of members from different organizations and departments to align social and emotional learning between in-school and out-of-school time settings.

SOURCE:

CASEL

TAGS [community partnerships](#) [community relations](#) [out of school](#)

[Raising Caring, Confident, Capable Children \(brochure\)](#)

Brochure for parents and caregivers providing an overview of SEL, 10 practices to use at home to foster SEL, and ideas for engaging with the school's SEL initiatives.

SOURCE: Illinois

DOE

TAGS [parents/parenting](#) [parent leadership](#) [SEL overview](#) [family and community engagement](#)

[Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships](#)

This tool from Northwest REL includes forms, worksheets, and activities to assess the current state of family and community collaboration, create a vision for partnership, and set up an action plan.

SOURCE: Northwest REL

TAGS [family partnerships](#) [community partnerships](#) [anti-bias](#) [parents/parenting](#) [toolkit](#)
[parent leadership](#) [culturally responsive](#) [family and community engagement](#)

[Partnering with Community Organizations to Support SEL](#)

This tool from CASEL's Guide to Schoolwide SEL describes 3 main ways schools can partner with community organizations: by bringing partners into the school, linking families with their resources, and organizing community-based experiences for students.

SOURCE:

CASEL

TAGS [community partnerships](#) [SEL partnerships](#) [toolkit](#) [MTSS](#) [SEL leadership](#)

[Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff](#)

Part of AIR's Beyond the Bell series, this tool aimed at out-of-school time staff includes reflections on social practices, program implementation practices, and personal SEL competencies, built upon the framework of 10 practices that promote social and emotional learning.

SOURCE:

AIR

TAGS [SEL partnerships](#) [reading lists - staff](#) [SEL competence](#) [implementation plan](#)
[conducting local SEL research](#) [continuous improvement](#) [out of school](#) [professional learning](#)

[Guiding Questions for Building Strong Partnerships between School Day and Out-of-School Time Educators](#)

This tool from CASEL's Guide to Schoolwide SEL provides questions to help the SEL team think intentionally about how to fully partner with OST providers to promote SEL.

SOURCE:

CASEL

TAGS community partnerships SEL partnerships community relations out of school SEL leadership
family and community engagement

[The In-School and Afterschool Social Emotional Learning Connection: A Planning Tool](#)

Tool for afterschool and in-school staff first to reflect independently on their goals for SEL and think about what is being done in each setting to support SEL, then to discuss how to work collaboratively toward a common goal.

SOURCE:

AIR

TAGS community partnerships SEL partnerships building community MTSS out of school planning
building buy-in for SEL SEL leadership

[Strategies for Establishing School-Family Partnerships](#)

This tool from CASEL's Guide to Schoolwide SEL outlines the components of a meaningful partnership that involves family members in their child's social and emotional development and in schoolwide decision making about SEL, and proposes strategies for bridging constraints and communication gaps.

SOURCE:

CASEL

TAGS family partnerships parents/parenting SEL partnerships toolkit parent leadership
communications family and community engagement

[Key Responsibilities of a School-Family Partnership Lead](#)

This tool from CASEL's Guide to Schoolwide SEL defines the role of a parent leader who is a member of the school's SEL team and coordinator of school-family partnerships. Also available in Spanish.

SOURCE:

CASEL

TAGS family partnerships parents/parenting SEL partnerships toolkit parent leadership
culturally responsive communications family and community engagement

RELATED RESOURCES

[Responsabilidades de un Líder entre Escuela-Familia](#)

Spanish version of Key Responsibilities of a School-Family Partnership Lead

SOURCE:

CASEL

TAGS family partnerships parents/parenting SEL partnerships toolkit
spanish language resources parent leadership culturally responsive communications
family and community engagement

[Ideas and Tools for Working with Parents and Families](#)

Packet describing benefits and strategies for school-family partnerships in developing social and emotional skills; includes handouts for families and overviews of SEL programs that incorporate activities for families.

SOURCE:

CASEL

TAGS reading lists - parents parents/parenting SEL partnerships toolkit community relations
family and community engagement

[Student-led Conferences Introduction](#)

Overview of a Nashville middle school's model for student-led conferences, appropriate for grades 4-12.

SOURCE: Metropolitan Nashville Public Schools

TAGS student assessment teacher tool toolkit self awareness student leadership
advisory/homeroom middle school grades classroom level family and community engagement
youth voice

RELATED RESOURCES

[Student Reflection Sheet for Student-Led Conferences](#)

Reflection sheet for students to complete after student-led conferences.

SOURCE: Metropolitan Nashville Public Schools

[Student Achievement Support Plan](#)

Example template for a student/family/school agreement, for use during student-led conferences. Addresses support needed for growth in academics, perseverance, ownership, and critical thinking.

SOURCE: Metropolitan Nashville Public Schools

[Family/Guest Reflection and Information Sharing Response Sheet for Student-Led Conferences](#)

Handout for family members and caregivers to use at student-led conferences, with suggested questions to prompt students to share about their portfolio and a reflection to reinforce students and give feedback.

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferences Preparation Lesson Plans](#)

Sample lesson plan to help students prepare for student-led conferences, includes a peer feedback rubric.

SOURCE: Metropolitan Nashville Public Schools

[Student Script and Agenda for a Student-Led Conference](#)

Tool for students to prepare to lead conferences with their parents and teachers, including a checklist and sample script for students to talk about their strengths, challenges, and work portfolio.

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferences Teacher To-Do](#)

Timeline and checklist for teachers to prepare for student-led conferences

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferences Parent Letter](#)

Sample letter to inform families and build anticipation for student-led conferences.

SOURCE: Metropolitan Nashville Public Schools

[The Basics of Student-Led Conferences](#)

Memo for teachers to explain the purpose and logistics for student-led conferences.

SOURCE: Metropolitan Nashville Public Schools

[Student-Led Conferencing Faculty Handbook \(Nashville\)](#)

Nashville's handbook for student-led conferences describes in detail the role of students, teachers, families, and the school in making the conferences successful, student-centered, and useful.

SOURCE: Metropolitan Nashville Public Schools

Find presentation templates that you can adapt and use

TITLE

[Bilingual Parent/Community Introduction to SEL](#)

An activity-rich, fully bilingual 45 minute presentation to introduce the larger school community to SEL. Includes slides, a detailed facilitator guide, and a planning template for adapting the presentation.

SOURCE:

CASEL

- TAGS** [parents/parenting](#) [social awareness](#) [self awareness](#) [self management](#) [relationship skills](#)
[responsible decision making](#) [SEL competence](#) [SEL overview](#) [out of school](#)
[family and community engagement](#)

RELATED RESOURCES

[Facilitator notes for activities](#)

An activity-rich, fully bilingual 45 minute presentation to introduce the larger school community to SEL. Includes slides, a detailed facilitator guide, and a planning template for adapting the presentation.

[Adapting for my context organizer](#)

An activity-rich, fully bilingual 45 minute presentation to introduce the larger school community to SEL. Includes slides, a detailed facilitator guide, and a planning template for adapting the presentation.

SOURCE:

CASEL

[CASEL Parent SEL Foundations Intro Facilitator Agenda](#)

An activity-rich, fully bilingual 45 minute presentation to introduce the larger school community to SEL. Includes slides, a detailed facilitator guide, and a planning template for adapting the presentation.

SOURCE:

CASEL

See artifacts shared by districts and schools

TITLE

[Relate 918 - Tulsa's Partnership with The Opportunity Project](#)

Relate 918 is a joint initiative of Tulsa Public Schools and The Opportunity Project to build life skills for students both during and after school. The Opportunity Project is Tulsa's expanded learning partner.

SOURCE: Tulsa Public Schools

- TAGS** [community partnerships](#) [SEL partnerships](#) [out of school](#)

[Chicago Student Code of Conduct \(video\)](#)

This short video helps students and their families understand Chicago's student code of conduct and highlights the district's SEL-infused approach to student discipline.

SOURCE: Chicago Public Schools

TAGS alternatives to suspension restorative practices student discipline

RELATED RESOURCES

[Chicago Student Code of Conduct \(video with Spanish subtitles\)](#)

Spanish subtitled version of Chicago's Student Code of Conduct overview video.

SOURCE: Chicago Public Schools

TAGS spanish language resources

[Teacher Interview: How do Families Respond to SEL? \(video\)](#)

A 5th grade teacher from Anchorage speaks about how she introduces SEL to families, has students share their learning with their families, and hears feedback from families about how they see the impact of SEL at home.

SOURCE: Anchorage Public Schools

TAGS videos SEL partnerships teacher training building buy-in for SEL family and community engagement

[SEL Partnership between Denver Public Schools and the Denver After-school Alliance](#)

2 page flyer summarizing the plan for infusing evidence-based SEL throughout all grade levels in schools, afterschool, and in summer programs throughout Denver.

SOURCE: Denver Public Schools

TAGS community partnerships SEL partnerships SEL overview out of school family and community engagement

[Social-Emotional Learning in Expanded Learning Programs](#)

Sacramento's 2 page flyer summarizing common goals between schools and expanded learning opportunities, and the importance of working together as partners.

SOURCE: Sacramento City Unified School District

TAGS SEL partnerships SEL overview community relations out of school family and community engagement

[Examples of Community Collaboration for SEL Implementation](#)

Austin's 1 pager describing 3 SEL-focused partnerships with community organizations and programs.

SOURCE: Austin Independent School

District

TAGS arts SEL partnerships community relations out of school family and community engagement

Find resources to help you learn more on this topic

TITLE

[Relationships First: Creating Connections that Help Young People Thrive](#)

Young people deeply benefit from developmental relationships with a variety of people including program leaders from community organizations, mentors, parents, teachers, and friends. This resource lays out a framework for building strong relationships with young people, and concludes with 55 concrete ideas.

SOURCE: Search Institute

TAGS family partnerships community partnerships relationship skills advisory/homeroom

[Parenting for Competence and Parenting With Competence- Essential Connections Between Parenting and Social and Emotional Learning](#)

In this 2018 study, Miller, Wanless & Weissberg examined how professionals in the field of SEL translate between their professional knowledge and their personal parenting practices and priorities for their children's development. Responses are analyzed and compared to the CASEL 5 competency framework.

SOURCE: Research

Journal

TAGS family partnerships reading lists - parents parents/parenting

[The Afterschool Guide to Social and Emotional Learning](#)

This Ebook compiles more than 20 articles and studies describing SEL practice in the afterschool environment, partnerships with schools to strengthen SEL practice, and examples of afterschool programs that support SEL. Requires free registration to access.

SOURCE: National Afterschool

Association

TAGS community partnerships SEL partnerships out of school

[Social and Emotional Learning in Out-of-School Time Settings](#)

Brief from the Harvard Graduate School of Education and the Wallace Foundation providing guidelines and considerations for adapting leading SEL programs to out-of-school settings.

SOURCE: Wallace

Foundation

TAGS SEL partnerships research brief evidence-based programs out of school

[Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day](#)

Brief from the Partnership for Children and Youth providing language and strategies to support alignment between schools and expanded learning programs to impact SEL, featuring examples from San Francisco Unified School District.

TAGS SEL partnerships research brief MTSS out of school

[Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)

A framework for creating the right conditions for engagement and designing scaffolded family engagement initiatives that build capacity for both educators and families to partner to support students. Includes 3 school and district case studies.

SOURCE:

AIR

TAGS family partnerships community partnerships parents/parenting parent leadership research brief
culturally responsive community relations family and community engagement

[School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth](#)

This brief provides educators with strategies and examples to build and nurture successful school-family partnerships and create an engaging and supportive climate for learning in school and at home.

SOURCE:

CASEL

TAGS family partnerships parents/parenting SEL partnerships parent leadership research brief
culturally responsive community relations family and community engagement

[In Oakland, Reinventing School Policing](#)

Article and video about Oakland schools' partnership with police and special SEL training for school-based officers.

SOURCE: Oakland Unified School

District

TAGS community partnerships alternatives to suspension anti-bias SEL partnerships
relationship skills restorative practices building community student discipline

[Webinar: The Role of Family and Community Partnerships in School-based Social and Emotional Learning Programs](#)

Includes findings from the Social and Emotional Learning Interventions Under the ESSA: Evidence Review, focusing specifically on what the review found related to family and community engagement, and a presentation from a district administrator. Hosted by REL Northeast & Islands

SOURCE: REL Northeast &

Islands

TAGS family partnerships community partnerships SEL partnerships parent leadership
evidence-based programs community relations out of school family and community engagement

[Parenting Montana](#)

Montana's site focused on parenting and SEL, with tools to address challenges parents mention most. Age-specific tools guide parents through a process of seeking their child's input, interactive modeling, practice, support, and reinforcement.

SOURCE: Montana's Department of Public Health and Human Services

TAGS reading lists - parents parents/parenting SEL partnerships toolkit parent leadership PK-12 family and community engagement

[Helping Children and Youth Cope with Stressful Events](#)

New York City's 2 page flyer for parents and caregivers with tips for supporting children and teens who have directly or indirectly experienced a stressful event or trauma.

SOURCE: New York City

TAGS mental health trauma reading lists - parents parents/parenting PK-12 family and community engagement

[Parent Toolkit: Social & Emotional Development](#)

Collection of short articles for parents about ways to develop social and emotional skills at home for a range of ages, available in English and Spanish, from NBC News.

SOURCE: External website

TAGS reading lists - parents videos parents/parenting toolkit spanish language resources social awareness self awareness self management relationship skills responsible decision making building buy-in for SEL
