



SEL Self-Audit Checklist

January 2023

SEL Self-Audit Checklist

A free tool for school and district leaders to assess their policies on social and emotional learning (SEL) and mental health across five dimensions of the multi-tiered system of support (MTSS) framework.

The SEL Self-Audit Checklist was developed from our [EDC Solutions for Education & Wellbeing SEL Audit](#) service to encourage school and district leaders to think multi-dimensionally about current and future SEL needs and supports. Each of the five dimensions outlined below use the MTSS framework to promote early identification of students in need and processes for quick interventions that intensify with each tier. Along with our free SEL Self-Audit Checklist tool, we've included guidance on how EDC gathers data for our clients and a sample of the strategic action plan we provide.

 [Free webinar on SEL audits](#)

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I. SEL Self-Audit Checklist

EQUITY

Ensures each student feels belonging and safety to express their identity and achieve their academic goals

Addresses how students might experience marginalization across multiple dimensions

Holds conversations on inequities and embeds approaches to address them into SEL programs and practices

SEL programs and practices are culturally responsive and affirming for students of all backgrounds

CURRENT PROCESSES

FUTURE PRIORITIES

TIERED SUPPORTS

Tier 1: Universal Supports

Uses SEL framework to ensure horizontal (within grades) and vertical (across grades) alignment

Integrates SEL practices into instructional content and teaching strategies in all academic classes

Ensures environment is supportive, culturally responsive, trauma-informed and focused on building relationships and community

CURRENT PROCESSES

FUTURE PRIORITIES

TIERED SUPPORTS

Tier 2: Targeted Supports

Provides targeted social-emotional supports in the classrooms for students as needed

Provides teacher training and a range of practices on Tier 2 supports for students in the classroom

Provides targeted support to students with elevated social or emotional needs (e.g., lunch groups, check-in/check-out)

CURRENT PROCESSES

FUTURE PRIORITIES

TIERED SUPPORTS

Tier 3: Intensive Supports

Provides intensive mental health supports (e.g., one-on-one counseling) to students with significant mental health needs

Creates process for referring students to outside mental health providers as needed

Establishes agreements with local mental health agencies or professionals to provide counseling on school premises with parental consent

CURRENT PROCESSES

FUTURE PRIORITIES

IDENTIFICATION, PLACEMENT & MONITORING

Identification

Trains staff to identify potential symptoms of mental health distress and how to refer students for additional supports

Has process for identifying students with SEL and mental health needs

Helps students and families understand how to request Tier 2 and 3 support as needed

CURRENT PROCESSES

FUTURE PRIORITIES

IDENTIFICATION, PLACEMENT & MONITORING

Placement

Has a team to receive referrals and mental health data to use in determining Tier 2 and/or 3 placement

Ensures team meets regularly and has appropriate processes to place students with Tier 2 and/or 3 supports

Communicates with students, families, staff, and community-based providers about the Tier 2 and 3 supports, as appropriate

CURRENT PROCESSES

FUTURE PRIORITIES

IDENTIFICATION, PLACEMENT & MONITORING

Monitoring

Has appropriate processes and protocols for monitoring the progress of students placed with Tier 2 and/or 3 supports

Provides team access to the data they need to monitor student progress

Has process for re-assigning students or removing students from Tier 2 and/or 3 supports to best support student needs

CURRENT PROCESSES

FUTURE PRIORITIES

DRIVERS OF EFFECTIVENESS

Commitment from Leadership

Articulates a clear vision and demonstrates commitment for a multi-tiered system of support for SEL and mental health

Shares clear goals for promoting students' social and emotional growth and supporting students' mental health needs.

Provides leadership support to those tasked with carrying out multi-tiered system of supports for SEL and mental health

CURRENT PROCESSES

FUTURE PRIORITIES

DRIVERS OF EFFECTIVENESS

Staff Competency

Ensures all staff understand the importance and need for an MTSS approach for SEL and mental health.

Ensures all staff can articulate their own role within the multi-tiered system of support for SEL and mental health

Ensures all staff receive professional development and ongoing support for their role in SEL and mental health

CURRENT PROCESSES

FUTURE PRIORITIES

DRIVERS OF EFFECTIVENESS

Effective Implementation

Ensures educators implementing SEL and mental health supports understand the rationale

Establishes cooperation and collaboration among different players to effectively implement SEL and mental health supports

Monitors SEL and mental health supports to ensure effective implementation and continuous quality improvement

CURRENT PROCESSES

FUTURE PRIORITIES

DATA UTILIZATION

Collects data on student strengths and areas of growth related to social-emotional competencies and mental health needs

Shares SEL and mental health data with stakeholders (e.g., teachers, mental health staff) appropriately

Uses data to inform and evaluate SEL programs and practices (Tier 1), including which to implement and the impact

Uses data to identify, place, and monitor students with SEL and/or mental health needs

Disaggregates data by groups (e.g., racial, ethnic, and cultural groups, LGBTQ+ students, English learners, etc.)

CURRENT PROCESSES

FUTURE PRIORITIES

II. Gathering SEL Audit Data

Ensuring that appropriate data is in hand to accurately respond to the checklist is critical—and sometimes challenging. Our SEL Audit is a three-month process, during which our EDC experts gather data for every audit dimension.

We look at all available district and school-level data, which could include:

- › SEL assessments
- › Mental health screeners
- › Demographics
- › Behavioral charts
- › Academic outcomes

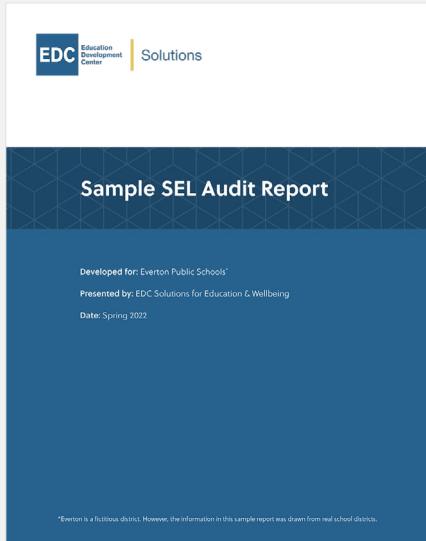
To supplement available data and gather more qualitative feedback, we often create:

- › Surveys
- › Focus groups
- › Observational studies
- › Key informant interviews

In addition to assisting in gathering and interpreting these data, EDC designs a continuous improvement plan that provides various tools—including rubrics, facilitation guides, protocols, and more—to help leaders and staff regularly use data to inform progress and identify strong practices.

III. Sample SEL Audit Report

To close out EDC's SEL Audit, we help leaders assess their policies against a comprehensive MTSS framework. Our data-driven and research-informed approach provides leaders with a ready-to-implement strategic action plan in the form of an SEL Audit report.



**Follow the link below to access the
Sample SEL Audit Report**

go.edc.org/SampleSELAudit



Free webinar on SEL audits

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