



North Clackamas Schools
engaged · inspired · ready

NORTH CLACKAMAS SCHOOL DISTRICT

Community Agency Partnership Handbook



Metropolitan
Family Service



BOYS & GIRLS CLUBS
OF PORTLAND METROPOLITAN AREA



Building a Partnership Between North Clackamas School District and a Community Health Organization

Introduction –

Plant Seeds

- You never know what opportunity will grow.
- Process may take 3 times longer than expected.
- Attend County Resource meetings
- Line up your champions.
- As momentum builds, opportunities appear.

What Schools need to know about Agencies

- They may not get how schools work.
- They will need an on-site Champion.
- We may need to restructure our systems to support them (call slip, etc.).
- Agencies may need to have billable visits.
- Might need an MOU.

What Agencies need to know about Schools

- We are skeptical of people who want to “help” us.
- We may not understand the world of non-profits.
- We may not understand how to meet your needs.
- We run on a School Calendar.
- We may have a bell schedule like a Block Schedule.
- We might not understand HIPPA/FERPA.

Find your common ground

We both want students to...

- be mentally healthy.
- not be hungry.
- feel safe at school.
- ready for college.
- be prepared for a career.
- achieve at a high level.

Step 1 – Discussing the Potential for a Partnership

- 1. Phone call making initial contact**
- 2. Initial meeting set up with a representative of the agency and North Clackamas School District**
 - a. Describe NCSA's mental health and wellness program goals
 - b. Describe the population the school serves
 - c. Discuss overall compatibility between the school's needs and services the agency provides
- 3. Set date for agency representative to come to the school**
 - a. Invite Director of Social Services, Principal and school counselor(s) to meet agency representative
 - b. Compatibility
 - i. Is organization a "good fit" for school and population targeted for services?
 - ii. Is the agency individual a "good fit" re: work style, building rapport with kids, communication style, etc.?
 - iii. Any potential difficulties or challenges to the partnership?
 - A. Is there office space available?
 - B. Can the school commit office support (copier, printer, phone)
 - C. Parent concerns?
 - D. MOU needed?
 - E. Time constraints?
 - F. District approval needed
 - G. PR issues?
 - H. Other?
- 4. Tour of school site**
 - a. Introduce agency representative to administrator, counselor(s), secretary
 - b. Help agency representative develop sense of school atmosphere, population
 - c. Show work space where agency representative will facilitate groups, work one-on-one, or provide other health services
- 5. Make a decision whether this is an appropriate partnership**
- 6. Set date for a Start-up meeting including school personnel and organization contacts**

Step 2 –Setting Up Partner Services

1. Partner Agency Information

- a. Obtain contact information of partner agency and supervisor
- b. Meet with partner organization supervisor
- c. Memorandum of Understanding signed by agency and district officials
- d. Who carries the liability?
- e. Identify Targets, Goals, and Objectives
- f. Set up standing meeting times for agency facilitator and school staff for check-ins

2. Support the Partnership Well

- a. Give them an office, phone, copy code, district email address, district partner ID badge.
- b. Figure out how the current systems can support the objectives they need to meet.
- c. Support them accessing students-using call slips, secretaries, etc.

3. Process and Timeline to Begin Services

- a. Decide who is the school contact; counselor or administrator
 - i. Provide phone, email info
 - ii. Set a meeting to explain referral process to all involved
 - iii. Explanation of FERPA and HIPAA and how to work with both

4. Communication-

- a. Process and Timeline to Begin Services
- b. Decide who is the school contact
- c. Communication to staff, students, & parents
- d. Routine communication between agency representatives, counselors, and administration
- e. Send a communication about the opportunity and process to staff, students, & parents

5. Technology

- a. Check if partner agency computer can access agency system
- b. Does the individual need an NCSD Gmail account?
- c. Add individual's agency email address to the school staff email group list
- d. Connect individual's computer to the local printer/copy machine

6. Referral Process

- a. Counselors develop referral list of students in need of services
- b. Any staff member can refer to the counselor
- c. All students are referred to the school counselor before they are referred to agency
 - i. It provides the opportunity for the counselor to communicate with the parents
 - ii. It avoids triangulation with the school, family, and agency
 - iii. It avoids FERPA/HIPAA conflicts by getting consent to share information signed
- d. Counselor meets with a student to describe the agency and services, assess needs, interest level, compatibility, etc.
- e. If student is interested, counselors has Parent Conversation gets Consent for a referral to agency
- f. Referral/Consent form completed and handed over to agency
 - i. release of information form between counselor and agency person is signed

7. Agency person interviews student

- a. Agency partner meets with referred students, introduces self, describes services, assesses each student's needs, interest level, etc.
- b. Students receive parent consent form with description of services and time frame of participation
- c. Agency partner begins services
- d. Routine communication between agency representatives, counselors, and administration
- e. Figure out how services and the student benefits will be assessed
- f. Agency partner is not given student schedules. Requests for students go to designated secretary to send a call slip to student in class.
- g. Student academics is always the priority. Appointments to agency are secondary.

8. Support Group Details to decide

- a. Curriculum or focus of the group? Closed or Open group? Gender?
- b. How many? 8-12 is recommended
- c. Time of group (During or after school? Which period/day?)

9. Logistics

- a. Outline timeframe for services at school (Start/End dates)
- b. Establish communication protocol, including parent consent form
- c. Partner signs in/out and gets/returns key at main office
- d. Partner has students sign in on paper at each group session and returns to attendance office

10. Attachments that should be included in this packet

- a. Referral Form
- b. Consent Form
- c. Release of Information Form
- d. School Calendar w/ school holidays, non student days
- e. School map
- f. Bell schedule
- g. Office / Staff / Room phone extensions list
- h. List of school staff email addresses
- i. Master Class Schedule
- j. Outside Resource phone numbers
- k. Fire Drill/Lock down procedures
- l. Mandatory Reporting Protocol form
- m. List of supervisory names and contact

Step 3 - Sustaining Services and Long Term Planning

1. Training

- a. Mandatory reporting review
 - i. To DHS, parents, counselor, administrator
 - ii. Suicide, abuse, threat of harm
- b. Crisis Response
 - i. Notifying administration

2. Checking In

- a. Meet with school personnel regularly (monthly ?) to review, debrief, discuss new issues
- b. Set up a quarterly/half-yearly meeting with partner agency supervisor to review successes or issues
- c. Consult with school counselors weekly
- d. Address sustainability of partnership
- e. If there are several partners in a school
 - i. Set up a weekly partner consultation meeting including a counselor

3. Collecting Data

- a. Set up a monthly Status Report to be emailed to NUHS and supervisor
 - i. How many students were served?
 - ii. How many sessions occurred?
- b. Anecdotal research
- c. Pre/post student self-report questionnaire

4. Debrief the experience

- a. What worked well?
- b. What was missing?
- c. What needs to be revised?
- d. What would the facilitators change?
- e. What would school staff change?

5. Seeking Additional Funds

- a. Sharing the school's Student Data with partner agency
- b. Discuss how our joint efforts can be used to apply for grants or other funding

6. Discuss continued partnership

- a. Set up a tentative meeting next school year
- b. Discuss if there is room for growth

Attachments that should be included in this packet:

- Referral Form
- Consent Form
- Release of Information Form
- Safety Plan Form
- School Calendar with holidays, no student days
- School map
- Bell schedule
- Class Schedule
- List of School Staff Email Addresses
- Office / Staff / Room phone extensions
- Master Class Schedule including lunches
- Outside Resource phone numbers
- Fire Drill/Lock down procedures
- Contact Phone Number list
- Mandatory Reporting Protocol form
- List of supervisory names and contact info
- _____
- _____