Check-in Guide: Building Strong Community School Partnerships
Communication

This check-in guide is a quick tool designed to facilitate conversation about your partnership. It can be used to set expectations or to check-in on how a partnership is going. It includes select questions from various tools that are part of a comprehensive partnership toolkit available on the OUSD website. You can use them all or pick the questions that are most useful for your specific partnership and meeting.

Community School Partnership Assessment helps schools and partners establish, assess, and strengthen expectations. The indicators represent best practices for each type of partnership. Rate where your partnership is: Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Use of communications systems & structures	☐ Strong communication at the beginning of partnership to establish expectations for partner and school. ☐ Strong communication at end of event/program/activity to evaluate impact of program and share data ☐ Ongoing communication, as needed	☐ Partner and school leadership meet at least twice a year ☐ There is a process for annual orientation and some ongoing communication, e.g. occasional report outs at faculty meeting ☐ School and partner share and contribute to each other's communications, e.g. newsletters, flyers, brochures, events ☐ School and partner have explicit agreements re: communication, e.g. respond within 24 hours, preferred method, style	☐ Partner and school leadership have a set monthly meeting ☐ There is a process for annual orientation and ongoing communication, eg. regular report outs at faculty meeting ☐ School and partner share and contribute to each other's communications, e.g. newsletters, flyers, etc. ☐ School and partner make explicit agreements re: communication, e.g. method, style, frequency ☐ School and partner have an identified process for conflict resolution

Guiding Questions to consider in creating lasting and meaningful partnerships:

1. Who is the appropriate point of contact for both the school and partner agency in relation to: program implementation; administrative support; collaborative support; other areas as needed?

2. What kind of communication structures that include frequency, duration, appropriate point of contact are or will be in place between the partner agency and school administration (e.g. regular meetings/check-ins, phone-calls, emails, etc.)? (LOA pp.3-4)

3. How is the school staff oriented annually to the work of the partner agency? How is the partner agency staff oriented annually to the work of the school? (LOA p.3)

4. How can the partner participate in or strengthen coordination and referral mechanisms? (LOA p.4) What referral system is in place? Is there a Coordination of Services Team, partner meetings, or other mechanism to ensure a regular communication among partners, including the school?

5. What is the initial process for addressing concerns and issues that may arise regarding the partnership? Consider how the issue could be shared (standing meeting item, part of regular reporting, point person) and how a corrective action plan should be implemented. (LOA p.4)

Next Steps to strengthen communication:

✓ Take away's or A-ha's:

✓ Decisions made:

✓ Action steps:

	Action/Next Step	Who	By When	Follow up – when/how?
1				
2				
3				

Helpful Tips
✓ Keep partners informed of anything relevant to the school, same as teachers.
✓ Have a specific point of contact for conflict resolution, and a clear chain of command if additional support is needed. Document the process for **resolving** the issue, including target goals and benchmarks, supports needed, follow-up meeting dates, and who is responsible for what.
✓ Collect and share success stories!