



YORK REGION DISTRICT SCHOOL BOARD
Policy and Procedure #663.0
Partnerships with External Agencies for Provision of Services
by Regulated Health Professionals,
Regulated Social Service Professionals and Paraprofessionals

The Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals policy and procedure respect the importance of partnerships and collaborative relationships that complement or enhance learning.

Who has responsibilities?

- Board of Trustees
- Director of Education
- Coordinating Council of Superintendents
- Administrative Services
- Plant Services
- Education and Community Services
- Principals

How is this policy and/or procedure related to Board priorities?

The Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals and Paraprofessionals policy addresses the goal to continuously increase student achievement and well-being through a culture of caring and learning, which emphasizes student and staff mental and physical well-being.

Department

Human Resources
Student Services

Legislative Context

[Education Act](#)

[Audiology and Speech-Language Pathology Act, 1991](#)

[Occupational Therapy Act, 1991](#)

[Physiotherapy Act, 1991](#)

[Psychology Act, 1991](#)

[Social Work and Social Services Work Act, 1998](#)

[Psychotherapy Act, 2007](#)

[Regulated Health Professions Act, 1991](#)

[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.

Related Documents

[Facility Partnerships](#)

[Purchasing and Purchasing Cards](#)

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both parents and guardians in all Board policies and procedures.



Board Policy #663.0 Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals

Policy Statement

The York Region District School Board respects the importance of partnerships and collaborative relationships that complement or enhance learning. The Board is committed to promoting effective community-based partnerships with external agencies that support student achievement and well-being and are consistent with the Board's Mission, Vision and Values. Collaborative protocols are established in partnership with external agencies for the provision of services by regulated health professionals, regulated social services professionals and paraprofessionals and must enhance/supplement but not duplicate the delivery of services by YRDSB Professional Student Services staff and/or Paraprofessional staff and not violate collective agreements.

Application

This policy **applies to** partnerships between the Board and outside agencies, including but not limited to:

- Mental Health and Addiction Services;
- Hospice/Bereavement organizations;
- Family Services organizations; and
- Youth Outreach programs/organizations.

This policy **does not** apply to the Board's process to contract services, which is done through Purchasing Services in accordance with all appropriate policies and procedures, and in alignment with all collective agreements.

This policy **does not** apply to government mandated services provided directly to students in school settings or partnerships that have a Memorandum of Understanding with the Board such as:

- School Health Support Services, serviced through Community Care Access Centres;
- Children's Treatment Network;
- Care and Treatment agreements;
- Board-wide Protocols with Children's Aid Societies and Police Services; and/or
- Guest speakers, classroom presentations and assemblies.

Responsibilities

The Board of Trustees is responsible for:

- reviewing the Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals policy in accordance with [Multi-Year Plan](#) and the policy review cycle; and
- adhering to and communicating with members of the community about this policy.

The Director of Education is responsible for:

- implementing and operationalizing the Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals policy.

Definitions

Partnership

The collaborative effort to achieve mutually agreed upon goals in support of student achievement and well-being.

External Agency/Provider

An organization/individual, not internal to a school board, that employs/or is a regulated health professional(s), regulated social services professional(s) and paraprofessional(s).

Regulated Health Professional, Regulated Social Service Professionals and Paraprofessionals include:

- Audiologist, as defined by the [Audiology and Speech-Language Pathology Act](#),
- Speech-Language Pathologists, as defined by the [Audiology and Speech-Language Pathology Act](#),
- Occupational Therapists, as defined by the [Occupational Therapy Act](#),
- Physiotherapists, as defined by the [Physiotherapy Act](#),
- Psychologists and psychological associates, as defined by the [Psychology Act](#),
- Registered Psychotherapists as defined by [Psychotherapy Act](#), and the [Regulated Health Professions Act](#), (RHPA);
- Social Workers, as defined by the [Social Work and Social Service Work Act](#),
- 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; and
- any future regulated categories will also be covered by this protocol.

Paraprofessionals

Paraprofessionals are individuals with relevant post-secondary or on the job training such as, but not limited to child and youth workers, child and youth counselors, occupational therapy assistants or physiotherapy assistants and communications disorders assistants.

Regulated Professional Student Services Personnel

For the purpose of this policy, Regulated Student Services Personnel are individuals employed in one of the following categories:

- Audiologist, as defined by the [Audiology and Speech-Language Pathology Act](#),
- Occupational therapists, as defined by the [Occupational Therapy Act](#),
- Physiotherapists, as defined by the [Physiotherapy Act](#),
- Psychologists or Psychological Associates as defined by the [Psychologists Act](#),
- Social Workers, as defined by the [Social Work and Social Services Work Act](#),
- Speech-language pathologists, as defined by the [Audiology and Speech-Language Pathology Act](#), and
- Registered Psychotherapists as defined by [Psychotherapy Act](#), and the [Regulated Health Professions Act](#).

Unionized Staff

School board-employed professional student services personnel and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

History

Approved: 2011

Working Document: December 2017

Revised: July 2018

Board Procedure #663.0 Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals



The purpose of this procedure is to comply with the Ministry's Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals and outlines the process for developing effective community-based relationships with external agencies that foster student achievement and well-being in the delivery of programs and services for students in schools. It applies specifically to partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals and paraprofessionals.

Application

By signing the Collaborative Relationships for External Services (CRES) Agreement, the external agency agrees to:

- ensure employees who are providing the services are duly qualified to perform the services;
- ensure services are provided in accordance with legislative, regulatory and professional standards and requirements, as applicable;
- be responsible for supervision and evaluation for the performance of its employees performing the services under the CRES Agreement;
- deliver services in a capacity building manner;
- agree to participate in a dispute resolution process if a conflict arises and cannot be resolved;
- provide proof of liability insurance and indemnification certificate;
- provide the following information regarding professional and paraprofessional staff;
 - proof of membership in the relevant regulated college,
 - proof of vulnerable sector screening,
 - details of the professional/paraprofessional's role and responsibilities; name of immediate supervisor and the supervisor's qualifications, and
 - ensure that staff sign in at the school office and carry a visitor's pass which should be worn and visible at all times.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals procedure.

Collaborative Relationships for External Services (CRES) Committee shall:

- designate school board personnel to manage the aspects of this policy and procedure that are Board related;
- review proposed CRES documents to ensure issues such as accountability, liability, confidentiality and consent have been examined and requirements have been satisfied;

- ensure that CRES documents support the policies and procedures established by the Board and demonstrate sound management and fiscal responsibility;
- respond to requests while considering available resources;
- ensure the partnership will enhance and not duplicate the duties, functions or roles of Board Student Services personnel and will respect all contractual and collective agreement obligations of both the Board and the community participant;
- ensure a process to collect evidence of effective service provision that is evaluated in collaboration with the Board, paraprofessionals and external agencies;
- address any disagreements or disputes that may arise among the parties;
- maintain a record of where CRES agreements have been undertaken;
- ensure the terms of termination are specified in each CRES Partnership Agreement;
- ensure agreement includes requirement to provide thirty days written notification of intent to terminate service with a provider;
- ensure that each proposed CRES agreement demonstrates that the services offered by an external agency benefits all parties and enhance the learning and well-being of students; and
- review CRES agreements to ensure:
 - compliance with the Board's Mission, Vision, and Values and policies and procedures; and
 - a clear rationale for the request and demonstration that available Board services have been explored and implemented.

Principals shall:

- utilize service providers that are on the list of Approved External Services Providers;
- consult the approved external service providers list prior to implementing any service within their school;
- ensure the service provided aligns with their School Improvement Plan for Student Achievement; and
- ensure that prospective external partners consult with the Board's Mental Health Lead and/or Assistant Coordinator of Mental Health and utilize the online partnership application process found on the [Board website](#).

Mental Health Lead and/or Assistant Coordinator of Mental Health:

- review the CRES application/documentation to ensure;
 - the benefits are clearly defined for all parties and demonstrate how the services will enhance student learning and well-being,
 - clearly define expectations of each partner before the agreement is implemented, and
 - ensure alignment with Board policies and procedure.

External Agency Provider shall:

- sign the following documents;
 - Collaborative Relationships for External Services (CRES) Agreement Form,
 - Checklist for Collaborative Relationships for External Services (CRES) Agreement, and
 - Confidentiality Agreement.

Definitions

Collaborative Relationships for External Services (CRES) Committee

A committee of representatives from York Region District School Board including; the Superintendent of Student Services or designate, Superintendent of Schools, Human Resources, Mental Health Lead, Assistant Coordinator of Mental Health, Chief Social Worker, Chief Psychologist and the President of OSSTF-PSSP or designate, and President of CUPE 1734 or designate.

Collaborative Relationships for External Services (CRES) Agreement

An external services agreement which outlines the primary focus of each proposed agreement and demonstrates that the services offered by an external agency will benefit all parties and enhance the learning and well-being of students without duplicating available Board services.

Related Documents

[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.

History

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Revised: July 2018, February 2019