

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

GENERAL ADMINISTRATION PROCEDURES

Section: 400 – CURRICULUM
Procedure #: 413.00
Subject: Protocol for Collaborative Relationships with community organizations, social service agencies and external agencies for the provision of services by regulated health professionals, regulated social service professionals and paraprofessionals.
Reference: Board Policy 4.03
Effective Date: April 18, 2000
Revised/Amended: January 1, 2010
Replaces: 413.00
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*Jesus took the bread, gave thanks to God, and distributed it to the people there.
He did the same with the fish and they all had as much as they wanted.
John 6:10*

Collaborative relationships¹ are meant to complement or enhance the learning that occurs within the school. All collaborative relationships shall keep in full view the Mission Statement of the Dufferin-Peel Catholic District School Board by focussing resources on the spiritual, intellectual, aesthetic, emotional, social, and physical learning needs of each student within our Catholic school community.

In addition, this guideline is intended to meet the requirements of PPM 149 (Ministry of Education) issued September 25th, 2009 regarding the framework for forming collaborative relationships with external agencies in the areas of regulated health and social service professionals and paraprofessionals.

Definitions:

Collaborative Relationships - Relationships of mutual respect in which participants share values, objectives, human resources, material or financial resources, programs, roles and responsibilities in order to achieve desired learning outcomes for all students including students with diverse learning needs.

Local Protocol – A written document that enables school boards to form collaborative relationships with external agencies in the areas of regulated health professionals, regulated social services professionals and paraprofessionals.

¹. The language of the original version of GF 413.00 referenced “Educational Partnerships”. The language of this revision is amended to read “Collaborative Relationships”.

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 (APSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

PSSP and paraprofessionals:

- * 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 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 professionals and/or paraprofessionals (i.e. Child & Youth Workers) who are deemed by the school board to be essential for the delivery of the programs and services of students with diverse learning needs

Any future regulated category will also be covered by this protocol.

Guiding Principles When Framing a Collaborative Relationship

- 1) Collaborative Relationships must be consistent with the mission statement, curriculum and learning objectives of the Dufferin-Peel Catholic District School Board inclusive of Catholic faith development, theological instruction, and other Church teachings. Consistent with these values, vision and goals, Collaborative Relationships will emphasize benefits to all students including students with diverse learning needs.
- 2) Collaborative Relationships shall support the policies and procedures established by the Dufferin-Peel Catholic District School Board and demonstrate sound management and fiscal responsibility.
- 3) Collaborative Relationship agreements will identify and address issues of risk management and liability and will ensure conformity with the Education Act, the Child and Family Services Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA), and all regulated health professional requirements.

- 4) Collaborative relationships shall allocate resources to complement, and not replace, existing educational programs and services which are publicly funded. Fee-for-service arrangements will not be undertaken.
- 5) Collaborative activity will enhance and not duplicate the duties, functions, or roles of Board Support Services personnel. It will respect the collective agreements of unionized Board staff and will respect contractual obligations of both Board and community participants.
- 6) Plans for collaborative relationships should include provisions for clear communication with parents and/or students as appropriate, program participants, school staff, community participants and board stakeholders with regard to program purpose, structure, practical organization, record-keeping, termination, evaluation, and supervision.
- 7) There may be board level Collaborative Relationships or relationships which are limited to one or more schools. The Guiding Principles applies to all Collaborative Relationships but the level of formality framing the relationship may vary.
- 8) In Collaborative Relationships, as with any activity that results in access to students and/or staff, the principal is responsible for the organizing and management of the school, per the Education Act and shall exercise discretion.
- 9) In the event that any of the operational issues identified pose a barrier to collaboration, alternatives that might be available should be discussed.
- 10) Requests for space and material resources from external agencies must be articulated and must complement the needs of school board staff and not impede their school and/or school board's staff ability to execute their duties.
- 11) A resolution process shall be established in the event that a disagreement or dispute between the parties arises.
- 12) There will be an identified review and termination process that can be used by either party.

Operational Issues That Must Be Addressed When Entering Into a Collaborative Relationship

- identify specific needs to be addressed (as a school community)

- communicate with key Board and service collaborator personnel (i.e. Supervisory Officers, Administrators, Chiefs of Service/Senior CYW, Program Managers, in-school support services staff as appropriate)
- through the school team process, consult with school-based APSSP staff as appropriate in specific locations being considered
- ensure that participants' missions and mandates are compatible
- decide, with service collaborator, how specific services will address need
- decide how collaborators will share in service delivery
- decide what, when, and where service will be provided
- define how students to receive service will be identified
- outline a plan for acquiring parental / student consent for participation
- establish a communication plan to keep school staff and parents informed
- collect and retain eligibility documentation for External Agencies, including description of service/program/agency, names of representatives, anticipated outcomes of programs and services provided, qualification/supervisory relationships for External Agency staff providing service
- in addition, documentation for external agency staff who are members of a regulated college must include current qualifications as relevant to the services to be provided, current membership to the relevant regulated college, declaration of delivery of services in accordance with professional standards of practice and evidence must be provided to show that non-registered staff who are paraprofessionals are supervised by regulated professionals
- service providers must provide or document criminal reference check (CRC)
- the service collaborator must confirm that they have WSIB coverage and provide a copy of their WSIB certificate
- the service collaborator must carry their own liability insurance which includes professional malpractice coverage of a minimum of \$2M and general liability insurance equal to \$5 million. The board must be shown as an additional insured on a Certificate of Insurance of the collaborating agency.
- a copy of the Collaborative Relationship Agreement and the Certificate of Insurance will be provided to the family of schools superintendent and copied to the Superintendent of Special Education and Support Services.

- determine the type of documentation and records which will be produced by the collaborative activity, where the record will be housed, and who has access to same.
- consider costs to the Board from collaborative relationship agreements (eg. custodial, security, etc.)
- establish annual schedule and process for reviewing program and criteria for termination as determined by board staff with input from the external agency as appropriate
- affirm and celebrate collaborations at regular intervals.
- review the duty of confidentiality, informed consent, conflict of interest, and other relevant policies with the service collaborator _____
date
- review G.A.P. 108.00, “Child in Need of Protection Reporting Procedure” with the service collaborator _____
date

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