

Guidelines for Community Based Agencies Working in Schools

Students with complex needs and facing multiple challenges are often supported by an inter-disciplinary team to be successful at school. Collaboration between team members is essential to developing meaningful and effective student programming. Each team member brings a unique perspective and expertise to the discussion. The classroom teacher manages the learning environment and is responsible for each student's program and, therefore, central to conversations regarding the student's performance and progress. The Case Manager, supported by the School Based Team, plays an integral role in the development of the student's Competency Based Individual Education Plan (CBIEP). Parents are included as valuable members of the student's support team.

Community based agencies, including consultants, private counsellors, therapists, behaviour analysts, outreach workers etc. support children and youth in the community and at home. These support services supplement school-based interventions and occur outside of school hours and off school grounds. When appropriate, supplemental service providers will be invited to collaborate, share information and participate in the school planning process.

Occasionally, in unique situations where extenuating circumstances exist, community-based agencies may be invited to engage in brief work in the school on a short-term basis; these instances must be approved ahead of time and in consultation with District Administration.

Community based service providers are expected to adhere to the following guidelines in Greater Victoria schools:

- School Administrators are responsible for approving requests for community-based service providers to attend school-based meetings and/or to perform student observations. The purpose of the agency's involvement is to be clearly stated and considered as part of the request ahead of time.
- Prior to any in-school support or observation(s) occurring, the purpose must be discussed and approved by the administrator (typically this would be in consultation with SBT).
- A debrief meeting must take place following any observation session(s), and suggestions and/or concerns are to be shared with the Case Manager/Administrator. Copies of observation notes or report may be requested. All information must be kept confidential and FOIPOP guidelines adhered to.
- At the request of the Case Manager/Administrator, community consultants may share specific modeling or coaching demonstrations with the Educational Assistant (EA) or teacher but are **not** to replace or act in the role of an EA.
- Community based agencies are expected to check in and out with the school office staff at each visit.

I have read and agree to the above guidelines

Agency and Role

Name (please print)

Signature

Date

Admin approved

Initials _____ Date _____