

Building Assets, Reducing Risk Elementary Coordinator

Purpose

The coordinator's role is to coordinate the entire effort. She or he works with mental health specialists, administrators, teaching staff, support staff, and families/caregivers to ensure that all students feel connected and supported in school. The coordinator ensures that staff is focused on meeting the needs of each and every student, not just those demanding attention. The coordinator guarantees the model's success by adjusting the model to meet student and staff needs.

Key tasks and responsibilities

- a. Solicit and respond to staff concerns by actively seeking information regarding what is working and what needs adjustment.
- b. Act as a liaison to staff and administration, maintaining open communication channels with all school staff and administrators.
- c. Provide support and advocacy for all staff, similar to a mental health specialist supporting and advocating for students.
- d. Monitor academics, truancy, and discipline trends.
- e. Organize and coordinate small block and big block meetings including grade-level teachers, specialists, and necessary staff.
- f. Facilitate Community Connect meetings, encouraging support staff to discuss students whose behavior is starting to slide, not just those in crisis.
- g. Communicate to the existing PTO a minimum of three times a year.
- h. Organize and facilitate staff training at monthly meetings as needed, which could continue during the summer months, if desired.
- i. Support U-Time through staff training, providing materials, and consultation throughout the year.

- j. Attend all monthly staff meetings/training.
- k. Recruit community agencies as a resource to meet student and school needs.

Yearly Timeline—although Building Assets, Reducing Risks can be started at any time, this calendar shows the model can be implemented at the start of a new school year.

Spring of the Previous School Year

- a. Visit school staff in all grade(s) to identify students that may need supports in transitioning to the next grade level, and possibly a new school.
- b. Visit students in the lower grade(s) to tell them what their next school year will be like and answer any questions they may have. Have older student mentors help with this visit.

August

- a. Organize staff meetings/training.
- b. Facilitate the first monthly meeting/training.
- c. Meet with staff to establish an effective communication system, mindful of any existing issues in regard to class size, special education needs, etc.
- d. Mail a letter to all parents/guardians introducing the *Building Assets, Reducing Risks* educational model.

Recruit community agencies to serve as a resource to meet student needs, using the Community Assessment Form (CD-ROM).

September

- a. Initiate and facilitate weekly Community Connect meetings, which continue throughout the year.
- b. Determine dates for all monthly staff meetings/training and facilitate each meeting.
- c. Review student data with support staff and determine strategies to meet identified student needs.
- d. Research and recruit resources available for students and their families in the community, adding them to the list that was started previously.
- e. Share a resource information list with support staff.

October

- a. Review academic, truancy, and incident progress reports.
- b. Meet with all block teachers to discuss current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meetings/training for staff.
- d. Communicate and update PTO regarding BARR.

November

- a. Review academic, truancy, and incident progress reports.
- b. Meet with all block teachers to discuss current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meetings/training for staff.

December

- a. Facilitate monthly meetings/training for staff.

January

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meetings/training for staff.
- d. Communicate and update PTO regarding BARR.

March

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meetings/training for staff.

April

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meetings/training for staff.

May

- a. Assist with student transition issues. Meet with staff to determine opportunities and difficulties.
- b. Meet with staff at school to collect information on incoming students.
- c. Facilitate monthly meetings/training for staff.
- d. Communicate and update PTO regarding BARR.

June

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Discuss any supports that high-need students could have during the summer.
- d. Facilitate monthly meetings/training for staff.

Estimated time commitment required:

.50 FTE or more depending on school size.

Fit with other staff and components:

The coordinator is an integral part of the *Building Assets, Reducing Risks* support services team, as he or she sees the big picture with both staff and students. The coordinator serves as the primary point of contact for staff and internal operations.



Staff – The coordinator oversees and helps determine policies, monitors staff needs, and issues, and solicits feedback from staff about what is and what is not working. She/he is a good listener, providing support and training as needed to continue a strong and positive experience to meet student requirements.

Students – The coordinator recognizes the shifting cognitive and emotional needs of students, looking for trends before they emerge and are established.