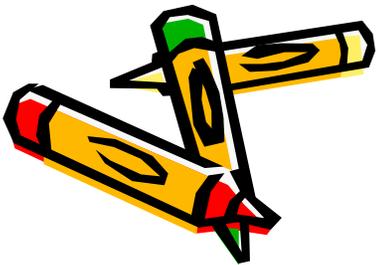


Indicator #13: Do you collaborate closely with your school administrator and offer numerous opportunities for recommendations, feedback, and involvement in program development and implementation?



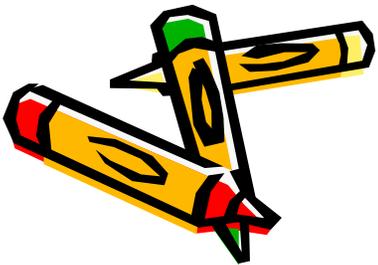
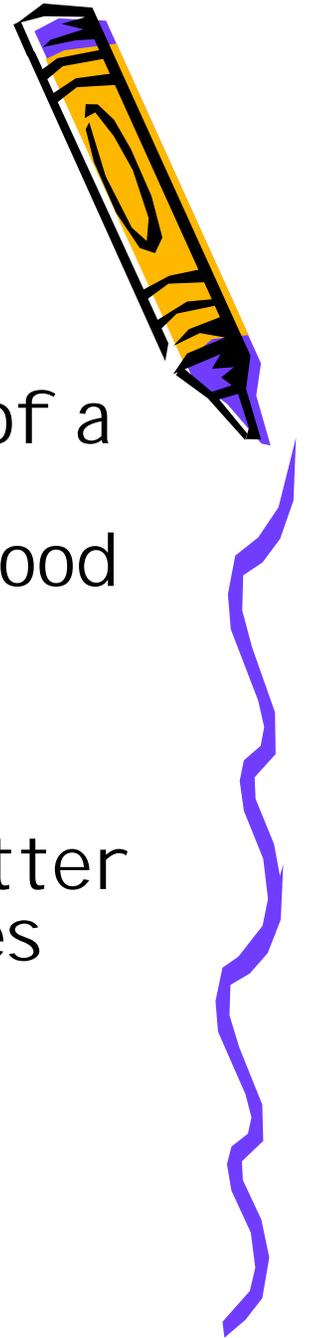
Background

- Meaningfully involving key stakeholders such as teachers, parents, students, administrators, guidance counselors, health and mental health staff, business leaders, members of the faith community, and community leaders is critical to the support of and ultimate success of a school mental health program.
- Clear expectations and clarifications of roles and responsibilities has been demonstrated to impact the success of the ESMH programming.



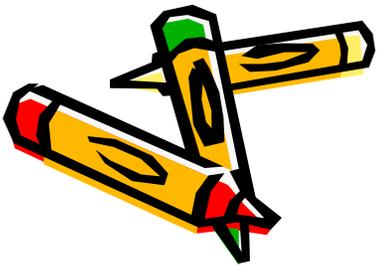
Background

- Involving stakeholders from the start of a program (e.g., the planning process and needs assessment) increases the likelihood that a program will address relevant concerns and will be well received and utilized.
- Community stakeholders may have a better sense of community needs and resources than people living outside of the community.



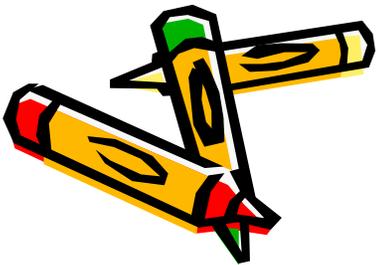
Background

- The principal is responsible for allocating resources (e.g., space, time, and funding). Working with the principal to develop programming that he/she is committed to will enhance the long-term viability of the program.
- Opportunities for involving stakeholders exist at all stages of the ESMH program
 - Planning
 - Program Development and Implementation
 - Program Evaluation



Involving Stakeholders in the Planning Phase

- The planning stage involves the creation of mission and vision statements, objectives for the program, and policy and procedures. The planning stage also includes a needs assessment and resource mapping.



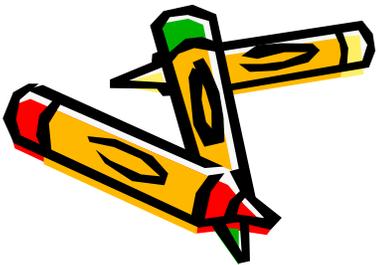
Involving Stakeholders in the Program Development and Implementation Stage

- The program development and implementation stage involves the actual day-to-day functioning of the program. Stakeholders can become involved through participating on school-based teams (e.g., Student Support Team, School Improvement Team) or the school mental health advisory board, co-leading groups, sharing resources and skills, securing financial resources, assisting with public relations and marketing, providing advocacy, and offering training and technical skills (e.g., evidence based practice, statistical analyses).



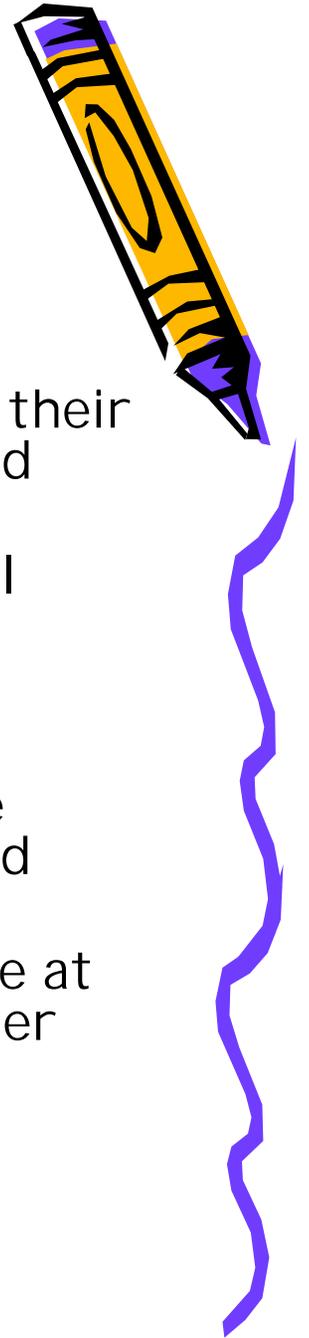
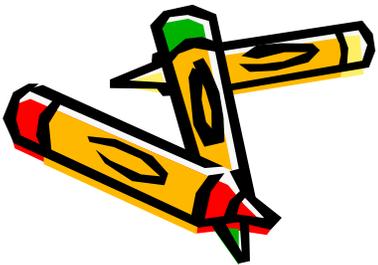
Involving Stakeholders in the Evaluation Stage

- Stakeholders can assist in the evaluation stage by helping to develop and administer quality assessment and improvement (QAI) measures, serving on school or program QAI teams, participating in QAI questionnaires and activities (e.g., focus groups, forums), and discussing how to modify and improve programs based on QAI evaluations.
- Stakeholders willingness to share and disseminate evaluation findings is another way they can be meaningfully involved.



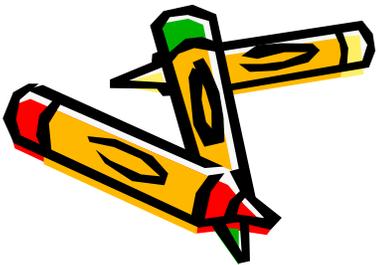
Menu of Suggested Activities

- Send out a questionnaire to key stakeholders soliciting their suggestions about how they would like to be involved and solicit feedback regarding resources in the community.
- Form a QAI committee for the school or for the school mental health program.
- Solicit feedback each year about how to act on QAI findings.
- Have key stakeholders participate in evaluations of the program examining stakeholder satisfaction, impact, and perspective.
- Invite advisory board members to share their expertise at teacher meetings, in a newsletter, or at a parent-teacher night.



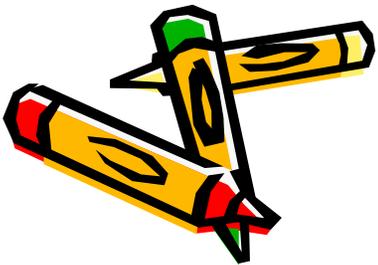
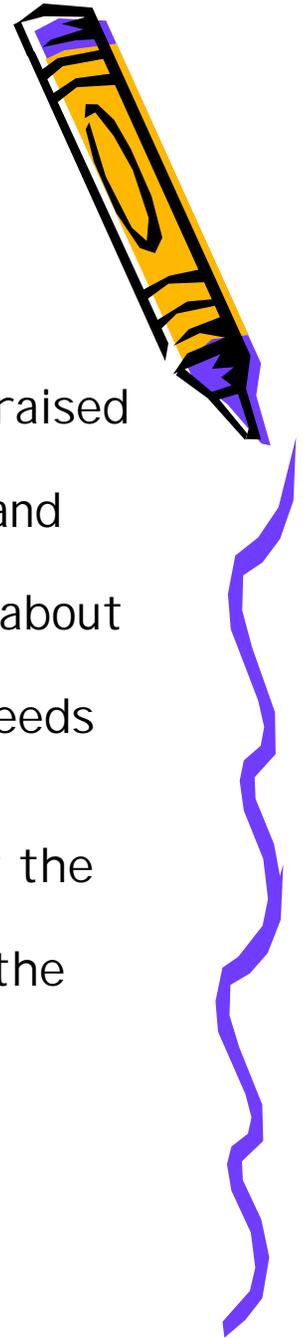
Menu of Suggested Activities

- Work with a key stakeholder outside of your program to co-lead a group or offer a prevention activity for a classroom.
- Host a forum or a focus group to review the mission, vision, and objectives of your program. Invite feedback and brainstorm solutions.
- Have key stakeholders join and participate in teams within the school (e.g., School Improvement Team, Student Support Team).
- Help to facilitate the development of a family liaison position.
- Work with key stakeholders to produce a brochure that highlights the main goals and objectives of your program.
- Hold a forum/focus group to discuss barriers to involving diverse stakeholders in the day to day functioning. Problem-solve about strategies to overcome these barriers.



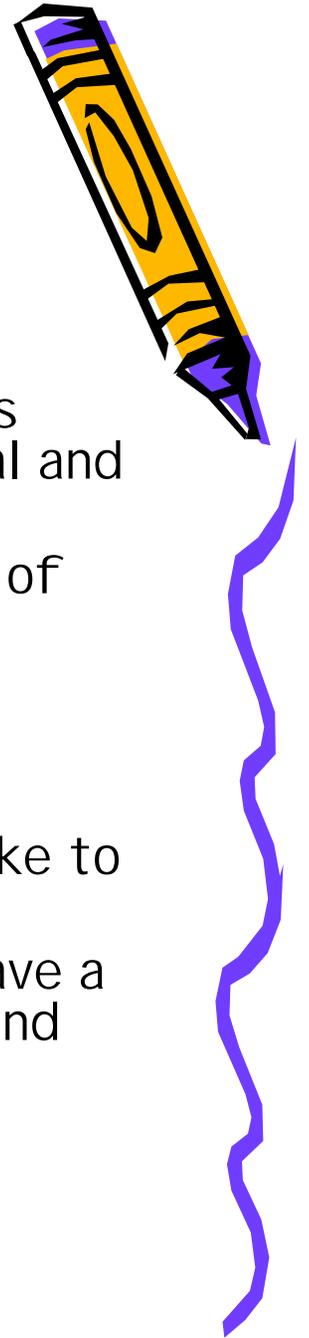
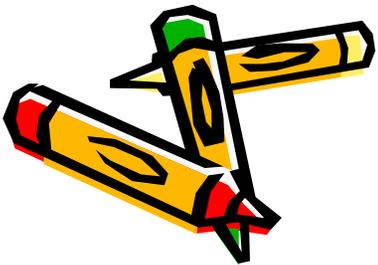
Menu of Suggested Activities

- Schedule regular meetings to keep school administrators apprised of activities.
- Provide frequent updates on the number of students served and the types of programming being provided.
- Work with the administrator to establish clear expectations about programming.
- Work with the principal to develop an understanding of the needs of the school community and strategies for addressing those issues.
- With the school administrator, identify existing resources at the school and strategies to link with those support services.
- Partner with the administrator to pursue funding to support the programming at the school.



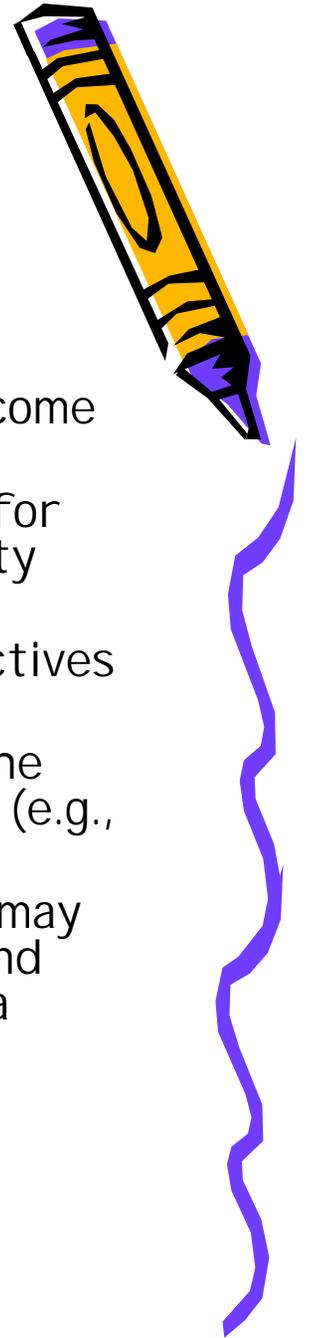
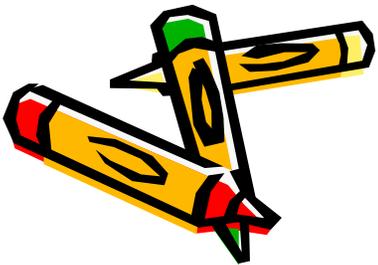
Helpful Hints

- Watch the language that you use in collaborating across stakeholders. Do not use too much jargon. Make verbal and written communications easy to read and interesting.
- Be sensitive to barriers that may limit the involvement of stakeholders (e.g., time of meeting, daycare, transportation).
- Be respectful of diverse cultures and backgrounds of stakeholders.
- Outreach to stakeholders to find out how they would like to become involved vs. telling them what they should do.
- Listen to what everyone has to say. Let all members have a voice. Be well with clear goals and a structure. Begin and end at agreed times.



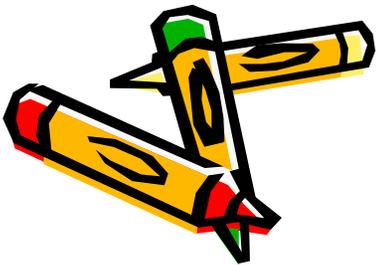
Helpful Hints

- Strategize with advisory board members on how they can become more involved in the day to day operations of the program.
- Use meeting times. Discuss with your principal opportunities for involving stakeholders on school teams or presenting at faculty meetings.
- Be respectful across disciplines and be open to other perspectives on topics.
- Identify key times of stress in the school year and provide the administrator with helpful hand-outs to address those issues (e.g., testing).
- Develop a plan in advance to address any student issues that may impact the school (e.g., suicidal threats, abuse and neglect) and how to handle confidentiality issues that may emerge as a result.



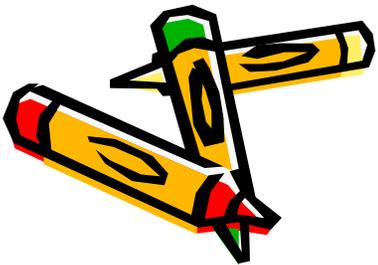
Helpful Hints

- Look to school hired staff and community leaders to co-lead groups with you or to co-lead initiatives (such as the QAI team)
- Be aware of issues impacting the school on a local, district, state, and national level.
- Develop an agenda prior to meetings to ensure that information is conveyed in an efficient manner.
- Get to know the principal and develop a personal connection.



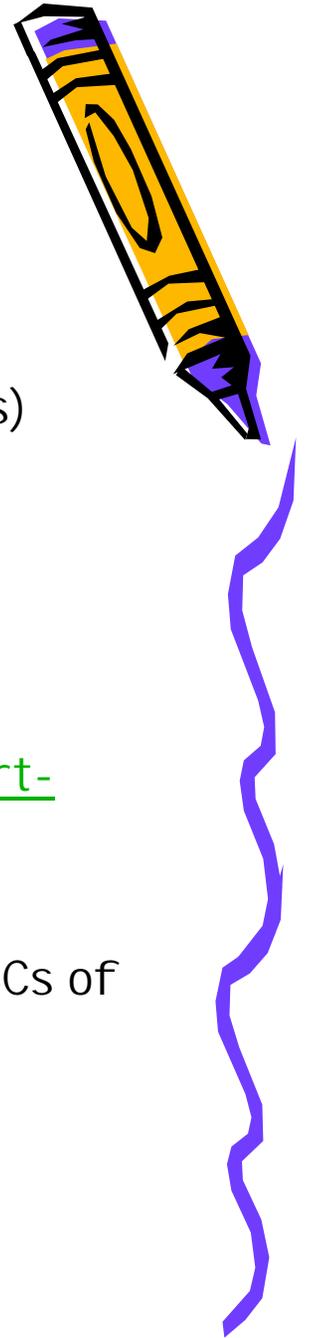
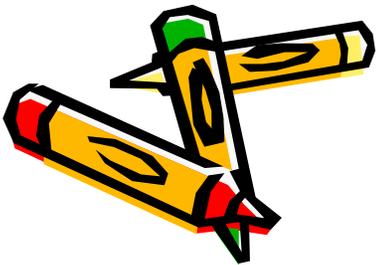
Web Resources

- Association of Curriculum and Development (educational leadership materials) (www.ascd.org)
- Bazelon Center for Mental Health Law (article on effective school-based interventions for children with mental or emotional disorders) (www.bazelon.org/issues/children/publications/suspending/suspendingdisbelief.pdf)
- California Center for Effective Schools (description of key components of effective schools) (<http://effectiveschools.education.ucsb.edu/correlates.html>)
- Center for School Mental Health Assistance (http://csmha.umaryland.edu/resources.html/resource_packets/download_files/family_involvement_2002.pdf)
- Center for Mental Health in Schools (<http://smhp.psych.ucla.edu>, under Policy Issues and Research Base, Integrating School and Community)
- Comer School Development Program (<http://info.med.yale.edu/comer>; <http://www.med.yale.edu/comer/about/parent.html>)



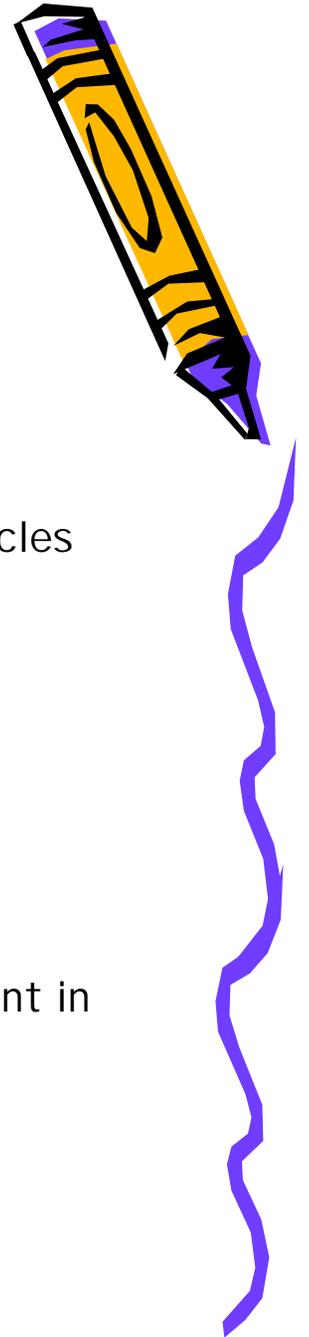
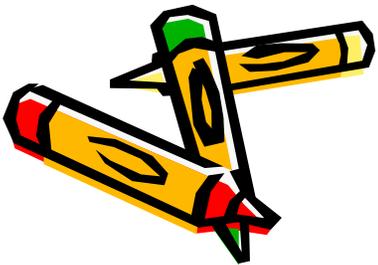
Web Resources

- Edweek (resource to be aware of initiatives impacting schools) (www.edweek.org)
- Family Involvement in Children's Education (<http://www.ed.gov/pubs/whoweare/index.html>)
- Institute for Educational Leadership (www.iel.org)
- Learning First Alliance (materials on NCLB and resources to implement the legislation) (www.learningfirst.org)
- National Center for Family Support (<http://www.familysupport-hsri.org/>)
- National Coalition for Parent Involvement in Education (www.ncpie.org; <http://www.ncpie.org/DevelopingPartnerships/>)
- National Association of Elementary School Principals, The ABCs of Children's Mental Health (www.nasponline.org/pdf/ABC_NAESP.pdf)



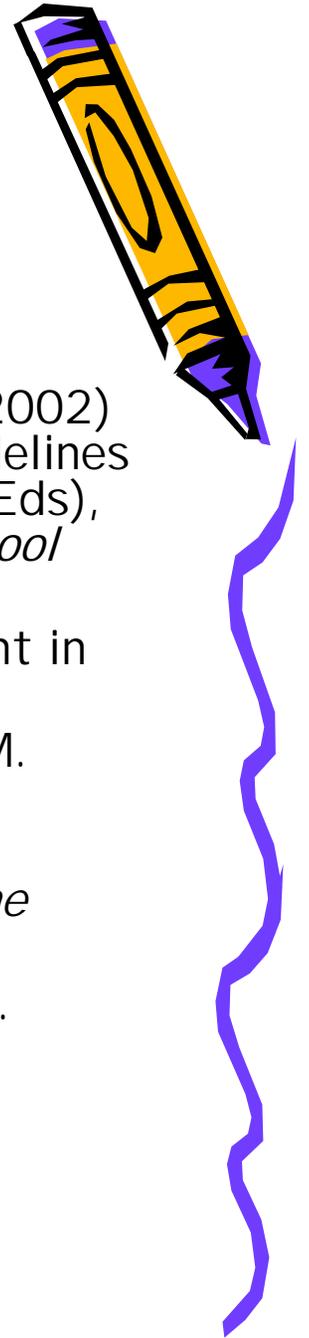
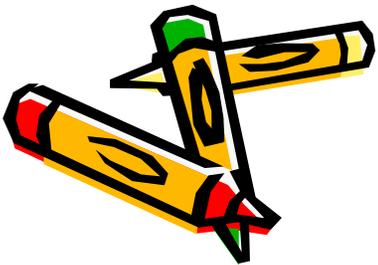
Web Resources

- National Association of Secondary School Principals (materials on supporting teachers and creating nurturing mentoring relationships) (www.nassp.org/publications)
- National Association of School Psychologist (principal leadership articles with handouts for parents/teenagers) (<http://www.naspcenter.org/principals/nassp.html>)
- National Education Association (<http://www.nea.org>)
- National Parenting Education Network (NPEN) (<http://www.ces.ncsu.edu/depts/fcs/npen/index.html>)
- National PTA (<http://www.pta.org>; http://www.pta.org/archive_article_details_1118251710359.html)
- North Central Regional Educational Laboratory (leadership learning) (www.ncrel.org/cscd/)
- U.S. Department of Education, The Partnership for Family Involvement in Education (<http://www.ed.gov/pubs/whoweare/index.html>)



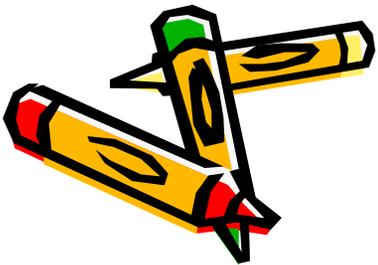
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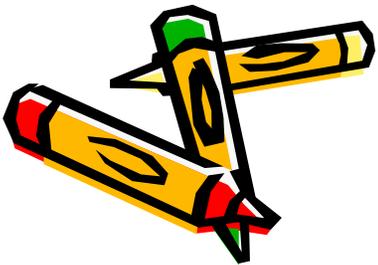
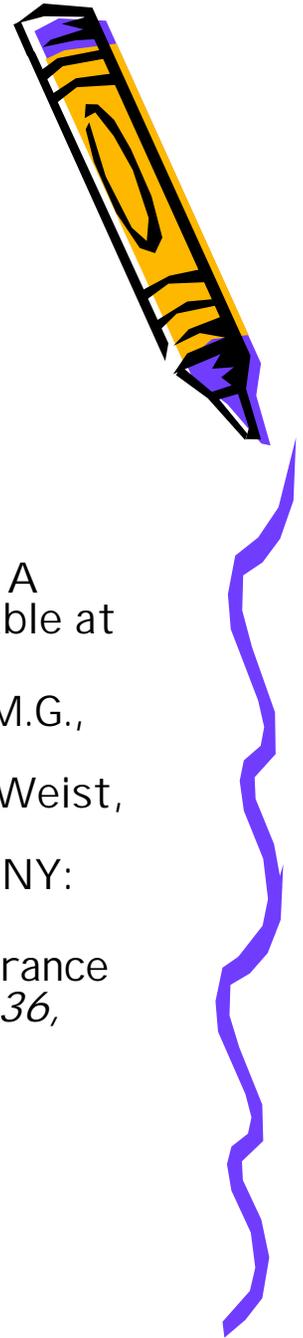
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