

## **SECTION C-5**

# **COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES**

**Phoenix Centre, Mental Health, CHEO**



## **SECTION C-5** **COORDINATION OF SERVICES WITH OTHER** **MINISTRIES OR AGENCIES**

### **Requirements of the Standard**

**The Special Education Plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs, such as the following:**

Preschool nursery programs and daycare facilities.

The Renfrew County Catholic District School Board can liaison with a number of Ministries and Agencies when a special needs preschooler is about to enter the school system.

Examples of these are:

- Best Start Program
- Early Years Program
- Daycare Centres, Preschool Support Worker, Integrations/Facilitator
- Sprouting Speech – Preschool Speech and Language Program
- Speech and Language Pathologist
- Family and Children’s Services, Developmental Services (Developmental Support Worker & Behavioural Worker, Coordinator
- Phoenix Centre for Children and Families
- Provincial Schools, Pre-School Consultants
- Ottawa Children’s Treatment Centre – Occupational Therapy/ Physical Therapy/Speech

The general procedure for entry into school of a special needs child follows a similar format each year.

The Board requests agencies to notify us of any upcoming 4 or 5 year olds who will enter our system for the following September. During the February JK Registration Week parents complete the Parental Questionnaire. There is a section of the questionnaire to complete regarding requests for new Special Needs Students. Developmental Support Services takes the lead to provide the school board with a list of student’s names and of high special needs JK students entering school in the fall.

During the spring of each year we invite all agencies and parents (parents may bring personnel with them) to a meeting to discuss the needs of the child. Agencies in the County always come prepared with up to date reports regarding the child’s areas of need and strengths. They assist board staff in giving specific details about what the child will need in order to have a successful transition in the fall. (For example, modifications to the washrooms, doorways, additional

personnel required, etc.) Written parental consent is always obtained before the school receives any documentation. The meeting can be in the form of a case conference or IPRC.

Please also see the section in the Special Education Board Plan -- Early Identification Procedures and Intervention Strategies for further details.

Although Renfrew County is large in geographical size, a true partnership exists between school board personnel (usually the liaison person is the Special Education Coordinator) and the agencies.

A thorough understanding of child's special needs will necessitate a seamless transition in September.

One additional initiative that has assisted preschool personnel in identifying potential Special Needs is the Healthy Babies, Healthy Children Program. This is administered through the Renfrew County Health Unit – Child Health Clinics. These clinics are open to parents of children ages newborn to 6. These identification clinics encompassed 5 areas: Speech, Hearing, Vision, Development, Dental, Family Circle and Immunization. These clinics are important as parents whose child may have some difficulty in any of the five areas can seek help and assistance prior to their child entering school. Early detection of problems is a vital component in educating and assisting the child to reach his/her fullest potential.

### **Preschool programs for students who are deaf**

The Renfrew County Catholic District School Board liaises with pre-school consultants from Sir James Whitney School for the Deaf in Belleville.

### **Preschool speech and language programs**

The preschool speech and language program is called Sprouting Speech. This program is a partnership of 6 agencies working together to develop healthy communication in children from birth to 70 months. The partners include: Renfrew County Community Care Access Centre, Renfrew Victoria Hospital, Arnprior and District Memorial Hospital, Deep River and District Memorial Hospital, Renfrew County Development Services and the Ottawa Children's Treatment Centre. This is a team of professionals who help families receive early identification assessment intervention services from one of the six partner agencies making up the service system.

### **Care, treatment, and correctional programs**

The Ministry of Community and Social Services has a Children's Mental Health Department called the Phoenix Centre for Children and Families. The Phoenix Centre is the board's treatment provider for our Section 23 Classroom. Parental consent is always required. Phoenix Centre services can be accessed by any parents who are facing challenging behavioural needs.

## **Programs offered by other boards of education**

There is a shared agreement between the Renfrew County Catholic District School Board and the Renfrew County District School Board regarding Section 23 schools.

## **Other programs offered**

The Renfrew County Catholic District School Board liaises with Family and Children's Services in the area of behavioral consultation through the Development Services Department for students who have a developmental delayed diagnosis.

The staff of Developmental Services also are involved in the county's secondary school students in the area of Transitional Planning. Transitional Planning meetings are held each year (Winter Term) at both secondary schools to age 21.

**The Special Education Plan must indicate whether it is the board's policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming students. If reassessment is the policy or practice, the plan must state the estimated waiting time for completing an assessment.**

If the assessments are recent and from a valid source, example CHEO, Developmental Department, Community Care Access Centre, Speech and Language Division, then reassessment is not required. Providing service based on prior assessments affords the Renfrew County Catholic District School Board the opportunity to offer appropriate service and placement to the child as soon as possible.

**The Special Education Plan must also provide details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by care, treatment and correctional facilities.**

Information is shared for students leaving the board to attend other programs through written consent by parent or guardian.

**In the Special Education Plan, the board must identify the position of the person responsible for ensuring the successful admission or transfer of students from one program to another.**

Individual schools deal with the admission or transfer of students from one program to another. This is the Principal's duty.

The Renfrew County Catholic District School Board has two Special Education Coordinators.

The Coordinators liaise with the various government departments throughout the school year, thus providing extra assistance in the coordination of services between the Renfrew County Catholic District School Board, ministries and agencies.

*See inserts:    “Agreement – RCCDSB, RCDSB and Phoenix Centre Agreement”;*  
*“Collaboration Agreement – Mental Health Addictions”*  
*“CHEO Service Protocol”*

**AGREEMENT**  
**FOR THE PROVISION OF EDUCATION SERVICES 2017 – 2018 SCHOOL YEAR**  
**THE PHOENIX CENTRE FOR CHILDREN AND FAMILIES**  
**hereinafter called PHOENIX CENTRE**  
**and**  
**THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD**  
**Hereinafter called THE BOARD**

hereby agree that an educational program be provided for children admitted to the Valleycrest Day Treatment Program at The Phoenix Centre for Children and Families.

The Valleycrest Day Treatment Program will be referred to hereinafter as VALLEYCREST.

This agreement is subject to approval by the Ministry of Education under the terms of Section 23 of the General Legislative Grants Regulation.

Educational services will be provided for a maximum of nine (9) full-time students for each assigned teacher. Students Grade 2 to Grade 5 inclusive, who have been admitted to VALLEYCREST primarily for therapeutic purposes and not for educational purposes. Students may be admitted from the Renfrew County District School Board and the Renfrew County Catholic District School Board.

**THE BOARD SHALL:**

- 1) Subject to the terms of the appropriate Collective Agreement, provide one teacher, selected after consultation when possible with the Clinical Manager of VALLEYCREST.
- 2) Provide one educational assistant, subject to the terms of the appropriate Collective Agreement, after consultation when possible with the Clinical Manager of VALLEYCREST.
- 3) Provide educational supplies and equipment.
- 4) Provide consulting staff to aid in appropriate educational programming.
- 5) Assign a Principal to the classroom.
- 6) The educational program will be developed by the teacher in consultation with VALLEYCREST and the community school and reflect the Essential Elements as provided by the Ministry. The program offered for each child will concentrate on core curriculum as specified in the curriculum guidelines of the Ministry of Education.
- 7) Periodically, excursions are planned and carried out in co-operation with the staff of VALLEYCREST. Phoenix Centre shall carry its own liability insurance for their staff.
- 8) The BOARD shall ensure that all staff hired for Day Treatment Classrooms are certified in an approved behavioural management technique, which includes containment/restraint techniques.

## **THE PHOENIX CENTRE SHALL:**

- 1) Provide VALLEYCREST staff required to operate the program who will be hired after consultation when possible with THE BOARD.
- 2) Assign a clinical manager to the program.
- 3) Provide the administrative support to the program.
- 4) Provide clinical resource staff including a psychologist, therapist, and appropriate administrative and support services.
- 5) Endeavour to schedule the regular services of a consulting psychiatrist through tele-mental health or act as the referring agent in providing all other clinical services as required.
- 6) Provide the services of one child and youth counsellor for each classroom.
- 7) Endeavour to respond to all referrals from the County of Renfrew and more specifically the areas in which the relevant school boards have jurisdiction.
- 8) Provide clinical assessment reports. Reports will be provided four to six months after admission, every three months thereafter and at discharge.
- 9) Phoenix Centre Employees shall observe the Board's health and Safety Precautions.
- 10) In cooperation with and with the assistance of the Board, the Phoenix Centre shall ensure that their members, working on the premises are oriented to, and required to comply with the Board's policies, procedures and rules and any applicable laws, regulations and guidelines.

Refer to Appendix A for Roles and Responsibilities of THE BOARD and THE PHOENIX CENTRE.

As per the above principles, the function of VALLEYCREST is as follows:

### **A1. ADMISSION, INTEGRATION AND DISCHARGE**

#### **1) Admission Process:**

Referrals to VALLEYCREST will only be accepted from the Coordinated Access Committee.

The policies and procedures of the Coordinated Access Committee shall be followed and a decision made by the Committee as to acceptance.

If accepted, the Clinical Manager determines the admission date in consultation with the day treatment team. The Clinical Manager will inform the family and referring agent by letter of the above decision.



If not accepted the Coordinated Access Committee Chairperson will contact the referring agent and family.

2) **Integration:**

During the placement at VALLEYCREST an Integration Plan will be designed and determined by the day treatment team, in consultation with the home school as per Ministry of Education guidelines.

The Child and Youth Counsellors will be available to the community school for support and intervention with the child during the integration time.

3) **Discharge:**

The Day Treatment Team recommends discharge of the child. The therapist informs parents of the decision.

If demission from the classroom is deemed appropriate by the team the case is presented at the I.P.R.C. or Case Conference. Specific recommendations by the committee are presented to the receiving Board of Education and reflect both the academic and emotional needs of the child. The Principal is responsible to call and chair the I.P.R.C. or Case Conference. A copy of the I.P.R.C. or Case Conference Report is submitted by the principal for program records.

If there is a disagreement between any parties regarding discharge, the team will make every attempt to develop consensus. If consensus does not seem possible, the matter will then be discussed and resolved at the senior management level.

Clinical follow-up shall be provided by a member of the day treatment team for up to 3 months following discharge unless another program therapist has been assigned the case. An extension of the follow-up process requires approval from the Day Treatment Clinical Manager.

At the discharge conference, a follow-up plan will be developed in conjunction with the day treatment team, the community receiving school and the family.

The Child and Youth Counsellor and the community receiving school will be responsible for coordinating all aspects of the discharge plan in consultation with the program staff.

When a Child and Youth Counsellor needs to be away from the program for follow-up, coverage will be provided by the Phoenix Centre, as needed.

## **A2. CONFLICT RESOLUTION**

If a dispute should arise in connection with the provision of the services on the premises, each of the parties shall use best efforts to resolve the dispute promptly and amicably, escalating the dispute up through its management hierarchy as required, as follows:

- (a) concerns regarding a member of the Phoenix Centre shall be brought to the attention of that individual's supervisor by the appropriate supervisory officer; and

- (b) concerns regarding the Board or premises shall be brought by the Phoenix Centre staff, through their supervisor, to the attention of the appropriate supervisory officer.

**A3. CONFIDENTIALITY**

Each of the Phoenix Centre and the Board acknowledges and agrees that it may receive, in the course of carrying out its obligations under this Agreement, confidential information relating to the business matters of the other party, and agrees to treat such information as confidential and not to disclose such information absent the express written consent of the party to which it relates.

**A3. LENGTH OF AGREEMENT**

This agreement shall continue to be in effect for the school year and subject to the approval of the Ministry of Education.

\_\_\_\_\_  
EXECUTIVE DIRECTOR  
The Phoenix Centre for Children and Families

Date:

\_\_\_\_\_  
DIRECTOR  
Renfrew County Catholic District School Board

Date:

## APPENDIX A

### ROLES AND RESPONSIBILITIES

**In maintaining the above-named principles, the role of the teachers is outlined in Policy Program Memorandum 85, with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment Team and to be based at his/her designated classroom unit.
- 2) To meet regularly with the team members to review cases and other related matters.
- 3) To provide written documentation as required by THE BOARD.
- 4) To provide educational progress reports to the parents.
- 5) To implement the educational program in partnership with the team members under the direction of the principal and the appropriate supervisory officer.
- 6) To provide for the supervision of and assume the overall responsibility for the Educational Assistant, as supplied by the Ministry of Education.

**In maintaining the above named principles, the role of the Educational Assistant is outlined in the Board's guidelines for Educational Assistants. Essentially, Educational Assistants work under the direction of the teacher and the Supervising Principal of Special Education with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment Team and to be based at his/her designated classroom unit.
- 2) To meet regularly with the team members to review cases and other related matters.
- 3) To provide written documentation as required by THE BOARD.

**In maintaining the above-name principles, the role of the classroom Child and Youth Counsellors is outlined in PHOENIX CENTRE'S Personnel Policy and Procedure Manual, with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment team and to be based at his/her designated classroom unit;
- 2) To meet regularly with team members to review cases and other related matters;
- 3) To provide written documentation as required by PHOENIX CENTRE;

- 4) To provide the behavioural management leadership in partnership with the therapist and his/her appropriate supervisor;
- 5) Occasionally the classroom Child and Youth Counsellors will participate in professional development sponsored by THE BOARD, with approval of the Clinical Manager.

**In maintaining the above-mentioned principles, the role of the therapist(s) is/are outlined in THE PHOENIX CENTRE'S Personnel Policy and Procedures Manual, with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment team and to be based at a place as determined by PHOENIX CENTRE;
- 2) To meet regularly with team members to review cases and other related matters;
- 3) To provide written documentation as required by PHOENIX CENTRE, pertaining to their respective caseloads;
- 4) To be responsible for the overall clinical management of the children in the program;
- 5) To implement the individual child and family treatment plans in partnership with his/her appropriate Clinical Manager;
- 6) Occasionally the therapist will participate in professional development sponsored by THE BOARD, with the Clinical Manager's approval.











