



PROCEDURE

SO108

Community Service Providers and Schools Working Together

Board Received: November 23, 2015

Review Date: December 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Partnerships enhance and complement student learning

Guiding Principles:

The Grand Erie District School Board is committed to promoting effective community-based partnerships with agencies to support improvement in the delivery of programs and services for all students. Collaborative relationships are, characterized by mutual respect, with a common goal of working towards the best interests of the student. This Procedure is guided by Board Policy SO8 - Community Partnerships and the various acts, regulations, and mandates applying to the respective partners. A partnership agreement with a community service provider may augment or enhance not duplicate the work of Student Support Services staff while respecting the rights, responsibilities, and interests of both students and staff. A written, signed partnership agreement between the parties will help clarify expectations, roles and responsibilities, referral and consent process, timelines, procedures, accountability, service quality, compliance with professional standards, integration/coordination, and a dispute resolution process.

Parental consent will be sought for all participating SO 108 community partner services taking place on Grand Erie property for students up to the age of 18 years. In cases where a student has requested not to have parental consent or there is a perceived risk to the well-being of the student to seek parental consent, the school will contact their school social worker. The school social worker will review the file and determine if consent can be sought. The School Mental Health and Well-Being Lead will be available for consultation in complex situations.

Scope:

This Procedure applies to situations in which a community service provider applies to offer programs/services within a school(s) of the Grand Erie District School Board, and, individual or small group programs/services e.g. Counselling, consultation, assessment, social skills training, anger management, may augment or enhance, not duplicate the work of the Student Support Services staff. It does not apply to guest speakers, class presentations, or assemblies (duty of principal to manage). Nor does this procedure apply to services provided under PPM 81 (Provision of Health Support Services in School Settings), PPM 140 (Integrating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorder (ASD)), and Board-wide protocols with Children's Aid Societies, Before and After School Programs, and any mandates in regards to service provision that result from Coordinated Service Planning and Integrated Rehabilitative Service Delivery.

Integration between Community Services Providers and Student Support Services Staff

Student well-being and a holistic approach to service provision for students and families is the goal of successful partnership agreements. Professional working relationships are based in mutual respect. This will enhance service responsiveness to students and families in Grand Erie. Coordination of services, clear communication and consistent collaboration are required in respectful relationships.

When a partnership between a community service provider and a Grand Erie school is being considered, discussion with relevant school board staff will assist in clarifying roles and responsibilities, facilitating the proposed services, and enhancing student learning. Ongoing consultation/collaboration between the Student Support Services Staff e.g. Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists, the In-School Resource Team, and the approved third party service provider about students for whom consent to provide/received service has been provided is essential during all aspects of involvement with the student, including referral and consent, planned service/interventions, case management, integration with the student's day-to-day school program/IEP, and discharge. The principal is responsible for the organization and management of the school *per* the Education Act. Ongoing communication with the principal is essential for effective integration of programs and services.

The Community Partner and school(s)/Board must establish a Partnership Agreement (Appendix A).



GUIDELINES FOR PARTNERSHIP AGREEMENTS

1. School(s)/Board and agency complete the Description of Program or Service (Appendix B) for Superintendent of Education
2. validate agency status
3. identify specific needs to be addressed
4. identify how specific services provided will address need
5. discuss service delivery plan including roles, frequency, monitoring, documentation and supervision
6. determine how students will be identified to receive programs/services
7. involve appropriate school staff and Student Support Services Staff in initial and on-going discussions
8. describe consent process and requirements for:
 - (a) Service provision
 - (b) Access to school information (not OSR)
9. develop a plan for communicating with parents / guardians
10. establish minimum credentials of service providers and appropriate supervisor's qualifications *per* PPM 149
11. ensure Police Record Checks, including vulnerable screening, for all personnel who will be working with students

12. obtain copy of current Certificate of Insurance naming the Grand Erie District School Board and ensuring \$2 million liability coverage for professional liability (errors and omissions) and general liability
13. ensure identification badges for service providers are worn
14. communicate with all stakeholders regarding the program/service being provided
15. discuss dispute resolution process
16. sign service agreement
17. Annually evaluate and review the partnership agreement with the Joint Advisory Committee (Superintendent of Education with responsibility for Special Education, School Programs and Supports Lead, School Mental Health and Well-Being Lead, Professional Support Services Personnel President, Professional Support Services Personnel Member, Community Representative)

Legal Framework

Ontario Ministry of Education Policy/Program Memorandum No. 149 - *Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals* (PPM 149)

Board References:

Policy SO8-Community Partnerships

S0 108 Community Service Providers and Schools Working Together**GUIDING QUESTIONS – DESCRIPTION OF PROGRAM OR SERVICE**

Points for your consideration when completing the description of program or service:

1. Is the activity/service consistent with the Board's Multi-Year Plan?
2. Does the activity/service have the potential to positively impact student achievement?
3. What is the degree of assistance/involvement from Grand Erie staff?
4. To the best of your knowledge, is the activity/service duplicating services already offered in the Grand Erie shown to be effective?
5. Does the activity/service have risks/costs for participants?
 - a) Is there a clearly articulated plan as to how the risks will be managed professionally and appropriately?
 - b) What is your plan to communicate with students, parents and staff regarding these potential risks?
6. How will parental/student permission will be obtained?
7. Is the activity/service offered during instructional time?
8. Does the activity/service have a capacity building component for Grand Erie staff?
9. Is there a suitable setting or settings to host this activity/service in Grand Erie?
10. Is the activity/service evidence informed?
 - a) Is the evidence supporting the efficacy of the initiative attached?
 - b) Is it consistent with how the proposed activity/service will be carried out as identified in the proposal?
 - c) If not, is there a plan for evaluation as part of the proposal?
11. Who provides general or clinical supervision to the service providers within their agency?
12. Is debriefing/ feedback to the student/family and Grand Erie staff provided?
 - a) How will this be accomplished?
 - b) How often will feedback be provided to the student, parent and Grand Erie staff?
13. Have you considered the schools to which this partnership agreement may be applied?
 - a) If yes, how were these schools identified?
14. If no, do you require assistance with selecting these sites?
15. Is there a research component to the proposal or any aspect of the service or tools utilized as part of the service? If yes, refer to Board procedure.

DESCRIPTION OF PROGRAM OR SERVICE

Appendix B



Date Submitted _____

Name of School(s)/Board		Name of Partner:	
Program/Service Title:		Rationale for Program/Service in School:	
Program/Service Description:			
Program/Service Details:		Space/Materials Requirements (if any):	
Anticipated Outcomes, Evaluation:		Name and Qualifications of program/service provider(s):	
Timelines:			
This program/service will be provided _____			
_____ Day(s) of the week		Month(s) of the school year	
with the following times: _____			
Collaboration and Coordination Identify those involved			
School:	Provider:	Grand Erie Staff:	
Principal(s) Name: _____ Signature: _____			
Agency Supervisor's Title and Qualifications Name: _____			
Title _____		Qualifications _____ Signature: _____	
Board Use Only:			
<input type="radio"/> Request Approved <input type="radio"/> Request Denied		_____ Superintendent of Education Date	



PARTNERSHIP AGREEMENT

Appendix C

between
Name of School(s)/Grand Erie District School Board
and
Name of Partner

This educational partnership is a mutually supportive reciprocal agreement between school(s)/Board and partner to provide the following program/service:

description of program/service to meet identified need

Both parties acknowledge and agree that partner is not an agent of the Grand Erie District School Board (the Board) and none of the program/service providers are employees or agents of the Board.

partner agree that no fees are payable to it by the Board and neither the Board, students/parents nor staff of the Board are responsible for any expenses of partner in connection with this provision of program/service.

The program/ service will be provided by partner effective from date until date; however, either the school/Board or partner may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days. A principal has the authority to limit access to the school or discontinue the partnership agreement, under the Education Act and policies of the Board.

Any concerns or complaints should be brought to the attention of the principal and the program/ service provider. Ongoing concerns should be discussed with the agency supervisor and the school superintendent. Disputes will be addressed by the Joint Advisory Committee.

Both the Grand Erie District School Board and partner agree to ensure measures are in place that protect the confidentiality of client information.

Superintendent

Date

Partner

Date

- cc: Superintendent of Education
- Partner
- School Mental Health and Well-Being Lead
- School Programs and Supports Lead

Annual Review Date: _____

Insert School Logo

Appendix D

Parental Consent to Access Community Partner Services within Grand Erie District School Board

The Grand Erie District School Board facilitates access for students to select community partner services for the purposes of supporting students to access services and/or personal well-being support.

I/we, _____ Parent/Guardian Name(s), agree to _____ Student Name,
 _____ Date of Birth, accessing service from the following agency during the school day:

Please check selections

Brantford and Brant County Services:

- CONTACT Brant – information, referral and screening for mental health and well-being services
- St. Leonard’s Community Services – counselling services for youth related to mental health and well-being and/or addictions
- Young Women’s Program through the Sexual Assault Centre of Brant - healthy relationship focused counselling services for well-being and support
- Woodview Mental Health & Autism Services - mental health and well-being counselling support programs
- Other:

Haldimand and Norfolk County Services:

- CONTACT Haldimand –Norfolk REACH – information, referral and screening for mental health and well-being services
- Community Addiction and Mental Health Services (CAMHS) of Haldimand and Norfolk – counselling services for youth related to mental health and well-being and/or addictions
- Haldimand-Norfolk REACH – mental health and well-being counselling support programs
- Haldimand and Norfolk Women’s Services – healthy relationship focused counselling services for well-being and support
- Other:

Aboriginal Services – Brant, Haldimand, Norfolk:

- Six Nations of the Grand River Child and Family Services, Child and Youth Mental Health Program – mental health and well-being counselling support programs
- Other:

My child may participate in services during: (Please check selections)

- Instructional time
- Lunch time **please note, selecting lunch time only may reduce the availability of the service.*
- Before or After School **please note, selecting before or after school only may reduce the availability of the service.*

Consent Process:

Informed consent for the student to participate in and receive services is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification.

Parent/Guardian Name: _____ Parent/Guardian Signature: _____
 Date: _____ Consent Valid Until: _____ If no date indicated, until the end of the school year.

CC: OSR Original copy, parent copy available upon request