SPECIAL EDUCATION

Standard 16

Coordination of Services with Other Ministries or Agencies (PPM 149)

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
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Standard 16
Coordination of Services with Other Ministries or Agencies

At the Kawartha Pine Ridge District School Board, we value community engagement to build partnerships that support student learning.

Policy and Program Memorandum (PPM) 149, *Protocol For Partnerships With External Agencies For Provision Of Services By Regulated Health Professionals, Regulated Social Service Professionals, And Paraprofessionals*, issued on September 25, 2009 by the Ministry of Education, directed school boards to review and to develop local protocols for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and para-professionals. We continue to establish such protocols through ongoing, open dialogue. We meet as a group of Coordinated Service Providers (Grandview and Five Counties Children's Treatment Centres, Central East Home and Community Care Support Services) to ensure that we are functioning within our mandates, and to problem-solve service delivery challenges. We are grateful for our partnerships with our local health units, our local police services, our local Children's Aid Societies, and the joint protocols which we have established with them.

The Kawartha Pine Ridge District School Board recognizes that there are external agencies providing valuable service to our students that would not be included under PPM 149. Service providers who wish to offer programs and services within our schools are invited and required to submit an Application for Consideration of an External Agency Collaboration. A central Board committee reviews each application and consideration is given to the programs and services that are supplemental to those being provided by school board staff and are consistent with the Board's values and strategic plan. The central Board committee meets on a regular basis to review applications, communicating committee decisions to each applicant. Upon approval, a Collaboration Agreement will be jointly entered into by the external agency or third party service provider and the Board.

The services and programs approved are listed on the Kawartha Pine Ridge District School Board website under the "School" section and through the Approved Community Partners icon. Principals will choose services for students from the approved list and will be responsible for the organization and management within the school.

Regulated Health Services and Mental Health Clinician Services:
If a program or service being offered by an external agency is delivered by, or supervised by, a regulated health professional, and Board Certified Behaviour Analyst or Mental Health Clinician, the Application for Consideration of an External Agency Collaboration -Supplemental Student Services by Regulated Professionals/Paraprofessionals should be completed.

Non-Regulated Programs and Services:
If a program or service being offered by an external agency or professional is not delivered by, or supervised by, a regulated professional, the Application for Consideration of an External Agency Collaboration- Supplemental Student Services by Non-Regulated Professionals/Paraprofessionals should be completed.

For more information, please see Approved In School Service Providers, or please contact:

What advanced special education planning is done for students with special needs who are arriving from, or departing for, other programs?
It is the goal of the Kawartha Pine Ridge District School Board that students make the transition of entering and exiting our schools as positively and smoothly as possible. In order to ensure a successful transition, realistic goals must be set that are appropriate to the strengths, needs, and lived experience of the student, and steps must be taken to prepare them for this move.

Together with members of external agencies, students who are considered to require tier 2 or 3 intensive interventions are identified for special consideration upon entry to school. A Release of Information form is signed by parent(s)/ guardian(s) in order that relevant material is incorporated into the transition plan, and that information can be shared among relevant parties. Case conferences are conducted with involved agencies, central departmental staff (potentially including Special Education, Mental Health and Well-being; Equity, Diversity and Inclusion; and/or Indigenous Education), school administrators and school staff, in order that planning for the student's entry into school addresses their physical, medical, emotional, and cognitive needs.

In addition to the case conference, principals will proceed with the process for reviewing students with special needs for entry, including arranging for completion of the 'High Needs Transition Intake' form (see Standard 14), as appropriate. This information gathering will ensure that a student entry plan is created resulting in a smooth transition for the student.

Assessments completed by external Regulated Health Professionals (e.g., physicians, psychologists, speech and language pathologists, occupational therapists, etc.) are reviewed for compliance with Board standards and expectations.

How is information shared for students leaving the Board to attend programs offered by other school boards, demonstration schools, or Education and Community Partnerships Programs (ECPP)?
Copies of reports and test data, where appropriate, are sent to those requesting the information upon receipt of properly signed and executed forms authorizing the release of such information to a third party. Information is also shared among parties during case conferences with parent/guardian consent.

Who is responsible for ensuring the successful admission or transfer of students from one program to another?
The school principal, working with the school staff and in consultation with the System Principal of Special Education, is responsible for the successful admission or transfer of students from one program to another.