



Standard 14

Working Collaboratively with our Community Partners



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

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

PPM 149, 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; for example, we continue to meet as a group of Coordinated Service Providers 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 Social Work Services:

If a program or service being offered by an external agency is delivered by, or supervised by, a regulated health professional or social worker, 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.

Third Party Service Provider - Personal Support Workers:

If a third party provider wishes to a) fund in-classroom student support using a Kawartha Pine Ridge District School Board employee, or b) provide a personal support worker for in-classroom student support via an employee external to the Board, the [Application for Consideration of a Third Party](#)

[Collaboration-Personal Support Worker](#) should be completed.

The PPM 149 is posted on the Ministry of Education website at www.edu.gov.on.ca.

For more information, please contact:
Special Education Services
Kawartha Pine Ridge District School Board
705-742-9773, 1-877-741-4577 Extension 2174

What advanced special education planning is done for students with special needs who are arriving from 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 interests of the student, and steps must be taken to prepare them for this move.

Together with members of outside agencies, such as Five Counties Children’s Treatment Centre, Grandview Children’s Treatment Centre, Sick Children’s Hospital, Kinark, local day care centres, pediatricians, or other school boards, students who are considered to be “high needs” 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 information can be shared among relevant parties. Case conferences are conducted with involved agencies, central special education services staff, and school administrators and school staff, in order that planning for the student’s entry into school addresses the 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 (see Standard 4: Early Identification Procedures and Intervention Strategies for further details), including arranging for completion of the ‘High Needs Transition Intake’ form, 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 Regulated Health Professionals (e.g., physicians, psychologists, speech and language pathologist, etc.) are reviewed for compliance with Board standards and expectations and are generally accepted.

How is information shared for students leaving the Board to attend programs offered by other school boards or by care, treatment, custody and correctional facilities?

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 parental 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 Services, is responsible for the successful admission or transfer of students from one program to another.