

Toronto District School Board

Operational Procedure PR.578 SCS

Title: **EXTERNAL PARTNERSHIPS: SUPPLEMENTAL STUDENT SERVICES**
Adopted: June 13, 2006
Revised:
Authorization: Executive Council

1.0 OBJECTIVE

To provide schools with a framework for creating and implementing partnerships with external agencies, professionals or paraprofessionals, who provide mental health, physical health or social services, which involve assessment, counselling, therapy or treatment

2.0 DEFINITIONS

CSPD Contract Services and Partnership Development

Description of Program or Service A written record of the school's and the external mental health, physical health or social service agency's, professional's or paraprofessional's goals, objectives, roles and responsibilities for carrying out collaborative activities that occur on a continuous basis

External Partnership: Supplemental Student Services (EP-SSS): An ongoing, mutually beneficial and supportive arrangement between a school and an external mental health, physical health or social service agency, professional or paraprofessional, to enhance or expand opportunities for student success and who share values, objectives, resources and responsibilities to achieve desired learning outcomes

External Providers The external mental health, physical health or social service agency (including its staff), professionals or paraprofessionals providing service within the EP-SSS

Paraprofessionals Individuals with relevant post-secondary or on the job training who work under the supervision of a member of a relevant regulated professional college in Ontario, e.g. behaviour therapists, child therapists, art therapists, youth counsellors, child and youth workers, occupational therapy assistants or physiotherapy assistants, and communication disorders assistants

Partnership Agreement A formal, written document which outlines the terms and conditions of an external partnership that is agreement is signed prior to the implementation of the partnership activities

Professionals Individuals who are members of a regulated professional college in Ontario, e.g. audiologists, nurses, occupational therapists, physiotherapists, psychiatrists, psychologists, social workers and speech-language pathologists

SIP School Improvement Plan

Support Services Professional Staff Professional Board staff of Support Services, which includes Social Work, Speech-Language Pathology, Occupational Therapy and Physiotherapy and/or Psychological Services.

3.0 RESPONSIBILITY

Executive Superintendent, Business Services, and
Executive Superintendent, School Services, Special Education and Support Services

4.0 PROCEDURES

4.1 Partnership Expectations

EP-SSS partnerships will address needs identified in the school's SIP and provide expanded opportunities for student success.

4.2 Screening Potential Partners

Prior to entering into an EP-SSS agreement, the principal, or his/her designate, in consultation with the relevant Board professional Support Services staff, will collect and review the following information to determine partnership eligibility (the CSPD or the senior manager of Professional Support Services may be contacted for advice). Any potential external partner will be required to complete the Application for Consideration of an Educational Partnership - Supplemental Student Services (see Form 578A: Application for Consideration of an External Partnership: Supplemental Student Services), to provide information about and attest to the following:

- (a) Description of the program or service to be offered (summarized in Form 578B: Description of Program or Service):
 - With sufficient detail to address issues such as:
 - History and ownership/funding base of the external provider.
 - Nature of the service to be provided.
 - Anticipated outcomes of involvement.
 - Evidence of congruence with the Board's mission, vision and values (information available at www.tdsb.on.ca).
- (b) Names of representatives of the external provider.
- (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 declara-

tion 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) Informed consent 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. A sample form is to be appended to the Application for Consideration of an External Partnership – EP-SSS (Form 578A) by the external provider.
 - The external provider agrees to complete a TDSB Consent to the Release of Confidential Information (Form 578D: Consent to the Release of Confidential Information) forms (e.g. forms to permit the two-way exchange of information between the Board and the external provider) which will be submitted prior to any involvement with a student.
- (e) Police reference check:
- The Board has responsibility under law to provide a safe and secure learning environment. External providers must obtain and produce a valid police reference check that is in compliance with the standard check used by the Board (full disclosure) and dated within the past 12 months (with annual review).
- (f) Liability/insurance:
- External providers must carry their own insurance which includes professional malpractice coverage (minimum \$1,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians.
 - The external provider is required to provide assurances that their staff 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 provider within the school (as per the *Education Act*).

- Clinical supervision of the external provider's staff who are not registered with a College will be provided by the external provider's College registered supervisor under whom 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 principal 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 (e.g. CUPE, OSSTF, PSSP and ETFO).
- (i) Expectations for space and material resources:
- Given the paucity of 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.
- (j) Willingness to participate in a conflict resolution process.
- A joint advisory committee, which will consist of no less than three representatives from the Board and no less than three representatives of the external provider, will be convened in the event that a disagreement or dispute between the parties must be resolved.
- (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.

4.3 Process for Establishing and Maintaining an EP-SSS

- (a) The principal will:
- Assess needs (review SIP).
 - Identify potential partner(s).
 - Establish a school-based EP-SSS committee:
 - The EP-SSS committee will provide input at the school level. In addition to the principal and relevant school-based Board Support Services professional staff, this committee may consist of additional participants representing some or all of these stakeholder groups: school staff,

school council representatives, and where appropriate, student representatives.

- (b) The principal and EP-SSS Committee will:
- Have the potential external provider complete the Application for Consideration of an Educational Partnership - Supplemental Student Services (EP-SSS) form (Form 578A) and submit the required information on the Description of Program or Service form (Form 578B).
 - Finalize the Form 578B: Description of Program or Service in consultation with the external provider. The CSPD or the senior manager of Professional Support Services may be contacted for advice.
 - Ensure that the counselling, therapy or treatment to be provided enhance (do not duplicate) current service delivery by Board staff. (Services provided by external providers must not be in conflict with provisions of collective agreements with Board staff, e.g. CUPE, OSSTF, PSSP and ETFO).
 - If the application and description of program or service provided by the external provider are approved by the school-based EP-SSS committee, forward these documents to the Central EP-SSS Review Committee (see 4.4) for review.
 - Receive approval from the Central EP-SSS Review Committee to initiate the EP-SSS.
 - Ensure the creation of a formal Partnership Agreement (Form 578C: Partnership Agreement), which clarifies roles and responsibilities (including responsibilities in the case of a participant's trauma or crisis situation) in collaboration with the external provider.
 - Have external provider's staff who will be working within the school sign and provide copies of:
 - Consent to the Release Confidential Information (two forms to permit the exchange of information between the Board and the external provider) (Form 578D) - copy to be filed in the OSR.
 - Conditions of Access Agreement (Form 578E: Conditions of Access Agreement) - two copies, with one to be forwarded to the CSPD Department, and one to be filed at the school.
 - A signed Consent Form for student participation (provided by the agency); copy to be filed in the OSR.
- (c) The external provider, with the approval of the principal, the superintendent of education for the school, and the Central EP-SSS Review Committee, will:
- Implement partnership activities/programs.
 - Evaluate partnership activities/programs annually.

4.4 Central EP-SSS Review Committee

This Central EP-SSS Review Committee is established to review all EP-SSS proposals approved by school-based EP-SSS committees. It provides a second check to ensure issues such as accountability, liability, confidentiality and consent have been examined and requirements have been satisfied. It also is charged with maintaining a record of the schools where EP-SSSs have been undertaken. Participants will include representation from School Services - Special Education and Support Services and Business Services – CSPD, and others as required by the Central EP-SSS Review Committee.

4.5 Approval of External Partnerships

The EP-SSS will be approved after it has been evaluated and found to be consistent with the Board's policies, procedures and standards, and to be of value to the school by the school-based EP-SSS committee and the Central EP-SSS Review Committee. Due diligence must be integral to the screening of potential partners.

4.6 Partnership Agreements

The principal, with the school-based EP-SSS Committee, will be responsible for setting out the terms of the partnership agreement using the template (Form 578C). The agreement will clearly define activities, roles and responsibilities, including responsibilities in the case of participant crisis situations.

All sections included in the template form must be included in the Partnership Agreement (EP-SSS). The Terms of Partnership section should reflect needs identified in the school's SIP and will be unique to each school.

To ensure liabilities are minimized and appropriate central departments are consulted, the principal must send the draft agreement to CSPD for review, at partners@tdsb.on.ca. The principal and superintendent of education will sign the draft agreement after it has been reviewed centrally. One copy of the signed agreement will be kept on file at the school and a copy will be sent to:

- Each external provider
- The Board's Contracted Services and Partnership Development Department, 5050 Yonge St. 3rd Floor, Attention: Partnership Development

4.7 Terminating a Partnership Agreement

Either the school as determined by the principal or the external provider has the right to terminate an existing EP-SSP after appropriate notice has been given. the term(s) of termination will be stated in the partnership agreement.

4.8 Evaluating External Partnerships (Annual Review)

The principal will ensure that every external provider partnership is reviewed annually, on a go-forward basis. An appropriate evaluative or assessment tool is required to ensure that the partnership is meeting required goals. Sample forms are available from CSPD.

5.0 REFERENCE DOCUMENTS

Forms Related to This Procedure

Form 578A: Application for Consideration of an External Partnership: Supplemental Student Services

Form 578B: Description of Program or Service (Template)

Form 578C: Partnership Agreement (Template)

Form 578D: Consent to the Release of Confidential Information

Form 578E: Conditions of Access Agreement

Other Documents

Board Policy P.024 BUS: External Partnerships

Operational Procedure PR.667: External Partnerships