

Fostering Community Partnerships to Improve School Health & Well-Being

Missouri Coordinated School Health Conference
December 2020

Webinar Objectives

- Understand school-based health care partnerships
- Recognize the importance of strong partnerships for the WSCC model
- Prepare for developing & maintaining quality, sustainable community partnerships
- Incorporate lessons learned from existing school-based health care partnerships

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Show-Me School-Based Health Alliance of MO

Mission: We support communities in building and sustaining quality school-based health programs.



Access to Resources & Best Practices

Peer-to-Peer Networking Across MO Programs



Target Audience

School districts, community stakeholders, and the healthcare providers that serve them.



Advocacy & Coalition Building

Technical Assistance



Data Collection & Evaluation

Training & Education



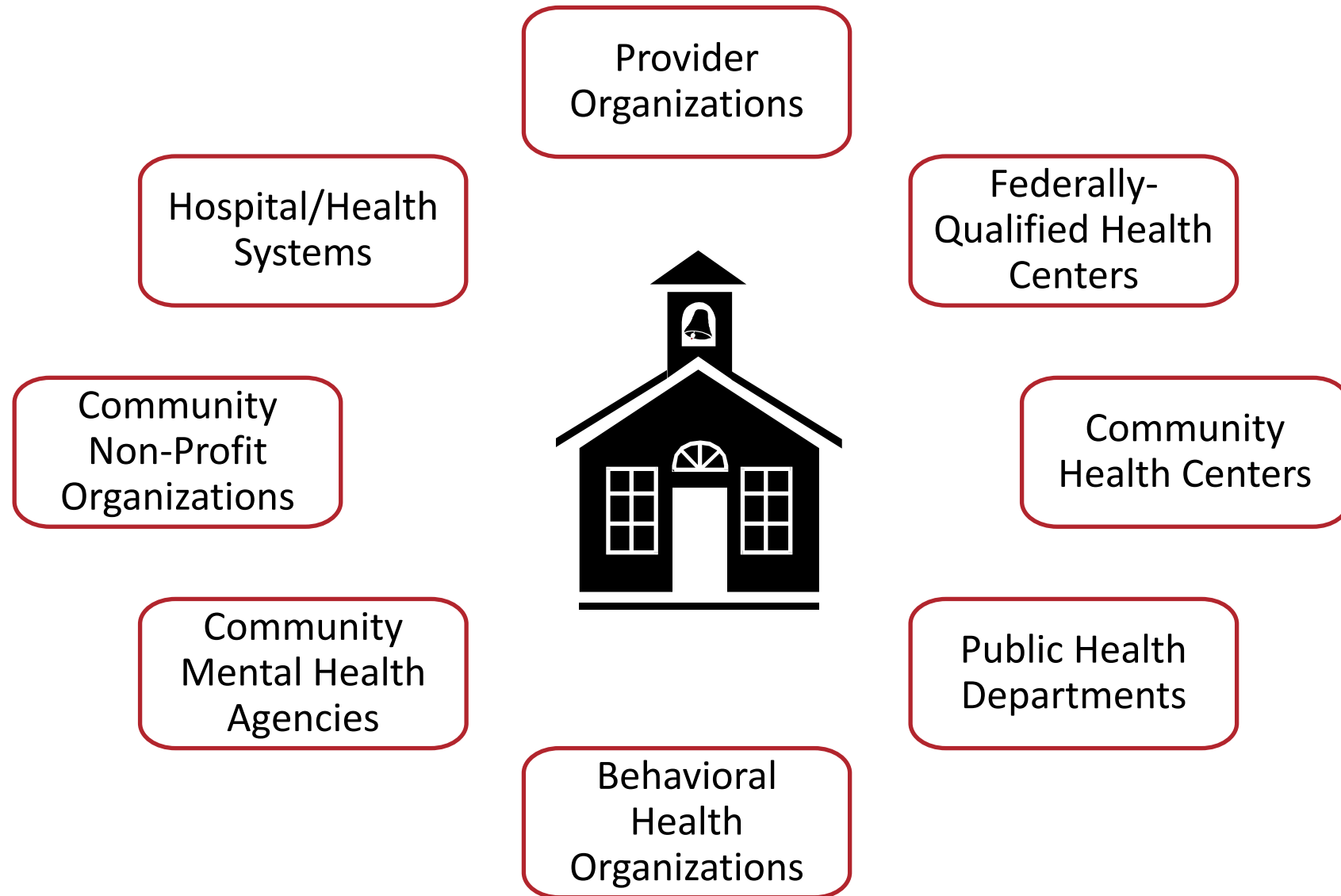
What is a School-Based Health Program?

A school-based health program is a shared commitment between a community's schools and health care organizations to support students' health, well-being, and academic success by providing preventative, early intervention, and treatment services where students are - **in school**.



National School-Based Health Alliance

School-Based Health Program Partnerships: Sponsoring Organizations



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Why Strong Partnerships

“The WSCC Model responds to the call for greater alignment, integration, and collaboration between health and education to improve each child’s cognitive, physical, social, and emotional development.”

-ASCD & CDC on WSCC Model

Why Strong Partnerships

“Enduring partnerships with school and community stakeholders create fully engaged and accountable partners who provide the spark of leadership that catalyzes resources, patrons, and institutions.”

-National School-Based Health Alliance

What Do Strong Partnerships Look Like?

A strong partnership includes:

- Shared vision for student success
- Shared outcomes and common goals
- Integration of applicable policies, procedures, and structures
- Partner staff being part of the school environment – involvement in committees or assessment teams as appropriate



Belton School District SBHC ribbon-cutting in partnership with HCA Southland Clinic

What Do Strong Partnerships Look Like?

Characteristics of strong partnerships:

- Resourceful
- Transparent
- Knowledgeable
- Grass-roots & grass-tops

Qualities of strong partnerships:

- Collective, shared vision
- Clear roles & responsibilities
- Mutual respect
- Shared decision-making

Different Types of Community Partners

St. Louis Public Schools Foundation – Guide for Effective School & Community Partnerships

Community Supporter

- Gives money, resources, and/or one-time or infrequent presentations to students or staff
- Does NOT directly interact with students

Strategic Partner

- In the building on a regular, ongoing basis
- Engages in programming that meets a school need
- May directly interact with students
- MOU is always needed

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Developing Partnerships

- Needs assessment
 - Understand the needs of your students & community
 - Evaluate existing partnerships & other community resources

Needs Assessment

- Understand the needs of your students & school community
 - Special Health Care Needs Survey
 - Student Encounters & Outcomes Survey
 - Centers for Disease Control & Prevention – School Health Index
 - American Academy of Pediatrics – HATS
 - Health Equity Works – The Healthy Schools Toolkit
- Evaluate existing partnerships & other community resources

Developing Partnerships

- Needs assessment
 - Understand the needs of your students & community
 - Evaluate existing partnerships & other community resources
- Identify a partner to meet your needs
 - Expansion of existing partnerships
 - Formal Request for Proposals (RFP)

Request for Proposals (RFPs)

- Most school district policies require some type of competitive process for services over a certain amount
- Provides the opportunity to many potential partners—giving all the chance to submit a proposal
- School districts can be very specific about their needs and thus identify the best partner

Key Considerations for RFPs

- How they will serve students (hours, location/facilities required, recruitment & referral process)
- Finance/sustainability plan
- Evaluation plan & expected outcomes
- Proposed timeline
- Other partners/collaborators

****Note:** These are in addition to your school district's procurement requirements.

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 - Formal Request for Proposals (RFP)
- Develop a relationship that meets your needs & legal requirements
 - Complete an MOU
 - Define data sharing requirements

Memorandum of Understanding (MOU)

- Establishes the relationship between collaborating partners
- Formalizes commitments and agreement regarding services provided
- MOU = Contract = Agreement
- Both parties need a lawyer to evaluate
- Do NOT copy someone else's agreement

Considerations for MOU Development

- Purpose
- Responsibilities of all parties
- Billing and compensation
- Confidentiality
- Termination provisions
- Procurement
- Amendment
- Notice of failure to perform
- Scope of agreement
- Assignment
- Duration of Contract
- Funds accountability and accounting
- Liability
- Security
- Third Party Beneficiary
- Scope of contract
- Facility usage
- Notice
- Signatures

Data Sharing Guidelines

- Both parties' legal teams must come to agreement about what data will be shared with whom when and how
- Explicitly acknowledge data shared between the partner and the school district in the MOU
- In general –
 - Sharing of data in aggregate or de-identified is OKAY without additional consent from parents/guardians
 - Sharing of data specific to a student requires additional consent form completion by parents/guardians

Maintaining Partnerships

- Identify a point person for both parties & form a team of advisors to convene periodically
- Develop a communication plan
- Joint marketing & promotion
- Leverage policies & procedures to define processes
- Define what success looks like & develop an evaluation plan to measure

Develop a Communication Plan

- Types of communication:
 - Referral process to coordinate care
 - Policy & procedure development & periodic review/updates
 - Emergent programmatic challenges or health issues/threat
 - Day-to-day sharing of information
- Communication tools:
 - Periodic, standing meetings—weekly, bi-weekly, monthly, quarterly or may be part of existing wellness committee meeting
 - Adding SBH program staff and/or school nurses to newsletters/memos
 - Policy & procedures for referrals, health issues/threats, etc.

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Case Study: Parkway Oral Health Initiative

TEAMS Process & HATS Assessment



Case Study: Parkway Oral Health Initiative

TEAMS Process & HATS Assessment

Assessment Name	Parkway School District 2017 Assessment	 Green = Good job, key elements in place
Status	Complete	 Yellow = Nice start, but room for improvement
Created By	Robin Wallin on 7/7/2017 - 01:58 PM	 Red = Needs attention, key elements not in place
Completed	8/17/2017 - 02:16 PM	

DISTRICT DEMOGRAPHICS
 District name: Parkway School District
 State: Missouri
 Total number of students in the district: 17,555
 Total number of schools in the district: 30
 Grade levels included in the district: pre-K to 12
 This district is primarily: Suburban
 Type of district: Public
 Please estimate the percentage of students in the district who qualify for free or reduced price meals: 19%
 Please estimate the percentage of students in the district who fall into each of the following categories.

- Hispanic or Latino: 5%
- American Indian or Alaska Native: 0%
- Asian: 11%
- Black or African American: 15%
- Native Hawaiian or Other Pacific Islander: 0%
- White: 63%
- Other: 4% (multiracial and other)









Position of primary person completing this tool: Health Services Coordinator, Lead Nurse, Health Director, or other similar position
 Position(s) of other individuals assisting with this tool:

- School Nurse
- Health Department Representative

What type of system does your district use for recording and tracking student health information?

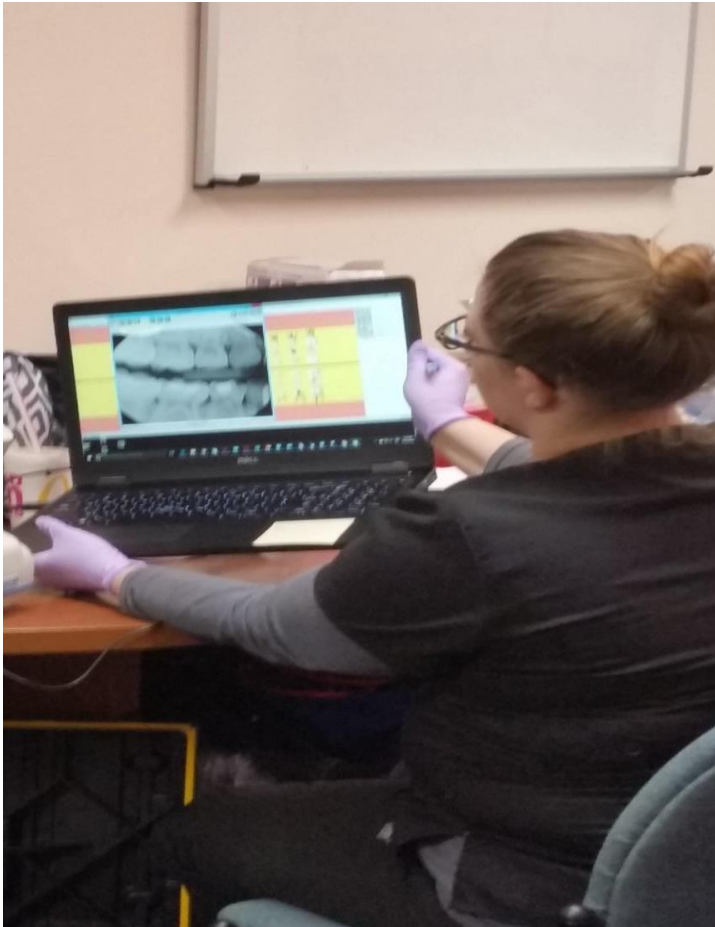
- Electronic Health Records

How many FTE (full time equivalent) baccalaureate-prepared RN positions does the district have? 33
 How many FTE other nursing positions (LPN, LVN, non-baccalaureate-prepared RN, etc.) does the district have? 0
 Does your district have any school-based health centers (SBHCs) or school-linked health centers (SLHCs)? No
 How many SBHCs/SLHCs are in your district? N/A
 What percentage of students in your district are enrolled in SBHCs or SLHCs? N/A

PREVENTIVE SERVICES	Summary Score	 YELLOW	 YELLOW
		Service	Protocols/ Procedures
EMERGENCY CARE	Summary Score	 GREEN	 GREEN
		Service	Protocols/ Procedures
CARE COORDINATION	Summary Score	 GREEN	 RED
		Service	Protocols/ Procedures
PSYCHOSOCIAL REFERRALS	Summary Score	 GREEN	 YELLOW
		Service	Protocols/ Procedures

Case Study: Parkway Oral Health Initiative

TEAMS Process & HATS Assessment



Case Study: Carl Junction Partnership to Improve Student, Staff, and Community Health

- School nurses conducted a health needs assessment and identified a staggering number of school nurse visits in May – July 2013
- Developed School Health Advisory Council in Sept. 2013
- Released an RFP in Feb. 2014
- Freeman Health System responded in a creative way to meet the needs of the district and partnership began in Aug. 2014

Case Study: Carl Junction Partnership to Improve Student, Staff, and Community Health



Case Study: Carl Junction Partnership to Improve Student, Staff, and Community Health



National School-Based Health Alliance

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