



# TOOLS TO PROMOTE SCHOOL– COMMUNITY PARTNERSHIPS TO SUPPORT CONNECTICUT STUDENTS

To address the challenges of school–community partnerships, Connecticut’s SS/HS Data Innovations Committee developed tools to enhance data and information sharing and to coordinate care.



DISTRICTS NOW HAVE A STANDARD WAY OF AGREEING TO SCHOOL-BASED MENTAL HEALTH SERVICES DELIVERED BY COMMUNITY PARTNERS, AND SCHOOLS NOW CONSISTENTLY DOCUMENT THE SOCIAL-EMOTIONAL PREVENTION AND INTERVENTION FOR ALL STUDENTS.

## ➔ CHALLENGE

Matching interventions with students’ needs is a key component of a Multi-Tiered System of Support. However, educators are finding the supports needed to ensure the mental health and social-emotional health of students are not numerous or varied enough in schools. As a result, districts are faced with the reality of needing to strengthen community-based partnerships in order to provide students and families with a seamless system of comprehensive supports.

Several challenges to school–community partnerships include:

- Inconsistent documentation of social-emotional prevention and intervention activities for all students
- Lack of a standardized memorandum of understanding between schools and community behavioral health providers
- Concerns about sharing of private information between schools and community partners

## ➔ SOLUTION

The Connecticut Safe Schools/Healthy Students (SS/HS) Data Innovations Committee developed a series of tools to support and foster school–community partnerships, including:

**Student Data Collection Template:** This tool, which allows collection of multiple data points for each student, helps users identify needs—particularly for wrap-around supports from multiple sources. The data can be shared with both families and community partners.

**Memorandum of Understanding (MOU):** MOUs assist in specifying the roles and responsibilities of school and community partners. They also assist in coordinating service provision from multiple community behavioral health partners, detailing two-way data sharing while maintaining confidentiality.

**Consent for Release of Information:** This customizable tool allows pertinent student information to be shared with community partners while addressing HIPAA/FERPA privacy concerns.

## → CASE EXAMPLE

**“Working with schools and families to develop a uniform Student Support Page within PowerSchool was a successful way to consistently document social-emotional prevention and intervention activities within the general education population.”**  
– Nekita Carroll-Hall, LCSW,  
Bridgeport Public Schools  
SSHS LEA Manager



BY ROLLING OUT THE TOOLS DEVELOPED BY THE SS/HS DATA INNOVATIONS COMMITTEE TO SCHOOLS ACROSS THE STATE, CONNECTICUT IS ENSURING THAT ALL CHILDREN ARE MORE LIKELY TO ACCESS COMPREHENSIVE SERVICES WHILE SENSITIVE DATA ARE KEPT PRIVATE.

With the support of their SS/HS Manager, Bridgeport Public Schools developed a Student Data Collection Template using PowerSchool, an existing online data collection platform. With input from school team members, community partners, and families, pertinent data points were identified and incorporated into the data platform.

Features of the resulting PowerSchool Student Support Page included:

- Limited access to authorized support staff/administrator
- Dropdown menu options
- Time widget
- Purpose of visit
- Services provided during visit with support staff
- Referrals for school-based or community agency providers
- Referrals that resulted in access to service

## → RESULTS

Schools across Connecticut that have adopted tools such as these report improvements in their ability to provide a full continuum of student social emotional supports. The tools allow for improved communication, data sharing, and shared understanding of roles and responsibilities.

## → SUSTAINING SUCCESS

Diverse stakeholders contributed to the development of the three tools created by the SS/HS Data Innovations Committee to promote school–community partnerships that support student well-being. The tools are now being disseminated to districts statewide, and being customized based on unique district needs and characteristics.

For more information about the program, contact:  
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