



Working Together for Student Success

EFFECTIVE PARTNERSHIPS

Some students will require services and supports provided by agencies in the community. For example, some students may need medical or therapeutic services offered through interior health or child development services or clinics; others may require the support of a mental health worker or a drug rehabilitation counselor, or the services of a social worker or probation officer.

It is essential that community services be coordinated to avoid duplication, and to ensure consensus regarding goals, consistency in interventions and an integrated approach to service delivery. (*Special Education Services: A Manual of Policies, Procedures and Guidelines, 1995*).

The *Children and Youth with Special Needs ((CYSN) Framework for Action, (2008)*, is British Columbia's strategy to improve access, quality and coordination of services for children and youth with special needs.

The Framework provides a foundation for coordinated, collaborative action among people working in the health, education and social service sectors in BC, and a platform of common values, principles and overarching strategies to guide the work. (p.2)

In addition, some parents have engaged outside individuals/agencies to work with their child on a home program. The outside individual/agency may request information on a student or seek permission to conduct an observation of the student in the school setting. Written permission must be obtained from the parent/guardian prior to access being granted (Consent for Release of Student Information Form and Authorization to Observe Student Form attached).

School District 10 (Arrow Lakes) is committed to working with outside individual(s)/agencies in the most positive way possible. Collaboration with outside individuals/agencies can result in a helpful dialogue about the student and his/her needs and can enhance a positive and co-operative partnership between the home and school.

Request for School Observations by Outside Agencies

The principal must be contacted by the outside individual/agency and approve any request before access to a student in the school setting is granted. The principal will discuss the request with the teacher and, where applicable, the support staff. Written permission from the parent/guardians must be obtained before providing access to the student or sharing information.

The classroom teacher, as manager of the learning environment, is responsible for each student's program and therefore, should be central in any conversations about student performance, progress and/or intervention strategies.

Prior to involvement by outside individuals/agencies, it is recommended that an initial discussion by all participants (parents, school staff, district staff, outside individuals, etc.) be held to discuss the purpose of the observations, how the members of the team will collaborate and how decisions will be made (Request for School Observations by Outside Agencies Form attached).

The purpose of any classroom observation is to observe a child in the school setting and must not be evaluative in terms of the performance of a staff member (teacher or an Education Assistant).

Outside individuals/agencies may make programming suggestions, however it is the school-based and district-based personnel who have the professional responsibility to decide on the instructional/behavioral strategies most appropriate to the particular child/classroom context.

Request for Home/Community Observation by SD 10 School Personnel

If school or district personnel are invited to observe a student or participate in a home team meeting outside of the school, it must be with the approval of the administrator. Observations or attending a meeting may be done by: the Learning Resource Teacher, Classroom Teacher. The purpose of the observation or attendance at a meeting is to become more familiar with the ways in which the student reacts/responds to experiences in another setting/program.

School personnel must ensure that a safety plan is in place and approved by the administrator prior to the home observation/meeting.

EFFECTIVE COMMUNICATION

Differences are inevitable and require us to use effective communication skills to come to a positive resolution. It is important that individuals listen to the perspectives of others with a genuine desire to understand their point of view. Strategies for effective communication include:

- ✓ separate the people from the problem focus on interests, not positions
 - ✓ generate a variety of possibilities before deciding what to do expect that the result be based on some objective standard.
- (More information on the use of these strategies can be found in *Getting to Yes* (1991) by R.Fisher & W. Ury)

SD 10 Forms to assist Effective Partnerships and Communication:

- ✓ Authorization to Share Verbal Information about a Student
- ✓ Request for School Observations by Outside Agencies
- ✓ Request for Home/ Community Observations by School Personnel



School District 10 (Arrow Lakes)
Authorization to Share Verbal Information
about the Student as it Pertains to Observation
or Sessions with the Student

I, _____, hereby authorize
(Parent/Legal Guardian)

_____, to share observations of my child,
(name of person and role)

_____, in the school setting of

_____ (name of school)

with _____ of _____.
(name of person and role) (service or agency)

I give permission for information to be shared regarding my child for the following purpose(s):

(Signature of Parent/Legal Guardian)

(Date)



School District 10 (Arrow Lakes) Request for School Observations By Outside Agencies

STUDENT'S NAME: _____ DOB: _____

SCHOOL: _____ DATE: _____

Written consent from the parent/guardian must be obtained prior to an observation.

Name of Observer: _____ Position: _____

Agency/Program: _____ Phone No.: _____

Date and Time of Observation: _____

Purpose of Observation: _____

Who initiated the request for the observation? _____

How will the teacher be given an opportunity to review and comment on the observations prior to sharing the information with the parents?

How will the information gathered be shared with the student's team? (i.e. a team meeting, a written report):

What follow-up involvement will you have with the student?

Teacher's Signature

Principal's Signature

Observer's Signature



School District 10 (Arrow Lakes) Request for Home/Community Observations By School Personnel

STUDENT'S NAME: _____ DOB: _____

SCHOOL: _____ DATE: _____

Written consent from the parent/guardian must be obtained prior to an observation.

Name of Observer: _____ Position: _____

Date and Time of Observation: _____

Purpose of Observation: _____

Who initiated the request for the observation? _____

How will the _____ be given an opportunity to review and comment on the observations prior to sharing the information with the parents?

How will the information gathered be shared with the student's team? (i.e. a team meeting, a written report):

What follow-up involvement is recommended?

Teacher's Signature

Principal's Signature

Agency Rep's Signature