



PROCEDURE

SO-034

COMMUNITY SERVICE PROVIDERS AND SCHOOLS WORKING TOGETHER

Superintendent Responsible: Superintendent of Education, Specialized Services	Initial Effective Date: 2020/04/27
Last Updated: 2023/06/23	Next Review Date: 2027/06/25

Purpose

To provide a process when forming collaborative working relationships between Grand Erie District School Board (Grand Erie) and Community Partners.

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 employees. Partnerships will respect the rights, responsibilities, and interests of both students and employees. The partnership should provide benefits to both Grand Erie 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(s)/caregiver(s) 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 community partner services taking place in any Grand Erie facility. In cases where a student has requested not to have parent(s)/caregiver(s) consent or if there is a perceived risk to the well-being of the student should parent(s)/caregiver(s) consent be sought, the school will contact their School Social Worker. The Administrator will work in collaboration with the School Social Worker. After collaboration, the Administrator 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 in facilities within 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.

- a) Publicly funded community service providers provide services which may be accessed, at no cost to parent(s)/caregiver(s), by any student who meets the eligibility criteria. These services are accessed in one of two ways, either through Grand Erie with informed written consent from a parent(s)/caregiver(s) or directly by the parent(s)/caregiver(s).

- b) Privately funded community service providers are services purchased by parent(s)/caregiver(s) 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 Grand Erie's Community Partnerships Policy (SO-08), 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 employees of Grand Erie currently collaborate 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
- 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 employees of Grand Erie and community service providers have been operationalized:

Consultation: Assessment information and remedial strategies are shared with Grand Erie employees by the community service through a written report or 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 Grand Erie employee a therapeutic strategy or technique that they are providing for the student to determine if the same strategy or technique could be adopted and utilized in the school setting. The Administrator 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 their 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 Administrator and/or the consent of parent(s)/caregiver(s).

- 2.2. Grand Erie 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.
- 2.3. 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. Requests for private practitioners 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.
- 2.4. 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.
- 2.5. When a partnership between a privately funded community service provider and a Grand Erie facility is being considered for services other than direct therapy, the community service provider and Grand Erie 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 Grand Erie employees. 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 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 within Grand Erie.

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.

4.0 Requirements for Forming a Partnership Agreement

1. Grand Erie and the agency complete the Description of Program or Service (Appendix B) for the Superintendent of Education.
2. Identify needs that are impacting educational and well-being outcomes that will be addressed that currently cannot be addressed by Grand Erie 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 the 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 Grand Erie employees and Student Support Services Staff in initial and on-going discussions.
7. Describe the 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 parent(s)/caregiver(s) and 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 Sector Screening, subject to availability, for all personnel who will be working with students.
11. Obtain a copy of the agency's 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 employees of the Community Service Providers and Schools Working Together Procedure's (SO-108) conflict resolution process.
15. Sign the 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

Reference(s):

- Community Partnerships Policy (SO-08)

Appendix A

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 Grand Erie'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, parent(s)/caregiver(s) 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(s)/caregiver(s) 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://granderie.ca/board/departments/research>

Appendix B

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 with the following times:		Month(s) of the school year	
Agency Supervisor's Name:			
Title:		Qualifications:	
Signature:			
Board Use Only:			
<input type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		Superintendent of Education _____ Date _____	

Filed: Original Copy in OSR / parent copy available upon request
 Retention: E + 1 year (E = consent valid until date or end of current school year)

PARTNERSHIP AGREEMENT

Between:

	Herein after called "the School"
GRAND ERIE DISTRICT SCHOOL BOARD	
	Herein after called "Grand Erie"
And	
	Herein after called "the Partner"

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

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

The Partner agrees that no fees are payable to it by Grand Erie and neither Grand Erie, students/parent(s)/caregiver(s) nor staff of Grand Erie 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. An Administrator has the authority to limit access to the school or discontinue the partnership agreement, under the Education Act and policies of Grand Erie.

Any concerns or complaints should be brought to the attention of the School Administrator 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 Grand Erie 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: Click or tap to enter a date.

Appendix D

Parent(s)/Caregiver(s) 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 community partner services for the purposes of supporting student well-being and academic success.

I/we, _____ Parent/Caregiver 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/Caregiver Name: _____

Parent/Caregiver Signature: _____

Date: _____ Consent Valid Until _____

If no date indicated, until the end of the school year.