



## **KENORA CATHOLIC DISTRICT SCHOOL BOARD**

### **200 Educational Programs & Materials Procedures**

#### **AP 209: Educational Partnerships with External Agency or Providers**

---

The Kenora Catholic District School Board recognizes that partnerships are integral to the education of its students. The goal of these educational partnerships must be to positively impact student learning and well being.

The Kenora Catholic District School Board supports and encourages the implementation of educational partnerships with all stakeholders (Educational and Commercial) that positively impact student learning.

The board will continue to engage in mutually beneficial partnerships with those who share a vision that is consistent with the Board's Mission.

#### **1. Protocol**

This procedure outlines the protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals.

Successful educational partnerships adhere to the intent of policies and regulations within the Education Act, Ministry of Education guidelines and the Kenora Catholic District School Board Policies and Procedures:

- Are consistent with Catholic Graduate Expectations
- Are built upon mutual trust, respect and an appreciation of each other
- Are reviewed and assessed at regular intervals
- Embrace a myriad of activities and service.

**1.1 Classification:**

1.1.1 Educational, *that is, to provide experiences for students to enhance learning and well being*

1.1.2 Commercial, *that is, to procure goods or services required by the educational system*

**1.2 Emphasis:**

1.2.1 The Kenora Catholic District School Board is a faith-based community, therefore it is crucial to develop, review and evaluate policy and procedures that clearly articulate the parameters of all partnerships within our belief structure. As there are a large number of External Agency/Partners with designated members representing the interests of staff, students and parents of the Kenora Catholic District School Board, emphasis is on strong educational partnerships within our Catholic community.

1.2.2 The Board continually reassesses the number and type of partnerships within which it engages the needs of all students and availability of staff budget permits.

1.2.3 Some partnerships have limited time involvement while others require intensive involvement for a longer period of time.

**2. Protocol Outline**

A written document that enables the Kenora Catholic District School Board to form partnerships with external agencies in the areas of regulated health professionals, regulated social services professionals and paraprofessionals:

- 2.1 Protocol designed to support the school board's capacity to provide programs and services to all students, including students with special needs.
- 2.2 Programs and services that are currently delivered by external agencies.
- 2.3 Programs and services that are currently delivered by school board professional student services personnel (PSSP) and paraprofessionals.

- 2.4 Programs and services that could be delivered by school board professional student services personnel (PSSP) and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board PSSP and/or paraprofessionals.

### 3. Educational Partnerships with External Agencies - Support Services

The Chart in Appendix A outlines the process for access to provision of services for the Kenora Catholic District School Board.

### 4. Protocol Categories

The Kenora Catholic District School Board's protocol will cover the following categories of professional student services personnel (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 who are deemed by the school board to be essential for the delivery of programs and services for students with special needs.

#### ***Most Frequented Community Agencies***

1. **Community Care Access Centre (CCAC):** A referral is made to CCAC for school age children requiring assessment, treatment and consultation for speech delays (including articulation, voice and fluency). Occupational Therapy/Physiotherapy/Care and Nutrition (all ages).
2. **Lake of the Woods Child Development Centre (CDC):** A referral is made to the CDC for children, birth to 18 years of age, with multiple needs, often these children require one or more of the services provided within the Child Development Service Unit (OT/PT/SLP/Behavior/Mental Health). Services include assessment, intervention and

- consultation with families and outside agencies for multi-need individuals with communication disorders. The Child & Family Intervention Unit provides services and interventions aimed at helping individuals and families cope with problems in living; from life events and transitions to crisis and trauma. Services are available to children, youth, parents, families, schools and community.
3. **Integrated Services for Northwest (ISN):** A referral for assessment is made to ISN for children with multi-needs. ISN will not replace or duplicate existing services and will press existing agencies prior to acting itself. ISN provides a wide range of assessments/makes recommendations/provides limited intervention/ongoing consultation/contacts with other agencies.
  4. **North Words:** North Words acts as a central intake for all pre-school children (birth to age six). North Words serves the needs of children with communication disorders through a system approach involving all the agencies outlined on the reverse chart that provide pre-school services. North Words provides screenings, assessments, individual (limited) and group intervention, consultation, home programming and mediated therapy throughout the Kenora-Rainy River District.
  5. **Canadian Hearing Society:** Assessment/Program Planning/School to Home Liaison for Children with hearing difficulty.
  6. **Child Care Resources- Autism School Support Program:**  
School Program Planning/School to Home Liaison for Children with Autism
  7. **Kenora Association for Community Living (KACL):**  
Referral for Assessment/Program Planning/School to Home Liaison for Children with intellectual and developmental challenges (all ages).

Effective Date: January, 2010  
Latest Review Date: January, 2010  
Latest Revision Date: August 2011

**APPENDIX A**

**Educational Partnerships with External Agencies - Support Services**

Specialized Support Service	Agency or position of person who <i>may</i> perform the service (i.e. CCAC, Board staff, parent, student)	Eligibility criteria for students to receive the service is determined through relative assessment recommendations indicating:	Qualifications/Title of person who determines eligibility to receive the service and the level of support required	Annual Review (of service provision and degree)	Procedure for resolving disputes about level of service
Occupational therapy	CCAC	Medical condition determined by an assessment	CCAC Case Manager	Assessment and Review – all stakeholders determines level of service necessary	<b>Review or Appeal</b> ↓ <b>Annual Review</b> ↓ <b>All Stakeholders</b> ↓ Service Program
Speech therapy	CCAC CDC EA	Multi needs Under direction of therapist	Intake worker and therapist In-School Team (IDAPT) /therapist	Therapist Assessment Review to include all stakeholders to determine level of service necessary	<b>Annual Review</b> ↓ <b>Parents Dispute</b> ↓ State in writing concerns regarding
Physical therapy	CCAC ISN CDC EA	Medical condition Multi needs Multi needs Under direction of therapist	Therapist CCAC/CDC/ISN Case Manager (CM) In-School Team (IDAPT)	Therapist Assessment Stakeholder review and determines level of service necessary	Principal forwards stakeholder concerns ↓ Principal arranges meeting with parent and parent agrees ↓ Issues are discussed procedures discussed parental concerns that are in interest of the child ↓ A mutually agreed service is established
Behavioral intervention	CCAC	Medical condition	CCAC Case Manager and dietician	Dietician/MC Stakeholder determines level of service necessary	
Reading and language therapy	School Board Northwoods CCAC ISN CDC/KACL	Assessment Results determined intervention is needed or would be beneficial .	Therapist CCAC/CDC/ISN Case Manager In-School Team (IDAPT)	Therapist Assessment Stakeholder determines level of service necessary	
Behavioral correction and mediation	School Board Northwoods CCAC ISN CDC/KACL	Assessment Results determined intervention is needed or would be beneficial .	Therapist CCAC/CDC/ISN Case Manager In-School Team (IDAPT)	Therapist Assessment School/Parents review and determines level of service necessary	
Administrative communication	CCAC EA	Medical condition	CCAC/CM under direction of MD or parent	MD/*parent determines level of service necessary	
Medication administration	Parent EA/ Teacher/Principal	Medical condition	CCAC/CM under direction of MD or parent	MD/*parent determines level of service necessary	
Specialized Support Service	CCAC	Medical condition	CCAC, CM under direction of	MD/parent determines level	<b>Review or Appeal</b>

AP 209 - Educational Partnerships with External Agencies or Providers

Specialized Support Service	Agency or position of person who <i>may</i> perform the service (i.e. CCAC, Board staff, parent, student)	Eligibility criteria for students to receive the service is determined through relative assessment recommendations indicating:	Qualifications/Title of person who determines eligibility to receive the service and the level of support required	Annual Review (of service provision and degree)	Procedure for disputes about level of service
Learning	EA under direction of CCAC		MD or parent	of service necessary	↓ Annual Review
Learning	CCAC EA under direction of CCAC	Medical condition	CCAC, CM under direction of MD or parent	MD/parent determines level of service necessary	↓ All Stakeholders ↓ Service Program
Learning and Learning	EA under direction of PT or OT	Medical condition	PT or OT	PT/OT determines level of service necessary	↓ Annual Review
Learning and Learning	EA under direction of PT or OT	Medical condition	PT or OT	PT/OT determines level of service necessary	↓ Parents <i>Disagree</i>
Learning and Learning	EA under direction of SLP/OT/dietician/parent	Medical or physical condition	OT/Dietician/SLP/Parent	OT/Dietician/SLP/Parent determines level of service necessary	↓ State in writing concerns regarding
Learning and Learning	EA under direction of OT/Parent	Medical or physical condition	OT/Parent	OT/parent decide that determines level of service necessary	↓ Principal forwards stakeholder group
Hard of Hearing	Canadian Hearing Society CCAC/SLP/Audiologist EA under direction of SLP/Audiologist	Medical or physical condition	Relevant professionals and stakeholder		↓ Principal arranges meeting with and parent agree
Visual Impairment	Canadian National Institute for the Blind(CNIB) CCAC EA under direction of Relevant professionals	Medical or physical condition			↓ Issues are discussed procedures discussed parental concerns needs that are in interest of the
Psychology/Psychiatry	School Board ISN Private Contracts	Education, emotional, social behavioural concerns	Relevant professionals Relevant stakeholder	Psychologist/psychiatrist determines level of service necessary	↓ A mutually agreed service is established
Behavioral/Counselors/	CDC CCR Family Services Private Practice	Education, emotional, social behavioural concerns including Autism	Relevant professionals Relevant stakeholder	Social worker/counselor student/parent decide that service is no longer necessary	

Communication Assistant  
 Case Manager  
 Integrated Services Northwest  
 Northwestern Health Unit  
 Physiotherapist  
 CCAC Community Care Access Centre  
 EA Education Assistant  
 KPCFS Kenora-Patricia Child and Family Services  
 OT Occupational Therapist  
 SLP Speech-Language Pathologist  
 CHS Canadian Hearing Society  
 MD Medical Doctor  
 CCR Child Care Resources  
 CNIB Canadian National Institute for the Blind

Parent refers to Parent or legal guardian throughout this chart.