Coordinator's Guide for Managing a Safe Schools/Healthy Students Initiative

Part of the SS/HS Framework Implementation Toolkit		
1. Plan	2. Implement	3. Sustain and Expand

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The Safe Schools/Healthy Students Way

History of the Initiative

In 1999, the U.S. Departments of Education, Health and Human Services, and Justice embarked on a unique and unprecedented collaboration, creating the Safe Schools/Healthy Students (SS/HS) initiative in response to rising concerns about youth violence, substance abuse, and school safety. The designers of the original federal grant program recognized that violence among young people is caused by a multitude of factors, including early childhood experiences, family life, mental health, and substance use issues. No single action can be counted on to prevent it. Therefore, the three federal agencies worked together, pooled their resources, and established a program that funds communities across the country to implement a comprehensive approach to mental health promotion and youth violence prevention. To date, more than 13 million students in almost 400 communities from all 50 states have benefited from an SS/HS initiative.

In each of the communities, agencies and organizations from education, law enforcement, juvenile justice, and mental health came together to address these underlying causes of youth violence. Over the years, these collaborations have achieved some dramatic results. A comprehensive evaluation of some of the initial SS/HS communities reported that more than 90% of school staff saw a reduction of violence on school grounds, and nearly 80% said that SS/HS had reduced violence in their communities.

The SS/HS Framework

With continued support from the Substance Abuse and Mental Health Services Administration (SAMHSA) over the past decade and a half, the SS/HS approach has been refined, expanded, and improved. The collective experience of SS/HS communities is best represented by the SS/HS Framework, a simple delta that captures the essence of the SS/HS way. As a delta represents change, the SS/HS Framework represents an approach to mental health promotion and youth violence prevention that creates the conditions for change in your community. If the iconic schoolhouse that serves as the logo of the SS/HS initiative represents *where* we do our work, then the delta of the SS/HS Framework represents *how* we do it.

The SS/HS Framework is made up of three parts—elements, strategic approaches, and guiding principles. The following **elements** are the essential goals of an SS/HS initiative—what we are trying to accomplish:

1. Promoting early childhood social and emotional learning and development
2. Promoting mental, emotional, and behavioral health
3. Connecting families, schools, and communities
4. Preventing behavioral health problems
5. Creating safe and violence-free schools

The following **strategic approaches** provide the ways or methods for our agencies and organizations to work together, as partners, to accomplish the work of an SS/HS initiative:

- Collaboration and partnerships
- Technology
- Policy change and development
- Capacity building
- Systemic change and integration

The following **guiding principles** permeate the elements and approaches. Like values, they guide our work on an SS/HS initiative:

- Cultural and linguistic competency
- Serving vulnerable and at-risk populations
- Developmentally appropriate
- Resource leveraging
- Sustainability
- Youth guided and family driven
- Evidence-based interventions

The Crux of It All: Partnerships

An SS/HS initiative works only when a community comes together. The SS/HS Framework helps create the conditions for change, but *collaboration with partners* makes change happen. Many SS/HS communities report that, in addition to making their schools safer and their students healthier, the most important outcome of their SS/HS initiative has been the partnerships. When a school system joins forces with mental health providers and then gets child welfare, juvenile justice, and law enforcement on board, remarkable things happen. When faith communities, businesses, and civic organizations join the movement, the remarkable becomes the substantial. And when families and youth join the initiative, the substantial becomes stellar. Most SS/HS communities will tell you that an SS/HS initiative works best when families and youth are included in all aspects of the initiative. They express the diversity of voices within the community. They inform and improve the planning and delivery of programs and services. And they ultimately become our biggest advocates.

The SS/HS Framework Implementation Toolkit

This Coordinator's Guide is part of a comprehensive toolkit designed to help you implement the SS/HS Framework in your community. The Framework Implementation Toolkit, or Toolkit, is divided into three sections that are defined by the phase of the initiative—planning, implementation, and sustainability and expansion. For each phase, we provide you with a how-to guide and many workbooks, worksheets, and online training courses that were developed for the SS/HS communities. This guide, developed for the project manager or coordinator of an SS/HS initiative, includes an overview of administrative tools and tips for effectively managing an SS/HS initiative. Because most of the resources in this Toolkit were developed for the communities funded by the SS/HS grant program, they are often in-depth, detailed, and structured around mandatory requirements of the grant program. We ask you to keep this in mind as you use these supplemental resources because, at times, they may feel overwhelming. But we recommend that you use what you can and leave the rest for others to use.

Who Should Use This Toolkit

This Toolkit has been developed for the leaders and staff of local educational agencies—a city, county, or regional school system or a single school or cluster of schools. As the name implies, Safe Schools is about creating safer environments where students can learn and excel. But if the school or school system is the hub, then the community is its spokes and rims to make the wheel turn. As noted, an SS/HS initiative succeeds only when a community works together. Therefore, this Toolkit is designed to be accessible to the leaders and staff members of partner agencies who can also lead an SS/HS initiative. The many community leaders, staff members, federal employees, policy makers, and families and youth that make up the SS/HS community wish you well in this most important work.

Purpose of this Guide

The *Coordinator's Guide for Managing a Safe Schools/Healthy Students Initiative* is intended for the manager or coordinator of an SS/HS initiative. It offers basic tools, tips, and strategies for managing and communicating with the community collaborative and staff. Some sections also include examples from SS/HS communities that can help you apply the tools and strategies in this guide.

A quick note about terminology in this guide: To be consistent, we have used the term "coordinator" throughout the guide to refer to the person leading, managing, and coordinating the efforts of the initiative. As it did for the many coordinators, managers, and directors who led the efforts at SS/HS communities, your exact title may be different, depending on which agency or organization is leading the work.

I. Roles and Responsibilities of a Coordinator

The role of coordinator is multifaceted, calling for a broad range of skills and experience. It entails leading, managing, coordinating, and serving as a liaison with the members of the community collaborative. Many SS/HS communities have discovered that the most successful coordinators are many things at once: strategic, flexible, creative, collaborative, and skilled at multitasking. Therefore, it will be helpful for the SS/HS coordinator to have experience convening, facilitating, and managing projects for school districts as well as a good understanding of the populations being served. Expertise in one or more of the other service systems—

> **TIP:** Before you get started, it is important to understand and research state, local, community, and school district policies, protocols, and laws that affect mental health- and youth violence-related initiatives so that you can ensure compliance with the policies, protocols, and laws right from the beginning of your initiative.

mental health, substance abuse, child welfare, early childhood, or juvenile justice—is equally important. Finally, SS/HS communities have found that it is helpful to have the coordinator integrate both into the school system and the larger community. In other words, it helps if he or she is well connected in the community. As noted, partnerships are the crux of a successful SS/HS initiative, and a well-connected coordinator can help to make, nurture, and sustain the many partnerships and collaborations that are a part of the community collaborative.

Typically, the coordinator will be responsible for providing leadership and direction to the overall initiative. To make it possible for you to succeed as a coordinator and an initiative, we encourage all communities to develop a comprehensive plan that will help to ensure the effective integration of the activities and efforts of the multiple service systems that make up your community collaborative. We have developed the *Planning a SS/HS Initiative in Your School and Community* guide to support this process. As the coordinator, you will be tasked with implementing the comprehensive plan. We have developed the *Implementing a SS/HS Initiative in Your School and Community* guide to support this ongoing work. In addition to developing and implementing the plan, the coordinator should always be working to "connect the dots" of the various programs and functions, helping to demonstrate the impact of the initiative in the community. These efforts will help with the sustainability and expansion of the work. We have developed the *Sustaining and Expanding a SS/HS Initiative in Your School and Community with Support from the State* guide to support this phase of the work.

Primary Responsibilities

When supporting a grant-funded initiative, SS/HS program managers have coordinated multiple activities and tasks. While we understand that the resources available to each community will vary,

coordinators will likely assume responsibility for some or all of the following tasks during the implementation of the initiative:

- Initiate, coordinate, and facilitate engagement of partners and the community.
- Coordinate efforts of the community collaborative, establishing and guiding shared leadership and decision-making processes among members.
- Oversee projects and services, ensuring that they are connected to the SS/HS Framework by leveraging leadership, knowledge, skills, and resources; and working to avoid duplication and promoting efficiencies.
- Coordinate evaluator's efforts to ensure that the impact of projects and initiatives is evaluated and communicated.
- Serve as liaison and spokesperson for the initiative with the community at large, including other stakeholders that are not a part of the community collaborative (e.g., courts and existing community-based programs and agencies).
- Hire, onboard, and supervise project staff to ensure that all programs are staffed and implemented according to the comprehensive plan.
- Work directly with the superintendent, community education directors, principals, school staff, and community members to address needed changes in policy and practice (e.g., mental health, safety, school climate, and information sharing as well as cultural, ethnic, racial, and LGBT disparities and disproportionalities).
- Develop and maintain project timelines, detailed accounting of program expenditures, and program and staff policies, procedures, and activities.
- Work with the evaluator to analyze performance data to program goals to determine success of the program initiatives, making necessary adjustments along the way.
- Lead development and implementation of a communication plan to engage the school district, partners, and the community in promotion, implementation, and sustainability of the program initiatives.

SS/HS Community Example

Sample SS/HS Program Manager Job Description (Appendix A)

II. Managing the Community Collaborative

Much of the work of an SS/HS initiative gets done by the community collaborative—the group of partners, stakeholders, and staff members that plan, implement, and sustain the programs and services that are a part of your initiative. Managing relationships among partners and stakeholders is central to the role of coordinator. But it can be challenging because schools, mental health organizations, law enforcement agencies, and juvenile justice systems all have very different organizational cultures and approaches to working with children, youth, and their families. Your job, as coordinator, is to bring these diverse perspectives together so that the collaborative can work toward achieving the common vision and goals set out in your comprehensive plan. Meetings and regular communications are the two most important strategies for managing this important responsibility. This section provides recommendations and suggestions to help coordinators manage the relationships with the partners and stakeholders of the community collaborative. In the first part of this section, we offer suggestions and tips for planning and leading meetings. In the second part of the section, we offer suggestions and tips for communicating with partners, staff, and the community.

Tips for Conducting Effective Meetings

Regular meetings are an important way to develop and maintain a sense of shared purpose and common goals among the community collaborative. Effective meetings help move the work of an SS/HS

community collaborative forward. Coordinators and managers of SS/HS communities offer the following tips and suggestions for conducting effective meetings:

Plan Meetings

When inviting partners to a meeting, try to communicate how the partners themselves can benefit from being a part of the meeting as well as the initiative. By identifying what is in it for them, busy school administrators, direct service providers, and community leaders will be more likely to say yes and give their time if they understand how their agency and its constituents can benefit from their participation.

Try to hold your regular meetings at the same time each week or month so that partners and staff come to expect when the meeting will take place. When sending email invitations, use the same subject line consistently so they will be more likely to read the emails. It helps to create email and distribution lists for efficient group communication. For meetings that are not run on a regular schedule, participants should be notified at least several weeks in advance of the date. Provide them with the time, location, purpose, and their expected role. It is helpful to send a reminder the day before and to send a calendar invitation. And finally, create and use a template for meeting invitations, agendas, and notes.

Invite the Right Participants

Inviting the appropriate participants to the meeting is as important as planning the meeting well. Think about not only what your meeting participants can bring to the table, but also what they can take away from it. The number and type of participants will vary depending on the meeting agenda and objectives. For example:

- To plan programs or events, invite a small group of individuals who are actively involved in the project and are willing to take on new tasks or responsibilities.
- To get support or buy-in for a specific program, reach out to those who will be directly involved or impacted (e.g., caregivers, youth, teachers, and community leaders).
- To move forward with significant new interventions or to make changes to the way systems are functioning, include key decision makers (e.g., the superintendent, principal, chief of police, and director of a local mental health agency).

Craft an Agenda

When developing the agenda for a meeting, be strategic by crafting an agenda that will help you accomplish both your immediate and longer term goals. First, establish the objective(s) for the meeting and be realistic about the time needed to accomplish each of them. Second, structure the meeting in a way that will keep the participants engaged. Vary the agenda items to include different types of presentations and discussions (for example, presentation by community partner on program data, feedback from staff about recent activities, roundtable discussion on challenging issues, etc.). Third, seek input from the meeting participants on the draft agenda, particularly if it is an important meeting. As a reminder, seek participants' input, but try not to allow them to "set the agenda." It is important to remain focused on your meeting objectives and goal. Finally, here are some additional tips and pointers for crafting a productive agenda:

- Set a time limit for each agenda item.
- Structure important tasks early in the meeting so that you will always have time to address them.
- Seek input from participants on issues and content only where you genuinely need and can use the feedback. There is nothing more demotivating than being invited to provide input but then having that input ignored.

- End your meetings with a summary of next steps for you, partners, and staff. Make sure the responsible person agrees to the assignment as well as a deadline.

Set Ground Rules

To establish a productive work environment and set the right tone, establish and review ground rules at the beginning of the meeting with the participants. Rules such as "participate," "get focused," "maintain momentum," and "reach closure" will help to ensure that each meeting is successful. If new participants join the meeting after you have begun, quickly run through the agreed-upon rules with them. This activity will also help to serve as a reminder to current participants. In addition to helping make meetings productive, ground rules can also help you and the group manage difficult participants—those who tend to dominate or derail the discussion. With agreed-upon ground rules, you can use them to guide the discussion—and the difficult participant—back to the agenda items.

Manage the Time and the Discussion

Meetings can quickly feel as though they are a waste of time if they are not kept on schedule and on task. As coordinator, make sure meetings start and end on time and stick to the time allotted for each agenda item. It is helpful to designate a participant as timekeeper so that he or she can help you keep track of time.

To ensure that you remember discussions and decisions, designate a note taker. The responsibility for note taking can be given to one person or rotated among participants. It is usually best if the coordinator or facilitator does not also take notes so they can stay focused on facilitating the meeting. If issues or topics come up during the meeting that are not on the agenda but participants agree are worth discussion, set up a "parking lot," either on a flip chart or in the notes so you can revisit these issues later. As the facilitator, work to ensure that all participants have an opportunity to be heard. If you have quiet participants, encourage them to take part with specific and targeted questions. If one or more participants are dominating the conversation, again, use the ground rules to invite alternative voices.

Communication

Outside of the meetings, regular and clear communication with partners is also essential to building and maintaining productive working relationships. It is best to be clear and upfront about how and when you will communicate with them, about what, and how they can communicate with you. Some coordinators, because they are often on the road visiting program sites and partners, set up office hours for calls or in-person visiting. Try to ensure that your lines of communication are open and consistent.

Familiarize yourself with the terms of the agreements or contracts with partners as they relate to communication. These agreements often stipulate what each organization is committed to do and, in some cases, stipulates their terms of participation (e.g., how often and how much). If your initiative has an evaluation partner, make sure you to establish clear expectations for communication with them, including what data you will need, when, and how to report data and fidelity measures and engage in a continuous quality improvement process.

Keep in mind that each partner on the community collaborative comes from his or her own organization or agency, which will have its own systems and culture. For example, not all partners will have access to email or be available at certain times of the day. Law enforcement partners may not be able to respond to requests or emails while on shift, and most teachers and direct service providers will likely be able to access email only once or twice a day. As you set up meeting schedules, request information, or plan events, consider these daily and ongoing limitations (e.g., school testing calendars, staff professional development days, and school district holidays).

In addition to the partners in your community collaborative, SS/HS communities have found that it is essential to have buy-in and input from other members of the community—especially parents, youth, business leaders, and faith and cultural leaders. Ensure that you establish regular and ongoing

communication with these stakeholders. Newsletters, regular emails, community meetings, and other methods help to establish and maintain open lines of communication. Try to highlight how participants will benefit from attending a meeting, answering a survey, or signing up for a family intervention and how their participation will help them meet their personal, professional, or organizational goals. When conducting outreach, make sure you are using culturally and linguistically competent strategies that are respectful of the diverse populations that are being served.

SS/HS Community Example

Sample agenda for community collaborative team meeting (Appendix B).

III. Hiring and Managing Staff

This section provides recommendations and suggestions to help coordinators manage the relationships with staff members who are a part of an SS/HS initiative. It provides guidance for handling key management functions and offers tips for navigating the various complex relationships in working with diverse staff members.

Hiring

An effective team of committed staff members goes a long way toward ensuring the success of your SS/HS initiative. If your comprehensive plan includes hiring staff, then it is important to understand and follow the policies and procedures of your school district or organization for recruiting, hiring, and onboarding staff. For example, district policy may require that job openings be posted in certain places and for a length of time. A school board, the superintendent, or another administrator are often involved in the process, particularly when administrative and budgetary approval are required.

To ensure that you are both successful in and compliant with your agency's policies and procedures when hiring new staff, we recommend working with the human resources department of your agency. They will help you determine the correct job classification for the position, develop a job description that is aligned with your goals and objectives, and follow salary guidelines for the position. The human resources staff will also likely be able to help you recruit diverse staff that reflect the population(s) being served by your initiative.

Job Descriptions

Job descriptions are an essential tool for recruiting and hiring good staff. Not only does the job description define the roles and responsibilities of the position, but it also serves as a guide to where the position fits into the project and the organization. The job description clarifies who will supervise the position, who can direct his or her work assignments, and who will report to the new staff member (if any). A clear and succinct job description should include the following:

- Job duty—a single specific task
- Knowledge—information applied directly to the performance of a duty
- Skill—a present and observable competence to perform a learned activity
- Ability—a present competence to perform an observable behavior or a behavior that results in an observable product
- Credentials and experience—the minimal acceptable level of education, experience, and certification necessary for employment
- Other desirable characteristics—duties, knowledge, skills, and abilities that do not have an obvious place in the job description but are nonetheless important to include

Processes and Protocols

Running an SS/HS initiative can be challenging and complex because you are managing many different types of relationships with partners, stakeholders, contractors, and, of course, staff. To keep the relationships open and productive from the start, it is important to establish clear staff roles and responsibilities in the job description and clear processes and protocols. By doing so, all staff members will understand who has the authority to assign work to them, whom they should go to with a particular question or issue, and whom they will be working with on a regular basis.

Ideally, all stakeholders for the role(s) should be included in the development of these processes and protocols. By including them, they—especially administrators—will be less likely to feel as if something happening within their domain is outside of their control. If they are part of establishing these processes and protocols, they will more readily offer and continue to support the work of your SS/HS initiative.

Supervising Remote Staff

Because of the community-wide focus of an SS/HS initiative, you are likely to find yourself supervising staff who are not located in the same office or building as you are. If this is the case, it is even more important to establish clear processes and protocols for meetings, reporting, and regular communication. These protocols may include weekly, biweekly, or monthly meetings for staff with similar positions working in different settings (e.g., school social workers and community-based mental health workers in the school). They might outline regularly scheduled site visits to schools and other places where programs are taking place (e.g., after-school programs held at a church or community organization). Or they could list goals, such as frequent telephone or email contact, informal "drop-in" visits, and participation in meetings with staff, administrators, or clinical supervisors outside of the regular initiative meetings.

IV. Making Effective Decisions

Not only does collaboration take time; it also takes tools. A clearly defined decision-making process, one that all partners and staff agree to and understand, is one of those tools that can help create and foster an effective and productive community collaborative.

Effective groups are explicit about the type of decision making they will use. Different decisions often require different processes. Some decisions need to be made quickly, often with very little input from the team. Other decisions should be made collaboratively, with all group members being asked for their opinions. Still others are made democratically, by majority agreement: The issue is presented, the group is asked to vote, and the majority rules. Finally, decisions can be made by consensus: Every member of the group agrees to the decision, and the decision is shared by all team members. Regardless of which decision-making process you use for which issue, however, it is important for you, the coordinator, to secure agreement from the group on which process will be used and then guide them through the process.

Here are some additional tips for guiding the group toward effective decisions:

- *Ask and answer, "What can I contribute?"* Engage partners in thinking about what each member can contribute to the discussion. Encourage them to consider strengths they bring to the effort from their personal, professional, and educational experiences.
- *Develop ground rules.* Agree on a meeting time and place, team roles, and how to conduct the discussion (brainstorming, reflection time, go-arounds, "parking lot," etc.).
- *Reach consensus.* This is generally a seven-step process: (1) present and define the issue, (2) listen to the group's responses, (3) generate options, (4) post all options, (5) identify the positives and negatives of each, (6) agree on a solution, and (7) test for consensus.

SS/HS Community Example

Sample community collaborative roles (Appendix C).

V. Managing Conflict

As you begin to implement your comprehensive plan, you will quickly begin to see differences in working styles, approaches, and techniques among partners and staff on your community collaborative. Some differences will inevitably come up. This section provides some recommendations and suggestions for how to manage these differences and conflicts to maintain a productive partnership and a successful initiative.

Conflicts are often a result of differences in perspective (how educators see the world versus how a mental health or law enforcement professional, for example, sees the world), communication, and experience. Although most conflicts can be resolved through discussion, it is also helpful to have some strategies on hand to guide the team through any differences or conflicts that cannot be resolved through open discussion.

Some of the more common conflict resolution strategies include the following:

- *Collaboration:* All participants contribute to a common outcome. This approach reduces bad feelings among team members and helps build commitment. However, as the goal is to reach consensus, collaboration generally involves some time and effort, and establishing relationships supports the strength of stakeholders' decision-making abilities.
- *Compromise:* In striking a balance between two or more opposing ideas, both sides give up a requirement to reach a mutually acceptable decision. This strategy is ideal for short-term or temporary solutions when time constraints exist.
- *Competition:* This is a method of bargaining, generally used when basic rights are at stake or to set a precedent. To ensure that competition does not cause the conflict to escalate, there should be a clear process that all team members are aware of and that they have agreed to abide by, regardless of the outcome.
- *Accommodation:* Use this strategy to appease a team member when the decision is more important to that person than to the project. It is also an appropriate strategy when you recognize that you are wrong or have made an error.

In time, you will begin to anticipate conflicts and use these strategies to deflect and redirect the energy toward achieving partnership goals. Coordinators who are in constant contact with partners and staff ensure that no surprises transpire that hinder the initiative's success.

VI. Next Steps

As a coordinator of a comprehensive mental health promotion and youth violence initiative involving a diverse collaborative of community partners, you will need many different skills, tools, and strategies to keep your team focused, productive, and ultimately successful.

This guide and the other guides and resources in the [SS/HS Framework Implementation Toolkit](#) represent the experience of and lessons learned by the coordinators and managers of the SS/HS communities. We trust that you, as the coordinator of an SS/HS initiative, will take advantage of the collective wisdom represented in this resource, so you and your community can plan, implement, and sustain an initiative that supports schools and communities in creating safe, healthy, and productive schools where students can learn and grow into healthy and contributing adults.

We invite you to review and use the other guides in this Toolkit:

- [Planning a SS/HS Initiative in Your School and Community](#)
- [Implementing a SS/HS Initiative in Your School and Community](#)
- [Sustaining & Expanding a SS/HS Initiative in Your School and Community with Support from the State](#)

Each guide includes examples and recommendations. We also feature additional resources—including checklists and online training modules—on the SS/HS Framework Implementation Toolkit website.

Appendix A
Sample Job Description for SS/HS Program Manager

I.   QUALIFICATIONS/EDUCATIONAL REQUIREMENTS

- Bachelor's degree required; Master's degree preferred
- Evidence of effective networking and facilitation among diverse groups and agencies
- Experience working with local school districts, law enforcement, and human service agencies toward common goals
- Experience with children and families with special needs, especially in school settings
- Experience with, or knowledge of, research-based alcohol/drug abuse prevention strategies
- Experience with, or knowledge of, mental health/public health needs, services, and promotion
- Knowledge of minority populations' needs
- Ability to complete complex tasks and synthesize outcomes for concise reporting
- Adept with computer technology, Word, and Excel programs
- Experience with effective public relations/marketing strategies
- Excellent problem-solving and crisis-management skills
- Excellent oral and written skills
- Evidence of successful experience in grant writing, grants administration, reporting, and financial management
- Evidence of personnel management skills
- Flexible, adaptable, and able to bring groups together for a common goal

II.   RESPONSIBILITIES
PROGRAM

- Initiate, coordinate, and facilitate SS/HS plan of community promotion and intervention activities focused on improving safety and health for children, youth, and families.
- Work with community collaborative to conduct needs assessment and develop comprehensive plan.
- Work with school district to facilitate contract development for specified school-site service provision in mental health promotion and youth violence prevention.
- Serve as liaison for communications between members of the community collaborative and the community at large regarding prevention and intervention activities.
- Manage relationship building, communication skills, and negotiate various parties' proposals and agendas.
- Recommend for hire, facilitate training, and supervise project staff; ensure that all programs are implemented, staffed, and evaluated according to plan.
- Work with project evaluator to develop comprehensive evaluation plan; arrange for collection of all baseline information, disseminate surveys, and administer evaluation tools; analyze and summarize results quarterly with evaluator.
- Prepare reports for school board and other community groups.
- Produce and disseminate promotional materials for the program with assistance from staff and community collaborative.
- Work directly with superintendents, principals, school staff, and community in development and implementation of policies relating to health, safety, and discipline issues.
- Implement and revise, as appropriate, program and staff policies and procedures; maintain staff folders with current information.
- Serve as liaison to other community agencies that provide services to children, youth, and families.
- Work to sustain SS/HS initiatives.

Appendix B
Sample Agenda for Community Collaborative Team Meeting

SS/HS Community Collaborative Meeting

Purpose of the meeting:

- To discuss the purpose and intent of the SS/HS community collaborative
- To review process for conducting a needs assessment/environmental scan (NA/ES)
- To review draft of logic model

Agenda

I. **Welcome and Introductions**

II. **SS/HS Community Collaborative Roles, Responsibilities, and Functions**

- Review the community collaborative purpose statement and discuss.
- Agree on decision-making process, co-chair, and meeting logistics.

III. **Needs Assessment/Environmental Scan**

- Review existing needs assessment
- Who will lead this process?
- HOMEWORK: Review Needs Assessment/Environmental Scan Guide.

IV. **Discuss Next Steps**

- Submit feedback on the NA/ES process to the coordinator one week prior to next meeting.

V. **Other**

Purpose of the Community Collaborative:

The SS/HS community collaborative provides overall leadership and direction to the SS/HS coordinator regarding all SS/HS initiative-related activities. Senior representatives of the community collaborative are responsible for supporting the SS/HS coordinator in the day-to-day management of the SS/HS initiative to promote and model strong collaboration and timely communication.

Appendix C
Sample Community Collaborative Roles

Members	Role/Functions	Frequency of Meetings and Meeting/Work Structures	Strengths and Weaknesses (consider how well the group functions to inform/guide the initiative)
The community collaborative comprises senior representatives from systems-level partners—juvenile justice, mental health, and education—and other child, youth, and family-serving organizations, including youth and family members, who support the SS/HS coordinator in the day-to-day management of the SS/HS initiative. Members of the community collaborative are in the position to make decisions regarding staff activities; ensure commitment of the partners to the daily work of implementing the initiative and completing activities and reports within established time lines; and sustain the project.	The community collaborative provides leadership and guidance and supports the coordinator in managing the tasks from startup through implementation and sustainability. Clear roles are established to identify how each member of the team will support the functions of the initiative. Members report on and review the status of project activities; staffing and capacity issues; data collection and project tracking, etc.; and identify areas of need and concern. Members also solve problems. The community collaborative assists the coordinator in following the comprehensive plan and uses management tools and established protocols for decision making and oversight of the initiative. Structures are revised as needed to align with changes in the initiative over time. The community collaborative utilizes data in shared decision making and in a problem-solving process. The community collaborative has clear management structures that include roles and job descriptions of staff, oversight of contractual deliverables, understanding of each agency's fiscal and programmatic policies and requirements for budgeting and audits, clear protocols for addressing concerns, and clear communication systems.	The community collaborative may choose to meet weekly, biweekly, monthly, or at other regularly scheduled times. The community collaborative develops specific action plans that stipulate steps, persons responsible, time line, and a plan for communicating back to the team and the partner agencies. During meetings and other correspondence, the team guides the initiative, making decisions on a day-to-day basis. They plan, discuss, and work to integrate all areas of the initiative. The community collaborative may identify workgroups to focus on particular components and then report back. The team shares successes and plans activities to further develop the initiative. They have clear agendas, an agreed-upon decision-making process, and an information-sharing system to keep the lines of communication open.	How do members demonstrate an active role in management and decision making? How are each invested in the process, demonstrated by taking ownership of initiative activities and following up as needed? How do members work to obtain greater understanding of the entire initiative and take action beyond each partner's siloed activities?