



PROCEDURE

SO108

Community Service Providers and Schools Working Together

Board Received: April 27, 2020 Review Date: May 2024

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Partnerships enhance and complement student learning
– Engaging in the partnership provides reciprocal benefits for both agency and school board

Guiding Principles

Grand Erie supports the implementation of community-based partnerships with agencies that enhance the learning experiences of students. A partnership agreement with a community service provider may not duplicate the work of the Grand Erie Student Support Services or educational staff. Partnerships will respect the rights, responsibilities, and interests of both students and staff. The partnership should provide benefits to both the school board and the agency. 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.

Consent to Access Services

Parent/guardian consent to access community services at a Grand Erie school is required in order for students up to the age of 18 to participate in any SO108 community partner services taking place on Grand Erie property. In cases where a student has requested not to have parent/guardian consent or if there is a perceived risk to the well-being of the student should parent/guardian consent be sought; the school will contact their School Social Worker. The principal will work in collaboration with the School Social Worker. After collaboration, the principal or the School Social Worker will contact the Grand Erie Mental Health and Well-Being Lead on matters of consent and complex cases.

Scope

This Procedure applies to situations in which a community service provider applies to offer individual and/or small group programs/services within school(s) in Grand Erie.

Integration between Community Services Providers and Student Support Services Staff

Community, educational, legal, medical and social service professionals and paraprofessionals may either be employed by a publicly funded government organization, such as a hospital or a social service agency, or they may operate an independent private practice. In the latter case, the client reimburses the professional or paraprofessional directly for services provided.

- **Publicly funded community service providers** provide services which may be accessed, at no cost to parent/guardian, by any student who meets the eligibility criteria. These services are accessed in one of two ways, either through the school board with informed written consent from a parent/guardian or directly by the parent/guardian.
- **Privately funded community service providers** are services purchased by parents/guardian on a private basis or funded by insurance carriers which are normally carried out in the professional's or paraprofessional's office/clinic or the student's home, including but not limited to services such as behaviour therapy, psychological assessment and therapy, social work counselling and therapy, speech-language assessment and therapy.

Student achievement and well-being, through a collaborative approach to service provision for students and families, is the goal of a successful partnership agreement. Collaborative relationships are, characterized by mutual respect, coordination of services, clear communication and consistent collaboration 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.

1.0 COMMUNITY SERVICE PROVIDERS

1.1. The community service providers with whom the staff of the Board currently collaborates include individuals with a variety of backgrounds and expertise:

- educational professionals such as teachers who provide after-hours tutoring for children and adolescents;
- legal professionals such as lawyers, police officers and probation officers;
- medical professionals such as, but not limited to, audiologists, nurses, occupational therapists, ophthalmologists, otolaryngologists, pediatricians, physicians, physiotherapists, psychiatrists, psychologists and speech-language pathologists;
- social service professionals such as child and youth workers, social service workers and social workers; and
- paraprofessionals such as behaviour therapists, communication disorders assistants and special services at home workers.

2.0 COLLABORATIVE RELATIONSHIPS

Collaborative relationships occur between the schools and community service providers that do not require a formal partnership agreement.

2.1. There are essentially four different ways in which the collaborative relationship between the staff of the Board and community service providers has been operationalized:

Consultation - assessment information and remedial strategies are shared with the Board/school staff by the community service through a written report or in a face-to-face meeting, usually at the student's school;

Observation - the community service provider observes the student in the school setting to obtain information to assist with the assessment process;

Demonstration - the community service provider demonstrates for the Board staff a therapeutic strategy or technique that s/he is providing for the student to determine if the same strategy or technique could be adapted and utilized in the school setting. The Principal of the school makes the final determination concerning the utilization of the strategy/technique in the school setting and the inclusion of the strategy/technique in the exceptional pupil's Individual Education Plan (Regulation 298). Since the Individual Education Plan is reviewed once each term in elementary school and once each semester in secondary school, demonstration would only need to occur with the same frequency. No more than two (2) demonstration sessions will be permitted per term/semester.

Direct Therapy - the community service provider provides direct therapy or treatment for a student either in the office/clinic or in the student's home. Therapy may be defined as the treatment of disease or of any physical or mental disorder by medical

or physical means usually excluding surgery. Some publicly-funded community professionals/paraprofessionals, most notably those from the Local Health Integrated Network (LHIN), and School Based Rehabilitation Services (SBRS) do provide some therapeutic services for students in school as required by 'Ministry of Education Policy/Program Memorandum No. 81 - Provision of Health Support Services in School Settings' upon the written request of the school principal and/or the consent of parent/guardian.

The Board is obligated to provide access to schools to provide direct therapy for students for publicly-funded community service providers such as those from the Local Health Integrated Network as per Program Policy Memorandum 81 – Provision of Health Support Services in Schools.

Privately funded community service providers do not provide direct therapy to students in schools. In the majority of cases, Grand Erie Student Support Services provides direct therapy to students in schools. Private practitioners requesting to provide the same service will not be granted. The request for private community service providers comes from gaps in service provision that Grand Erie and publicly funded service providers cannot address. Requests for private service provision must include a clear statement about the gap in existing service provision that will be addressed. Intensity of service provision are not considered gaps, as per Program Policy Memorandum 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.

If a student requires ongoing therapy/treatment from a publicly funded or privately funded community service provider, that student may be excused from school to attend the therapy session as is permitted under the Ontario Regulation 298.

When a partnership between a privately funded community service provider and a Grand Erie school is being considered for services other than direct therapy, the community service provider and school(s)/Board must establish a Partnership Agreement. All steps outlined in the Guidelines for Forming a Partnership Agreement must be followed

3.0 CONFLICT RESOLUTION

Periodically, disagreements may arise between community service providers and school board staff members. The following dispute resolution process will be used to identify solutions for individual cases and at the system level. This process is not intended to be an appeal or a legal process.

Step 1: The community service professional/paraprofessional and the school administrator will be the first level of dispute resolution authority.

Step 2: If the dispute is not satisfactorily resolved, the matter will be referred to the Manager of the community service professional/paraprofessional and the Mental Health and Well-Being Lead in the school board.

Step 3: If the dispute continues to be unresolved, the matter will be referred to the Senior Management/Supervisor, Community Service Provider and the Superintendent of Education.



REQUIREMENTS FOR FORMING A PARTNERSHIP AGREEMENT

1. School(s)/Board and agency complete the Description of Program or Service (Appendix B) for Superintendent of Education
2. identify needs that are impacting educational and well-being outcomes that will be addressed that currently cannot be addressed by school board professional support services staff. Wait lists and intensity, frequency and duration of service are not considered gaps in service provision.
3. identify how specific services provided will address needs that are having an impact on their educational and well-being outcomes
4. discuss service delivery plan including roles, frequency, measuring and monitoring of desired outcomes, documentation and supervision
5. determine how students will be identified to receive programs/services
6. involve appropriate school staff and Student Support Services Staff in initial and on-going discussions
7. describe consent process and requirements for:
 - (a) Service provision
 - (b) Access to school information (not OSR) Consent is currently for service provision only
8. develop a plan for communicating with parents / guardians and school Administrator or designate.
9. establish minimum credentials of service providers and appropriate supervisor's qualifications *per* PPM 149
10. ensure Police Record Checks, including vulnerable screening, subject to availability, for all personnel who will be working with students
11. 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
12. ensure identification badges for service providers are worn
13. communicate with all stakeholders regarding the program/service being provided
14. understand and inform all staff of SO108 dispute resolution process
15. sign partnership agreement

Each new partnership agreement will be reviewed, evaluated and either approved or not approved by the Partnership Agreement Joint Advisory Committee. All existing partnership agreements will be reviewed and either approved or not approved at least once per year.

Membership on the Partnership Agreement Joint Advisory Committee includes:

- Mental Health and Well-Being Lead (Chair);
- School and Program Supports Lead;
- Principal Leader – Special Education;
- Superintendent of Education;
- President, OSSTF-PSSP;
- 3.0 PSSP Bargaining Unit Members;
- Community Member.

Board References:

- Policy SO8-Community Partnerships

Appendix A

S0108 Community Service Providers and Schools Working Together**GUIDING QUESTIONS (for Partner) – DESCRIPTION OF PROGRAM OR SERVICE**

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

1. Is the activity/service consistent with the Board's Multi-Year Plan?
2. What is the goal/potential outcome of the service provision?
3. Does the activity/service have the potential to positively impact student success?
4. What is the degree of assistance/involvement from Grand Erie staff?
5. Is the activity/service duplicating services already offered in the Grand Erie shown to be effective?
6. 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?
7. The plan of how you will obtain parental/student permission must be articulated (see Appendix D)?
8. Can the activity/service be provided during non-instructional times? If a student is withdrawn during instructional or curriculum activities, there should be minimal impact on the student's learning and classroom routine.
9. Does the activity/service have a capacity building component for Grand Erie staff?
10. Is there a suitable setting or settings to host this activity/service in Grand Erie?
11. 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?
12. Who provides general or clinical supervision to the service providers within their agency?
13. 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?
14. Have you considered the schools to which this partnership agreement may be applied?
 - a) If yes, how were these schools identified?
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 Grand Erie's process for conducting research at <https://www.granderie.ca/board/community/research>



DESCRIPTION OF PROGRAM OR SERVICE

Date Submitted:

Name of School(s)		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:			
Agency Supervisor's Name:			
Title:		Qualifications:	
Signature:			
Board Use Only:			
<input type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied			
		Superintendent of Education	Date



PARTNERSHIP AGREEMENT

Between:

Hereinafter called "the School"
GRAND ERIE DISTRICT SCHOOL BOARD
Hereinafter called "the Board"

And

Hereinafter called "the Partner"

This educational partnership is a mutually supportive reciprocal agreement between the School/the Board and the Partner to provide the following program/service:

Both parties acknowledge and agree that the Partner is not an agent of the Board and none of the program/service providers are employees or agents of the Board.

The Partner agrees 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 the Partner in connection with this provision of program/service.

The program/service will be provided by the Partner effective from:
until

however, either the School or the 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 Board and the Partner agree to ensure measures are in place that protect the confidentiality of client information.

Superintendent

Date

Partner

Date

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

Review Date:



Parental/Guardian Consent to access Community Partner Services within the Grand Erie District School Board

The Grand Erie District School Board facilitates access for students to select to community partner services for the purposes of supporting student well-being and academic success. 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
- St. Leonard’s Community Services
- Young Women’s Program through the Sexual Assault Centre of Brant
- Woodview Mental Health & Autism Services
- Other: _____

Haldimand and Norfolk County Services:

- CONTACT Haldimand –Norfolk REACH
- Community Addiction and Mental Health Services (CAMHS) of Haldimand and Norfolk
- Haldimand-Norfolk REACH
- Haldimand and Norfolk Women’s Services
- Other: _____

Indigenous – Brant, Haldimand, Norfolk:

- Six Nations of the Grand River Child and Family Services, Child and Youth Mental Health Program
- 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 by the community agency delivering the service. 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.