



## Local Protocol for Collaboration with External Agencies

(for the provision of Supplemental Educational Services by Regulated Health, Social Service and Para Professionals)

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### **1.0 Objective**

To provide the Limestone District School Board with a framework for creating and implementing work collaboration agreements with external agencies, professionals and paraprofessionals, regulated health professionals, and social service professionals in order to augment services and programs to students and identify programs and services that perhaps could be delivered by school board PSSP and Paraprofessionals.

### **2.0 Definitions**

**Local Protocol** - a written document that enables school boards to form collaboration with external agencies in the areas of regulated health professionals, regulated social services professionals and paraprofessionals.

**External Agency** - An organization, not internal to a school board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

**Unionized Staff** - School Board employed professional student services personnel (PSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

#### **PSSP and Paraprofessionals and other Board Staff**

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, 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 Psychology 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 professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students

- Board employed personnel including Student Support Counsellors, Adolescent Care Workers, Attendance Counsellors, Human Rights Education Advisor, Clinical Group MA and other educational support workers who provide mental health, physical health or social services
- Any future regulated categories will also be covered by the protocol

**External Collaboration** - An on-going, mutually beneficial and supportive arrangement between a school board and external mental health, physical health or social service agency to enhance or expand opportunities for student success and who share values, objectives, resources and responsibilities to achieve desired outcomes.

**Collaboration Agreement** - A formal written document which outlines the terms and conditions of an external collaboration that is agreement and is signed prior to the implementation of the collaboration activities.

### 3.0 Programs and Services Currently Delivered by External Agencies

#### ^ **Community Living Kingston**

The Activities Facilitator of the Association assists with the inclusion of students with developmental disabilities into the extra-curricular components of the high school experience.

- \* **Autism Ontario - Kingston Chapter:** Dedicated to increasing public awareness, advocating for programs and services and providing support to families.

#### ^\* \*\* **Belleville Counselling Services**

Belleville Counselling Services is a resource centre for families who have individuals with developmental disabilities. The Limestone District School Board and Belleville Counselling Services support school aged students with developmental disabilities in the areas of behaviour management and self care skill development. Behaviour management Therapists provide consultative and direct programming services based upon a case by case assessment. Services often extend to the home to complete the home-school-agency connection.

#### \* **Big Brothers Big Sisters of Kingston, Frontenac and Lennox and Addington**

They provide caring adult support to children in need. The concept of a "one to one" relationship is still at the heart of the Big Brothers Big Sisters Organization. Today they offer many services such as, counselling, support services, referral services, in School mentoring and couples matching.

#### \*\* **Children's Aid Society (CAS) (Frontenac)/Family and Children's Services**

**(Lennox & Addington)** The child protection agencies and the Board have developed protocol for the early intervention and reporting of suspected child abuse. The CAS and the Family and Children's Services agencies play an active role in problem solving for hard to serve students and their families.

\* **Choices**

A drug and alcohol prevention program (Choices) is offered within schools by staff. This program reinforces good decision making and problem solving skills that support staying away from harmful drugs and alcohol.

\*\* **CNIB**

CNIB is the primary source of support, information and most importantly, hope, for all Canadians affected by vision loss. The CNIB offers a range of services including: Vision Support Services, Library, Consumer Products and Assistive Technology, and accessibility expertise.

\*\* **Community Care Access Centre - Specialized School Health Support Services**

The provision of health support services within the Limestone District School Board includes those services that extend beyond Educational Services and are not included in the normal preventative health programs already provided by boards of health to school children. All school-aged children have access to education within the Board regardless of special health needs during school hours. Responsibility for the direct provision of these services during school hours is shared among the Limestone District School Board, the Ministry of Health and/or the Ministry of Community and Social Services. Under the Ministry of Health, the South East Community Care Access Centre is responsible for assessing student needs, and for providing certain services as outlined in Policy/Program Memorandum Number 81, Ministry of Education (enclosed in Strategies for Success).

\*\* **Compass**

SEA Trainers and OTs.

\* **Dawn House**

It is a shelter for homeless women and their children. It provides a 24 hour crisis line, supportive counselling, basic necessities, information, and referral, assistance with housing search, advocacy, and public education. Open to women 16+ and their children.

\* **Girls Inc. Limestone**

Girls Incorporated is a national nonprofit youth organization dedicated to inspiring all girls to be strong, smart, and bold!" Girls Inc. Limestone provides mentoring and life-skills education programs for girls, and is at the heart of girls' lives, and forefront of the girls' rights movement. With programs that are grounded in research and tested in the field, our organization celebrates and empowers girls, and advocates for an equitable world.

**\*\* Home Base Housing**

Home Base Housing is a not-for-profit organization that has been providing a range of supportive housing in Kingston since 1987. The programs of Home Base Housing are open to single adults with a range of life experiences and challenges. These may include homelessness, financial issues, substance abuse, mental health issues, developmental disabilities, head injuries, or physical disabilities.

**\* Hospice – Kingston, Frontenac & Lennox and Addington (Rainbows)**

Hospice Lennox and Addington is a community based volunteer visiting service dedicated to meeting the needs of individuals and their families who are facing the crisis of the terminal phase of their illness.

**\* Interval House – Lennox & Addington**

Interval House is a safe place for women and children to go when they have been the victims of domestic violence. Interval house provides small group support to children/youth that have witnessed or been involved in violence.

**\* KAIROS**

Counsellors regularly visit secondary schools within the district to provide confidential support for students experimenting or addicted to drugs and/or alcohol. Students within the elementary system also receive support, upon request to KAIROS.

**\* Kerry's Place Autism Services:** Helps enhance the lives of people living with ASD through individualized supports, collaboration and advocacy.

**^\* \*\* KFL&A Health Unit**

Kingston, Frontenac and Lennox & Addington (KFL&A) Public Health works together with our communities to promote and protect the public's health. Their commitment is to provide public health programs and services of the highest quality. They deliver mandatory health programs and services set by the Province of Ontario in the Health Protection and Promotion Act. The underlying goal of their programs and services from nutrition and food safety, raising healthy babies and children, sexual health, smoking cessation, and many other public health areas is to promote and protect the health of the more than 180,000 residents of Kingston, Frontenac, and Lennox & Addington.

**\* Lennox and Addington Addiction and Community Mental Health Services**

Counsellors regularly visit secondary schools within the district to provide confidential support for students experimenting or addicted to drugs and/or alcohol. Students within the elementary system also receive support, upon request to Lennox and Addington Addiction Services.

A confidential program that provides Ministry of Health approved comprehensive assessment, outpatient counselling, day and evening programs, prevention and early intervention programs, public education, training, and consultation offers outpatient counselling for: alcohol and/or drug abuse, gambling problems, concurrent disorders, men who are violent when they drink offers smoking cessation, relapse prevention, family support, parent support, and women's, children's and youth group programs.

\* **MEND**

Mediating an End to Negative Disputes – Facilitators who help students talk to one another and move forward when a conflict between people causes harm and damages relationships.

^ \* \*\* **Ongwanada Resource Centre**

Ongwanada is a resource centre for families who have individuals with developmental disabilities. The Limestone District School Board and Ongwanada support school aged students with developmental disabilities in the areas of behaviour management and self care skill development. Behaviour management Therapists provide consultative and direct programming services based upon a case by case assessment. Services often extend to the home to complete the home-school-agency connection.

\*\* **Ontario Works**

Ontario Works provides both financial and employment assistance to people in financial need while they take the necessary steps required to get a job. The Ontario Works Program respects a person's dignity, builds self-esteem and promotes independence. It also encourages and promotes employment and community involvement to each of its participants.

^ \*\* **Police Services**

The police and the Board collaborate in the development and delivery of prevention programs for students at risk of being a victim or perpetrator of violence and/or abuse, for students whose safety may be in question, and for students who may have problems within the judicial system

Examples include:

- Risk and Threat Assessment Protocol signed with community partners January 31, 2008.
- Police officers assigned to the most eastern regions within the school board district provide student problem solving and classroom presentations pertaining to issues on safety, drugs, bullying, and the justice system.
- Assigned Kingston Police Community Response Unit (CRU) officers and Ontario Provincial Police officers provide direct support to schools within the inner city and other high risk school populations. Selected officers also provide consultative and direct support to the children and families identified by school staff.

Police services have participated in the development of joint Board and community protocols to ensure safe schools and clearly defined procedures for working collaboratively on behalf of children and youth. Collaborations have resulted in the development of the following protocol: Safe Schools: Canine and Search; Media and Communications; Sharing of Information; and Child Abuse Reporting.

\* **Pathways for Children & Youth**

Pathways provide many different services. The Community Site Services include assessment and consultations, individual counselling, family counselling, group counselling and parenting programs. Intensive Services include out-of-home, intensive child and family and day treatment services. Pathways provide “An Early Start” for children diagnosed with autism, as well as Early Years services. The Resource Services include psychiatric, behavioural pediatric, psychological, and speech and language services. All services are goal-focused.

\*\* **Project Success - Helping Young Canadians at Risk**

This project has been developed through the efforts of the Learning Disabilities of Kingston, the Faculty of Education, Queen’s University and the Limestone District School Board. The primary focus of Project Success - Helping Young Canadians at Risk is to increase the literacy, computation and technological proficiency skills of young Canadians at risk. The Kingston project has sites located at J.G.Simcoe Public School and Frontenac Secondary School.

\* **Queen's University: Regional Assessment and Resources Centre**

Grade 8 Transitions Program - this group provides clinical assessments to Grade 7 students’ identified as Communication LD

\* **Sexual Assault Crisis Centre**

Provide emergency, crisis, short term, and long term supportive counselling, and information, referral, and advocacy services for survivors of sexual violence

^\* \*\* **Sharbot Lake Family Health Teams**

A Family Health Team is an approach to primary health care that brings together different health care providers to co-ordinate the highest possible quality of care for the patient. Designed to give doctors support from other complementary professionals, most Family Health Teams will consist of doctors, nurses, nurse practitioners and other health care professionals who work collaboratively, each utilizing their experience and skills so that you receive the very best care, when you need it, as close to home as possible.

\* **Youth Diversion - Frontenac**

The Frontenac Youth Diversion program diverts suspended students to a social skills and anger management program during the length of their suspension.

- \* **Youth Mentorship Program – Youth Diversion**  
Community agencies, police, businesses, post secondary educational representatives, and Board staff coordinate and deliver a youth mentorship program. The goal of the program is to support school retention and success for high risk student populations.
- \* **Rebound – Youth Diversion**
- \* **Snap – Youth Diversion**

#### **4.0 Programs and Services Currently Delivered by School Board PSSP and Para Professionals**

##### **Position Purposes**

##### **Adolescent Care Worker**

The adolescent care worker is responsible for supporting students at the secondary level with social, emotional and behavioural issues that interfere with their success in the regular school program.

##### **Clinical Consultant**

The Clinical Consultant promotes the educational, social, and emotional development of students and assists in the provision of solutions to problems as they affect or are presented by the students. The Clinical Consultant also provides assessment, consultation and counselling services to an assigned group of schools within the educational services service delivery model.

##### **Human Rights Education Advisor**

The Human Rights Education Advisor works in partnership and in consultation with LDSB school, staff, students, parents/guardians, community partners, agencies, and organizations made up of diverse groups of people to implement, cultivate, review and extend LDSB Human Rights Education Policy AP 214 & 139 Discrimination, Harassment and Human Rights Violations, Safe Schools Act and Student Code of Conduct as per Canada's human rights laws, Ontario Human Rights Code, Ministry of Education regulations, Education Act, Criminal Code and Universal Declaration of the Rights of the Child.

##### **Registered Psychologist**

The Registered Psychologist provides assessment, consultation and counselling services to an assigned group of schools within the Educational Services service delivery model. The registered psychologist may be called upon to provide leadership in the development and implementation of system assessment and testing protocols, agency and post-secondary school liaison and teacher inservice.

**Attendance Counsellor**

The Attendance Counsellor provides an intense level of support and intervention to high risk students by as well as advocating and promoting compulsory school attendance.

**Speech Language Pathologist**

The Speech Language Pathologist provides assessment, consultation and direct programming for students with speech and language disorders. The Speech Language Pathologist improves students' communication skills such that they can derive full benefit from their educational program

**Student Support Counsellor**

The Student Support Counsellor provides support to socially, emotionally, and behaviourally at-risk students. The Student Support Counsellor consults with school personnel and parents to provide strategies for student success. They will act as part of the educational team and liaison with community agencies, on behalf of the student, school and their family.

**5.0 Identification of Programs and Services that could be delivered by school board PSSP and Paraprofessionals**

In Section 3.0 of this document, programs and services that could be delivered by School Board PSSP and Paraprofessionals but are not being delivered by them for financial reasons are identified by an asterisk(\*). Those programs and services that could be delivered by School Board PSSP and Paraprofessional but are not being delivered by them because requirements do not match job descriptions or qualifications of Board PSSP and Paraprofessionals are identified by two asterisks (\*\*). Those programs and services that could be delivered by School Board PSSP in part but not wholly are identified with a caret(^).

**6.0 Responsibilities**

The Principal is responsible for the organization and management of the school, as per the Education Act.

The Supervising Principal of Educational Services and/or his/her designates will be the first point of contact for all External Agency Applications and be responsible for managing the Protocol.

Supervision of paraprofessionals from external agencies is to be provided by staff from the external agencies, who are members in the relevant regulated college.



## 7.0 Procedures

### External Agency Application and Review

The Supervising Principal of Educational Services, or his/her designate(s) in consultation with the Senior Administrator of Educational Services will collect all External Agency Applications including all necessary contents ((items a) through m) below)) for the purposes of an External Agency Application Review with the External Agency Protocol Committee.

The External Agency Protocol Committee shall consist of three representatives from the Limestone District School Board, three representatives from the PSSP and other personnel as required. It is understood that the role of the committee is to review External Agency applications and provide PSSP representatives with an opportunity to provide input with respect to all External Agency applications. This input will take place in June, November and March of each year.

### Screening External Agencies

Subsequent to the review of applications (outlined above) and prior to entering into a collaboration agreement, the Supervising Principal of Educational Services, or his/her designate(s) in consultation with the Senior Administrator of Educational Services will screen the contents of the External Agency Application and consider the input provided by the PSSP representatives on the External Agency Protocol Committee to determine collaboration eligibility.

External Agencies willing to enter into a collaboration agreement will be required to complete the “External Agency Application” to provide information about and attest to the following:

- a) Description of the program or service to be offered including the following:
  - 1) History and ownership/funding base of the external provider
  - 2) Nature of the Service to be provided
  - 3) Program goals/session
  - 4) Selection procedures, i.e. screening materials where applicable (include all handouts)
  - 5) Target group (including age of participants)
  - 6) Duration of program/sessions
  - 7) Evaluation/follow-up procedure (include all handouts)
  - 8) Parental consent, i.e. include copy of consent form
  - 9) Evidence of congruence with the Board's strategic plan, mission, vision and values. Information available at [www.limestone.on.ca](http://www.limestone.on.ca)
- b) Names of the representatives of the external agency.
- c) Qualifications/supervisory relationships for external staff providing service:

For external staff who belong to a regulated professional College, evidence of current qualification appropriate to the services to be provided (e.g. current membership in the relevant regulated College of Ontario and a declaration that services will be delivered in accordance with professional standards of practice is required.

For external staff who are unregulated (paraprofessionals), evidence that they are working under the supervision of a staff member from the external provider who is a regulated member of the relevant College in Ontario. For example, a behaviour therapist must be working under the supervision of either a member of the College of Psychologists of Ontario or a member of the Ontario College of Social Workers and Social Service Workers. Details of the paraprofessional's role, responsibilities, the name of his or her immediate supervisor, the supervision plan (including time) and the supervisor's qualifications must be provided.

d) Consent for Release of Information Procedures

Documentation of the informed consent process for the parent/legal guardian(s) or student who is of age, for the services to be provided is required. The external agency agrees to complete LDSB Consent for the Release of Confidential Information Form which will be submitted to the school principal prior to any involvement with a student where appropriate.

In cases where it is not appropriate, (i.e. parents/guardians not willing to share information with the school) the external agency agrees to submit a copy of the completed agency consent form to the principal of the school prior to any involvement with a student.

e) Police Record Checks

The Limestone District School Board has the responsibility under law to provide a safe and secure learning environment. Ontario Regulation 521/01, as amended by Regulation 322/03 requires School Boards to collect police records from all employees and from service providers who have direct and regular contact with students. External Agencies must obtain and produce a valid police reference check that is in compliance with the standard check used by the Board dated within the last 12 months (with annual review).

f) Liability /Insurance

External Agencies must carry their own insurance which includes professional malpractice coverage (minimum 2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians.

The external agency is required to provide assurances that their staffs are covered while working on Board property.

g) Supervision while in the School

The principal will be responsible for the operational activities of the external agency within the school (as per the Education Act).

Clinical supervision of external agency staff that are not registered with a College will be provided by the external agency's College registered supervisor under who the external staff member works.

Chiefs of Psychological Services, Social Work Services, Occupational Therapy and Physiotherapy Services and Speech-Language Pathology Services are available to consult with the Supervising Principal, Principal, Vice-Principal, or Senior Administrator of Educational Services, regarding issues of professional conduct, service delivery and quality assurance.

h) Respect for the Board's Collective Agreements with Unionized Staff

Services provided by external providers must not be in conflict with provisions of Collective Agreements with Board staff.

i) Requests for Space and Material Resources

Space and material requirements by the External Agency must be clearly articulated and be pre-approved.

Workspace within some locations of the Limestone District School Board is limited. It is understood that there is no guarantee of available workspace for External Agencies on a regular basis. Requests should complement the needs of the school board staff and should not compromise the school board's staff ability to perform their duties.

j) Willingness to Participate in a Conflict Resolution Process

It is understood that if and when issues arise, the Supervising Principal, Principal, Vice-Principal, or Senior Administrator of Educational Services will coordinate the process and the External Agency must be willing to participate.

A Joint Advisory Committee will be developed and maintained to resolve disagreements or disputes that may arise. The Joint Advisory Committee

shall consist of up to a minimum of three representatives from the Board and up to a minimum of three representatives of the external provider.

- k) Agreement to adhere to the Board's standards of confidentiality, equity and human rights.
- l) Statement of any fees or payment required.
- m) Proposed method of evaluation along with proposed tools.
- n) External Agency Expectations

All collaborations between the Board and External Agencies will address the specific needs identified in the Board Improvement Plan and will provide expanded opportunities for student success.

#### Process for Establishing and Maintaining a Collaboration Agreement

- a) The school based team (Principal, PSSP and other staff) will consult with the Supervising Principal, Principal, Vice-Principal, or Senior Administrator of Educational Services to assess student needs and identify External Agencies to form Collaboration Agreements
- b) The Supervising Principal, Principal, Vice-Principal, or Senior Administrator of Educational Services and a member of Senior Staff will:
  - Have the potential external agency complete the External Agencies Application for consideration of an Educational Collaboration Agreement and submit the required information including a program description to the Board prior to May 30, October 31 or February 28 of each year.
  - Ensure that the programs and services to be provided enhance but do not duplicate current program and service delivery by Board staff. Services provided by external agencies must not be in conflict with provisions of collective agreements with Board staff.
  - The External Agency Protocol Committee will review all applications by external agencies and provide input to the Supervising Principal and/or his/her designate for consideration.
  - The application will be forwarded to Executive Committee for consideration.
  - If the application (including the description of program or service)

provided by the external agency is approved by Executive Committee, the Supervising Principal of Educational Services will receive approval to initiate a Collaboration Agreement.

- Ensure the creation of a formal Collaboration Agreement, which clarifies roles and responsibilities (including responsibilities in the case of a participant's trauma or crisis situation) in conjunction with the external agency.
  - Have external agency's staff who will be working within the school sign and provide copies of:
    - LDSB Consent for Release of Information (where applicable)
    - Agency Consent Form (where applicable)
    - A signed Consent Form for student participation (where applicable)
- c) The external agency, with the approval of Executive Committee will:
- Implement collaboration agreement activities/programs.
  - Evaluate collaboration agreement activities/programs annually.

#### Approval of External Agencies

The Collaboration Agreement may be approved after it has been evaluated and found to be consistent with the Board's strategic plan, policies, procedures and standards, and to be of value to the Board. Due diligence must be integral to the screening of External Agencies.

#### Collaboration Agreements

Supervising Principal, Principal, Vice-Principal, or Senior Administrator of Educational Services and a member of Senior Staff in consultation with the school principal will be responsible for setting out the terms of the Collaboration Agreement. The agreement will clearly define activities, roles and responsibilities, including responsibilities in the case of participant crisis situations.

#### Collaboration Agreement - Termination Procedure

Either the Board or the external agency has the right to terminate an existing Collaboration Agreement after appropriate notice has been given. The term(s) of the termination will be stated in the Collaboration Agreement.

Evaluating External Collaboration Agreements (Annual Review)

The External Agency Protocol Committee, shall conduct an annual review all External Collaboration Agreements as well as this protocol. External Agencies will be consulted with respect to the annual review.

The purpose of the yearly review is for the External Agency Protocol Committee to review this protocol as well as all External Collaboration Agreements.

**Reference Documents**

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Policy/Program Memorandum No. 149 September 25, 2009 Limestone District School Board

External Agencies Application LDSB Consent for Release of Information Form

October, 2017