



BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

1202 – Protocol for Partnerships with External Agencies

DIRECTIONAL POLICY

1200 – Nurturing Community Partnerships

Title of Administrative Procedure:

Protocol for Partnerships with External Agencies

Date Approved:

December 2024

Projected Review Date:

December 2029

Directional Policy Alignment:

This Administrative Procedure aligns with the Nurturing Community Partnerships Directional Policy by guiding 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. By having a shared understanding, it will ensure that all school board personnel and all external agencies are aware of the guidelines and requirements to support this work.

Alignment with Multi-Year Strategic Plan:

The Protocol for Partnerships with External Agencies Administrative Procedure supports our mission to ensure that our students receive the community supports they require to meet their intellectual and social/emotional needs in order to meet with success at school and in life. This Administrative Procedure supports the four tenets of believing, protecting, learning, and nurturing. The Board is committed to the safety and well-being of all their students and will ensure that schools and community agencies are aware of their professional obligation to maintain confidentiality and support students. This vision calls the Board to these Strategic Priorities: [CDSBEO Strategic Plan 2020-2025](#)

Purpose

In accordance with Ministry of Education Policy/Program Memorandum No. 149: Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals, it is the policy of the Catholic District School Board of Eastern Ontario to establish and maintain a policy for partnerships with external agencies for the provision of services in CDSBEO schools by regulated health professionals, regulated social service professionals, and paraprofessionals. The support of all learners is a shared responsibility of the Board, school, family, and external agencies.

Action Required

This Administrative Procedure is developed under the authority of the Ministry of Education Policy/Program Memorandum No. 149. This Administrative Procedure provides a framework to form partnerships with external agencies for the provision of services in CDSBEO schools by regulated health professionals, regulated social service professionals, and paraprofessionals. The Catholic District School Board of Eastern Ontario recognizes that partnerships are integral to the education of its students.

Third party health and social services supports, regardless of type, do not duplicate the services of Board professionals (PPM 149), but rather, provide expanded or enhanced opportunities to promote student well-being and achievement. As such, the goal of any educational partnership must be to positively impact student learning and wellbeing. 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 as required.

There are three types of third-party health and social service supports:

1. Services/supports that are mandated by law or governed by inter-ministerial agreements.
2. Services/supports/programs from publicly funded agencies that are operationalized in a Collaborative Relationship memorandum of understanding between the Board and the agency, under the guidelines of PPM 149 (Ministry of Education, Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals and Paraprofessionals).
3. Parent-Initiated Requests for Other Services/Supports that are retained and/or paid for by legal guardians and are not operationalized within collaborative relationships or inter-ministerial agreements.

Responsibilities

The Board of Trustees is responsible for:

- Ensuring alignment of this Administrative Procedure with the Nurturing Community Partnerships Directional Policy.
- Reviewing the “Protocol for Partnerships with External Agencies” administrative procedure as part of its regular policy and administrative procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure.

Superintendents of School Effectiveness are responsible for:

- Ensuring the Protocol for Partnerships with External Agencies Administrative Procedure conforms with PPM149.
- Signing the Collaboration Agreement for the external agency working through their department.
- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure.
- Ensuring that the Superintendent’s or designate has a copy of the completed form with the required documentation attached.

Superintendent of Special Education or designate is responsible for:

- Ensuring that all required documentation and completed agreements are on file.
- Ensuring the list of approved agency personnel is maintained and remains accurate.

System Principals/Department Managers are responsible for:

- Receiving the complete application package which includes:
 - Completed documentation checklist.
 - Signed Agency Partnership Agreement
 - Signed Employee Confidentiality Agreements for each employee that will be entering CDSBEO schools.
 - Registration of employees’ qualifications.
 - Collecting Police Reference Checks with Vulnerable Sector Screening from agencies.
 - Proof of Insurance which includes Professional Liability coverage (minimum \$2,000,000.00).
 - Completed Parental Consent form(s).
- Providing the complete package to the Superintendent of School Effectiveness or

designate for approval and signature.

Principals and Vice-Principals are responsible for:

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.
- Ensuring that SBRS (Kids Inclusive and CHEO) tier one is allowed to observe in the classroom, preferably with a CDSBEO staff member (SERT, Board Professional Staff, VP, P) and that all other partners are not allowed to observe in the classroom.
- Ensuring parental/student consent for a child to meet with an external agency. (Some Mental Health/Physical supports do not require parental consent if the student is able to provide consent)
- Ensuring a confidential space for the External Agency to meet the student.
- Ensuring that a school staff member escorts the student to and from the confidential space assigned.
- Informing your Family of School Superintendent should a breach of confidentiality occur from an external agency.
- Maintaining Confidentiality.

Staff are responsible for:

- Promptly reporting a breach of confidentiality to school administration.
- Understanding and complying with this Administrative Procedure.
- Escorting a student to and from the confidential meeting space.
- Maintaining Confidentiality.

Progress Indicators

- Students can access and engage in the curriculum.
- Students' health and well-being are maintained in the school environment.
- Students can participate in school community events and activities.
- School teams increase their awareness, understanding and strategies by collaborating with external providers through case conference meetings.

Definitions

- **External Agency:** An organization, not internal to the Board, which employs regulated health professionals, regulated social services professionals and paraprofessionals.
- **Non School Based Rehabilitation Service (Non-SBRS):** Services that do not fall under the Speech Language Pathology, Occupational Therapy and Physiotherapy

scope that support children's development and day-to-day functioning.

- **Paraprofessional:** A person to whom a particular aspect of a professional task is delegated but who is not licensed to practice as a fully qualified professional.
- **Partnership Agreement:** A formal, written document which outlines the terms and conditions of an external partnership that is signed prior to the implementation of the partnership activities (*see Appendix A and/or B*).
- **Professional Student Services:** Personnel 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 and 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 Board to be essential for the delivery of programs and services for students with special needs.
 - Any future regulated categories will also be covered by this protocol.
- **Regulated Health Professional:** A health practitioner whose profession is regulated under the Regulated Health Professions Act, 1991;
- **Regulated Social Service Professional:** A person whose minimum qualifications include a bachelor's degree and at least 2 years of social work, clinical practice, special education, habilitation, or equivalent experience working directly with persons who have intellectual disabilities.
- **School Based Rehabilitation Services (SBRS):** Consists of the delivery of Speech-Language Pathology, Occupational Therapy and Physiotherapy for children and youth in publicly funded schools to support children's functioning and development so they can participate more fully at school, at home and in their communities.
- **Unionized Staff:** Board-employed professional student services personnel (PSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

Related Documents

- Appendix A – [Partnership Agreement – Required Documentation Checklist](#)
- Appendix B – [Partnership Agreement for SBRS Provider\(s\)](#)

- Appendix C – [Partnership Agreement for non-SBRS Provider\(s\)](#)
- Appendix D – [SBRS Employee Confidentiality Agreement](#)
- Appendix E – [Non-SBRS Employee Confidentiality Agreement](#)
- Appendix F – [Parental Consent Form – Release of Information](#)

References

- [PPM 149 "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, 1991](#)
- [The Municipal Freedom of Information and Protection of Privacy Act](#)
- [Canada's Privacy Act](#)