

PROCESS FOR SCREENING AND MONITORING IN-SCHOOL COMMUNITY PARTNERSHIPS WITH MENTAL/PHYSICAL HEALTH PROVIDERS

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I. Introduction

This procedure provides guidelines and safeguards for schools in developing partnerships with outside providers of mental and physical health services to students and families. These community providers typically provide services to students in schools, are dependent upon the Baltimore County Public Schools for referrals, and provide the service at no direct cost to the school system.

Recognizing that there are significant advantages to developing these partnerships to increase services to families and students, this procedure outlines a process by which BCPS staff will screen community mental/physical health care providers to ensure the protection of students and families, protect schools from liability and ensure a continued focus on student achievement within the framework of the *Blueprint 2.0*.

Two types of partnership agreements will be considered:

- A. Agency/School Partnerships to address the health needs of students attending a specific school
- B. Agency/Alternative School Partnerships to address the health needs of students enrolled in an alternative school

In order for a community mental/health provider partnership to be appropriate for consideration under this process, the following criteria must be met:

1. The services will enhance participating students' school achievement by addressing unmet needs that interfere with achievement.
2. Barriers exist to accessing these services outside of the school setting.
3. The provider seeks to target a group of students with a specific need, and is not offering services to only a single student.
4. Services will not negatively impact the delivery of the school instructional program.
5. Services do not duplicate services that are provided by the school system to the student.

6. Services do not replace or duplicate services mandated on an IEP.
7. Personnel are qualified for the services to be delivered.

The Office of Health Services provides technical support to all schools and community agencies on the partnership process, including identification of potential partners and assistance on the partnership process.

II. Process

Agency/School Partnership

- 1) Step One – A school principal, upon receipt of a request for a partnership, should request that the community provider complete the *In-School Community Partnership for Mental or Physical Health Services: Annual Form, PS 115, F1*. This written request should be reviewed by the school principal. Note, the form must be school-specific; an agency cannot use the same form for multiple schools. It is recommended that the principal consult with the school's Student Support Team (SST) to determine the appropriateness of the partnership according to the above criteria. To the extent possible, the school employee representing the service area most closely related to the proposed service to be provided should participate in the SST (e.g., school counselor, school social worker and school psychologist for mental health services, physical therapist for PT services, etc.).
 - a. An outside provider must discuss with the school team or principal mechanisms for addressing confidentiality and sharing of information. To ensure coordinated care for students that optimizes educational success, the parent/guardians of students who receive treatment at school during the school day must provide a signed release to share educational information with the treatment provider and a signed release for the provider to share educationally relevant treatment information with appropriate school personnel.
 - b. The following documentation should be sent to the Office of Health Services, Department of Student Support Services:
 1. Form PS115 F1-A, Background Check Verification, which verifies that each provider who will be working in the school has completed and passed a CJIS State and Federal child care background check;
 2. Evidence of agency or individual liability insurance coverage; and
 3. A copy of each providers' professional license

Note: If a new provider is assigned to the school during the course of the school year, the agency must send the above documentation for the new provider to the Office of Health Services, Department of Student Support Services before the provider begins working in the school.
 - c. If the principal believes that the partnership is indicated and is in the best interest of the target group of students and meets criteria 1 through 4, the principal should sign the *In-School Community Partnership for Mental or Physical Health Services: Annual Form, PS 115, F1*. The principal and the representative from the partnership agency should also sign the *Cooperative Agreement, PS 115, F2*. The principal or representative from

the partnership agency should forward both completed forms, F1 and F2, to the Office of Health Services, Department of Student Support Services.

- 2) Step Two – The Director of the Department of Student Support Services will review all proposed partnerships for completeness. The director and appropriate school system staff will review the submitted materials for compliance with criteria 4 through 7 and the ability to support achievement of the Superintendent’s goals articulated in the *Blueprint 2.0*. The director will share any concerns with the school principal. The approved *In-School Community Partnership for Mental or Physical Health Services: Annual Form* and the *Cooperative Agreement* will be signed by the director and returned to the school principal.

B. Agency/Alternative School Partnerships

- 1) Step One- An alternative school principal may enter into partnerships under the procedures listed above. In addition to or in lieu of these partnerships, an alternative school principal may enter into partnerships with a community mental health provider that agrees to provide services at the alternative school AND at students’ home schools during a transition period of up to 90 days after a student returns to his or her home school from the alternative school. The purpose of these partnerships is to ensure that students attending alternative schools receive treatment and support during the transition period from the alternative school back to the home school. The alternative school and agency should follow Step One a, b, and c under “Agency/School Partnership”. **Be sure to check off “Alternative School Partnership with Transition Service” on the F1.**
- 2) Step Two – The Director of the Department of Student Support Services will review all proposed partnerships for completeness. The director and appropriate school system staff will review the submitted materials for compliance with criteria 4 through 7 and the ability to support achievement of the Superintendent’s goals articulated in the *Blueprint 2.0*. The director will share any concerns with the school principal. The approved *In-School Community Partnership for Mental or Physical Health Services: Annual Form* and the *Cooperative Agreement* will be signed by the director and returned to the school principal. The Office of Health Services will maintain a list on its website of all agencies approved under the Agency/Alternative School Partnership process (PS 115B).
- 3) Step Three- When a student is transitioning back to his or her home school from an alternative school, an approved community provider under PS 115B can to continue to see the student at their home school for up to 90 calendar days. A written transition plan should be developed for all students returning from an alternative school and should identify the name and agency of the approved community provider and should indicate whether the services are to be continued in the home school for the transition period (no longer than 90 days.)

Note: For both types of partnerships services may not begin until the *Cooperative Agreement (F2)* and *Annual Form (F1)* are signed by the Director, Department of Student Support Services, the school principal and the provider representative. All parties will receive a confirmation E-mail when a partnership is approved.

III. Reporting

A. At the conclusion of each school year, the provider should submit the *Community Partnership Agency Report, PS 115, F3* to the school (as requested) and to the Office of Health Services, Department of Student Support Services.

B. At the conclusion of each school year, the school liaison should complete the Community Agency School Report, which is available electronically on the Office of Health Service's web page.

C. An updated *In-School Community Partnership for Mental or Physical Health Services: Annual Form, PS 115, F1* and the documentation listed under b (Form PS115 F1-A, Evidence of agency or individual liability insurance coverage; and a copy of each providers' professional license) must be submitted each school year using the steps above.