



2.4 Working with Community Agencies

Planning and Co-ordinating Community Services

Some students may require services 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 benefit from services 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 (SBT) would 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 community agencies.
- planning the delivery of services with community partners through the inclusion support teacher (IST).
- 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.
- facilitating the continuity of coordinated services 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/guardian participation may not be appropriate.

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