



## 2.4 Community Agencies Support

### Planning and Co-ordinating Community Services

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 child development centres or clinics; others may require the support of a mental health worker or a drug rehabilitation counsellor, or the services of a social worker or a probation officer.

It is essential that school and community services be co-ordinated to avoid duplication, and to ensure consensus regarding goals, consistency in interventions and an integrated approach to service delivery. The school-based team should be responsible for co-operating with these community services, and plays a key role in:

- Keeping school staff informed of services available in the community,
- Acting as a referral source for these community supports,
- Through the Inclusion Support Teacher, planning the delivery of services with community partners,
- Ensuring school-based services are coordinated with community services,
- Documenting in the IEP the community services provided and those responsible for delivering them,
- Assisting in the review and evaluation of service delivery,
- Facilitating and planning the transition of students from the school to the community,
- Documenting the need for services, and
- Facilitating the continuity of coordinated supports when students transfer between schools/districts.

Planning and service delivery works best when parents and students are active participants in the process. With older students who live independently, however, parent participation may not be appropriate.

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Information taken from the B.C. Ministry of Education,  
[SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures, and Guidelines](#)

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