

## 1. PURPOSE:

To provide the Catholic District School Board of Eastern Ontario with a guideline for creating and implementing partnerships with external agencies that support student success and emotional well-being, as well as support services already provided by Board staff. The Catholic District School Board of Eastern Ontario recognizes that partnerships are integral to the education of its students. The goal of any educational partnership must be to positively impact student learning and well-being.

This protocol will guide the creation and implementation of partnerships with external agencies, professionals or paraprofessionals, who provide mental health, physical health or social services, and will enhance the delivery of services and/or programs for students with special needs and/ or students who are at risk. This involves assessment, workshops, target intervention, counseling, direct therapy or treatment services.

Successful educational partnerships adhere to the intent of the policies and regulations within the Education Act, Ministry of Education PPM 149, and the CDSBEO Policies and Procedures. They:

- are consistent with the Catholic Graduate Expectations;
- engage the community in education and help students to make connections with the world at large;
- are built upon mutual trust, respect, and an appreciation of each other;
- are reviewed and assessed at regular intervals;
- embrace a variety of activities and services; and,
- engage and share knowledge, expertise and experience to develop competent, confident, Catholic students.

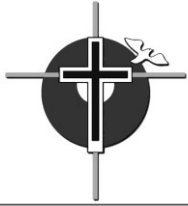
## 2. PROCEDURE:

1) External agencies will be invited as partners to provide services by regulated health professionals and regulated social service professionals and paraprofessionals, for the purposes of the following:

- Acute response;
- Targeted therapeutic intervention;
- Small group or whole class prevention and intervention programs;
- Workshops;
- Consultation in case management from a school liaison or a school link program.

2) Any new potential external partner will be contacted by the Superintendent of Special Education or designate to identify interest and discuss availability of staff and to complete an 'Application for Consideration of an External Partnership/External Partnership - Supplemental Student Services Form.'

- 3) At the school level, the Principal will contact the Superintendent responsible for Special Education or designate regarding the involvement of outside professionals in programming or providing supports to students.
- 4) The Superintendent of Special Education or designate will be the lead person in this collaborative process with the School Superintendent to provide guidance to the School Principal.
- 5) The Principal will gather appropriate forms and documentation, including informed written consent from parents.
- 6) All professionals will provide proof of a recent Criminal Reference Check, proof of qualifications with a professional College where applicable, and proof of liability insurance.
- 7) The School Principal will monitor the operational activities of the professionals while on school property (as per the *Education Act*).
- 8) The professional works with and does not direct staff.
- 9) The professional will schedule all visits to the school with the School Principal or designate.
- 10) Clinical supervision of the external provider's staff who is not registered with a College will be provided by the external provider's college-registered supervisor, under whom the external staff member works.
- 11) Chiefs of Psychological Services, Social Work Services, Occupational and Physiotherapy Services and Speech-Language Pathology Services are available to consult with the Principal regarding issues of professional conduct, service delivery and quality assurance.
- 12) In keeping with limitations on space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.
- 13) The Superintendent of Special Education or designate and two other representatives from the Board will form a joint advisory committee which will be convened in the event of a disagreement between parties to participate in a conflict resolution process.
- 14) The Superintendent responsible for Special Education in consultation with Executive Council may terminate the involvement of the outside professional if there is a reason deemed appropriate by the Administration of the Board.



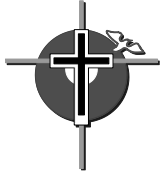
- 15) All external providers agree to adhere to the Board's standards of confidentiality, equity and human rights and the Municipal Freedom of Information and Protection of Privacy Act.
- 16) The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.

### **3. APPENDICES**

- Appendix 1: Eligible categories of Professionals and Paraprofessionals
- Appendix 2: Application for Consideration of an External Partnership

#### **References**

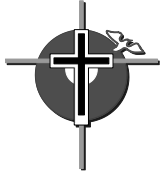
- CDSBEO Policy: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.
- Ministry of Education Policy/Program Memorandum 149, the Education Act
- Child and Family Services Act, Mental Health Act, Regulated Health Professionals Act
- The Municipal Freedom of Information and Protection of Privacy Act.



## Appendix 1

### **Eligible Categories of Professionals and Paraprofessionals**

- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- Speech-language pathologist, as defined by the Audiology and Speech-Language Pathology Act, 1991
- Occupational therapists, as defined by the Occupational Therapy Act, 1991
- Physiotherapists, as defined by the Physiotherapy Act, 1991
- Psychologists, as defined by the Psychology Act, 1991
- Psychological associates, as defined by the Psychology Act, 1991
- Social workers, as defined by the Social Work and Social Service Work Act, 1998
- Other regulated PSSP and /or paraprofessionals
- Any future regulated categories will also be covered by this protocol



**Application for Consideration of an External Partnership  
Catholic District School Board of Eastern Ontario**

**Guidelines**

1. Community professionals or school will provide appropriate written documentation of informed, written consent from the parents for services by the professional and for discussion with school and board personnel.
2. The professional will provide proof of a recent Criminal reference Check, proof of qualifications and registration with professional College where applicable and proof of professional liability insurance.
3. The School Principal will monitor the activities of the professional(s) while on school property.
4. The professional works with but does not direct school staff. Professionals will share relevant information and recommendations for consideration for the students' program.
5. The professional will schedule all visits to the school through the school Principal or designate.
6. Privacy and Confidentiality of all students and staff must be respected at all times.
7. Board policies and procedures will be adhered to at all times.
8. The Superintendent responsible for Special Education in consultation with Executive Council may terminate the involvement of the outside professionals operating in a school if deemed necessary by the administration of the Board.

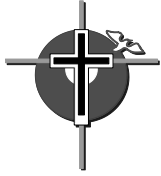
**Name of External Partner:**

**Description of the service/program to be provided:**

**Names of representatives of the external agency:**

**Anticipated outcomes of programs and services provided:**

**Qualifications/Supervisory relationships for external agency staff providing service: Include CPIC and proof of liability insurance. Please attach.**



I agree with the terms of the Application for Consideration of an External Partnership/ External Partnership-Supplemental Student Services Form: Catholic District School Board of Eastern Ontario:

Name and Title of professional \_\_\_\_\_ (please print)

Signature: \_\_\_\_\_

Signature of Superintendent of Special Education \_\_\_\_\_

Signature of School Principal \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of Student(s)/Class(es) \_\_\_\_\_

Date:

cc:

Superintendent of Special Education and  
School Superintendent of Education