



## Settlement Workers in Schools – London (SWIS-London) Operational Guidelines



Funded by:

Financé par :



Citizenship and  
Immigration Canada

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These operational guidelines have been produced by the Settlement Workers in Schools – London (SWIS-London) Steering Committee and will provide a framework for school-based settlement services in schools within the City of London.

### Program Objectives

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The objectives of the SWIS-London program are:

- To facilitate the integration of newcomer families and students into the education system and community, and to provide information and referral to school- and community-based resources that support the settlement process and student success
- To collectively enhance communication and collaboration between London Cross Cultural Learner Centre, London District Catholic School Board, LUSO Community Services, South London Neighbourhood Resource Centre, and Thames Valley District School Board

### Success Criteria

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The success of the program will be demonstrated by:

- Enhanced capacity of newcomer families and students to integrate into Canadian society through systematic, proactive settlement services
- Increased awareness and connections between newcomers, schools, and the community
- Increased collaboration between school staff, settlement staff, and newcomer families and students in order to respond to each other's needs and share resources
- Increased understanding by newcomer families and students of the local school systems
- Increased participation of newcomer parents in their children's education
- Increased understanding by school staff of cross-cultural dynamics and the needs of the newcomer population in London

## Organizational Model

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### SWIS-London Partnership

The SWIS-London Partnership involves the following service provider organizations (SPOs) and school boards:

- London Cross Cultural Learner Centre (CCLC)
- London District Catholic School Board (LDCSB)
- LUSO Community Services (LUSO)
- South London Neighbourhood Resource Centre (SLNRC)
- Thames Valley District School Board (TVDSB)

### Models of Service

SWIS-London will operate based on three geographically-based clusters.

- South-West (Service provided by SLNRC)
- Central (Service provided by CCLC)
- North-East (Service provided by LUSO)

Schools within each cluster shall receive scheduled service or itinerant service based on volume and needs of newcomer families and students. Designation of service shall be reviewed annually by the SWIS-London Steering Committee.

**Scheduled service** shall include allocated weekly service from a settlement worker. The settlement workers schedule shall be flexible in order to respond to the needs of families in their other assigned schools.

**Itinerant service** shall be provided as needed. Itinerant Service may be initiated by the school or settlement worker. The settlement worker will maintain communication with the school after initial contact as needed.

## Service Delivery

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### Client Eligibility

Settlement workers shall focus their outreach on families including secondary students over 16 years of age and who have “on-going settlement needs” including their first years in Canada (see *Appendix A, Settlement Needs*). Services to clients of all immigration status are facilitated by in-kind contributions by the school board.

## Referral to SWIS

Newcomer families and students will be referred to settlement workers through written or verbal informed consent from the parent/guardian of the student or from the student who is 16 years of age or older. Consent forms (see *Appendix B, Consent to Referral*) shall be available at the time of registration and will be made available to families and students already attending school, when required.

If verbal consent is sought, the following must be obtained and recorded:

- Parent or guardian name(s)
- The manner which consent is provided (e.g. telephone & date & who obtained the consent)

## Reception Process

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### School-Based Reception

Settlement workers will be available in LDCSB and TVDSB schools based on the designation of service level (see *Models of Service*, page 2). Settlement workers will participate in school reception teams and the reception process.

When newcomer families and/or students arrive at schools, a SWIS-London consent form (see Appendix B) will be presented with the standard registration package. The services of the SWIS-London program will be explained by a member of the reception team and families will be encouraged to sign the SWIS-London consent form. Signed consent forms will be forwarded in a timely manner to the appropriate SWIS-London supervisor or school-based settlement worker.

### Reception Centre

Newcomer secondary students in TVDSB are required to complete an initial language assessment at the *Reception, Orientation, and Assessment Centre (ROAC)*. A unique form is used at TVDSB reception centre to facilitate seamless transition to services & multiple schools (See Appendix B). A settlement worker will be available at the ROAC. This settlement worker will perform the following duties at the time of reception, orientation, and assessment:

- Welcome the family and/or student to London and the school board
- Provide parent orientation to Ontario Secondary School System and School Education Guides
- Provide an overview of the SWIS-London Program
- Seek consent to receive settlement services from the SWIS-London program
- Complete an initial assessment and forward documentation to the appropriate SWIS-London supervisor
- Make appropriate referrals to SWIS-London settlement workers and other services

## Service Limitations

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While settlement workers will perform a wide variety of settlement services for youth/families, they shall not offer the following services:

- Mediate conflicts
- Perform the duties of a teacher, guidance counsellor, tragic events team, attendance counsellor, school support counsellor, social worker, or of any other school or support staff
- Official translation of documents
- Interpretation in formal contexts

## Roles and Responsibilities

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### Citizenship and Immigration Canada

Citizenship and Immigration Canada shall participate on the SWIS-London Steering Committee.

### Service Provider Organizations

The Service Provider Organizations (SPOs) shall:

- a) Be the employer of the settlement workers
- b) Ensure the settlement workers obtain vulnerable screening/criminal record checks prior to beginning their placements in the schools. Copies will be provided to the school board upon request.
- c) Ensure the settlement workers maintain confidentiality in accordance with the school boards' protocols and legislative requirements, including privacy and access legislation
- d) Identify representative(s) to participate on the SWIS-London Steering Committee
- e) Prepare and submit funding proposals to Citizenship and Immigration Canada (CIC) after consultation with the steering committee, as appropriate
- f) Ensure that records will be maintained, stored, and remain under the custody of the Service Provider Organizations

### Program Supervisors

The SWIS Program Supervisor is responsible for coordinating the work of a team of SWIS-London workers and providing direct support and assistance to each worker in collaboration with the SWIS-London Steering Committee, monitoring the implementation of the SWIS-London Operational Guidelines and facilitating a project evaluation process.

The SWIS-London Supervisors shall:

- a) Coordinate the work of SWIS-London settlement workers in accordance with the Operational Guidelines

- b) Monitor and ensure confidential handling of client information and files
- c) Consult with school principals as needed
- d) Arrange for training of staff and partners involved in the program in collaboration with the SWIS-London Steering Committee
- e) Participate in networking meetings with other SWIS programs in Ontario
- f) Collaborate with other SWIS-London Supervisors
- g) Conduct needs assessments and evaluations of the program and client needs to identify program gaps and weaknesses in collaboration with the SWIS-London Steering Committee
- h) Prepare reports as required for the Steering Committee

#### Lines of Communication (Protocols)

Program Supervisors will:

- a) Develop effective network, partnership, and working relationships with other service providers
- b) Facilitate communication with principals/designates, Board contacts, SWIS-London workers, and the SWIS-London Steering Committee
- c) Promote the Program throughout the community in collaboration with SWIS-London partners

### Settlement Workers

Settlement workers will provide newcomers to Canada with support to improve their opportunities to become independent by enabling access to school and community information, services and resources. Settlement workers will follow a co-ordinated case management approach in providing direct service work with the newcomer students and their families.

Settlement workers shall:

- a) Provide services in a supportive and culturally-sensitive manner
- b) Participate in the school reception and orientation process for newcomer students and their families
- c) Provide program updates to principals, as requested
- d) Provide orientation on programs and services available in the school and community
- e) Facilitate referrals and access to available resources in the community, social services, professional services and government programs
- f) Enable families to advocate on their own behalf, including for the educational needs of their children
- g) Facilitate constructive and culturally-sensitive communication between the school staff and the newcomer students and their families
- h) Provide orientation and information to school staff about cultural- and settlement-related issues
- i) In co-operation with partners and other agencies, conduct group orientation and information sessions

- j) Actively participate in all SPO staff meetings and workshops
- k) Ensure appropriate and confidential handling of client information and files
- l) Operate in accordance with the policies, guidelines, and protocols of the program and partner organizations

#### Lines of Communication (Protocols)

Settlement workers will:

- a) Communicate regularly with the SWIS-London program supervisor
- b) Communicate regularly with the school administrator or designate
- c) Collaborate with other settlement workers to ensure integrated service delivery for clients

#### School Boards

School Boards shall:

- a) Collaborate with SPOs with the reviewing and identifying school sites for SWIS-London and if required, help facilitating an information meeting for the Principals of those schools
- b) Identify at least one representative to participate on the SWIS-London Steering Committee who will act as a liaison between the participating schools and the school board, and support and assist principals and/or designates in the orientation to the program
- c) Include SWIS-London information as part of the registration process for newly arrived families and students
- d) Provide in-kind contributions, as follows:

Schools with scheduled service shall provide:

- Designated work space and appropriate furniture
- Access to adequate space for confidential client meetings
- Access to a land-line telephone
- Internet access
- Secure storage space
- A mail slot
- Access to a photocopier for incidental photocopying

Schools with itinerant service shall provide:

- Access to adequate space for confidential client meetings
- Access to a photocopier for incidental photocopying
- A mail slot

- e) Arrange for the orientation and training for the settlement workers regarding relevant school board ethos, policies and procedures

## Principals and/or Designate

The school principal or designate shall:

- a) Provide information about the SWIS-London program to newcomer families and students
- b) Provide the SWIS-London *Consent to Release Information* form (see Appendix B) to newcomer families and students at the time of registration
- c) Place original release form in the settlement worker's mail slot
- d) Ensure timely notification of new referrals is provided by phone or by email to the appropriate settlement worker or program supervisor
- e) Include the settlement worker in the school's reception plan for newcomer families and students
- f) Communicate effectively with settlement workers
- g) Support the promotion of settlement services to newcomer families and students in schools
- h) Create opportunities for the settlement worker to interact with school staff including, but not limited to, an initial orientation to the school and an introduction at a staff meeting so that the settlement worker can integrate into school culture
- i) Ensure that existing roles and services provided by school board staff are complemented by and not duplicated by the settlement worker

## SWIS-London Steering Committee

The Steering Committee shall:

- a) Be composed of representation from each of:
  - 1) Citizenship and Immigration Canada
  - 2) Cross Cultural Learner Centre
  - 3) London District Catholic School Board
  - 4) LUSO Community Services
  - 5) South London Neighbourhood Resource Centre
  - 6) Thames Valley District School Board
- b) The Steering Committee shall meet on a regular basis, not less than three times each year to review the progress of the project and plan the ongoing development of the delivery of settlement services to clients
- c) Make recommendations for orientation and training of the settlement workers and school staff, which may include the sharing of relevant School Board policies and procedures
- d) Review the list of schools to be served and ensure the allocation of settlement workers' time is meeting the needs of newcomer families and students in each respective school board
- e) Ensure that settlement workers in LDCSB and TVDSB schools complement existing services in both school boards, but not replace or duplicate the services provided by the staff members of either school board as part of their official job responsibilities

## Conflict Resolution

In all cases, the Ontario Human Rights Code, the Canadian Charter of Rights, and local rights policies will prevail. Refer to the roles and responsibilities section of these Operational Guidelines, as appropriate.

1. Day to day issues will be resolved locally through the appropriate SPO and/or school staff.
2. If a conflict cannot be resolved at the local school level, it will be brought to the appropriate partner's supervisors/administrators/committees, in accordance with partners' local conflict resolution procedures and partnership agreement protocols.
3. If the conflict cannot be resolved by steps #1 or 2, then the matter may be raised at the SWIS-London Steering Committee for consultative advice and/or resolution which may include amendment(s) to the Operational Guidelines.
4. CIC, as the funding agency, may participate in and facilitate access to negotiation and mediation processes in support of the partnership, when deemed necessary.



## Appendix A: Settlement Needs

These are typical examples of settlement needs. The list is not exhaustive, and there are many items that could also be included. While SWIS-London settlement workers can attend to some of these needs (i.e., SIN applications, Health cards) others require immediate referral to an appropriate person or agency (i.e., immigration status, secondary school timetabling, diploma accreditation, etc.).

1. Orientation
  - Obtaining
    - Social Insurance card
    - Health card
    - Student ID
    - Driver's License
  - Societal norms, rights, obligations and protection (e.g., workplace, school, society, family, etc.)
  - Accessing public transit: maps, streets, bus routes, intersections, passenger pick-up, parking
2. Community Connections
  - Facilitate referrals and access to available resources in the community and social services
  - e.g. summer programming, faith communities, neighbourhood hubs, child care accommodations, volunteer opportunities
3. Health
  - Finding a local physician/dentist/ Community Health Centers
  - Vaccination / immunization
  - Nutrition in the Canadian context
  - Accessing mental health counseling
4. Support Programs
  - Social assistance programs (e.g., Ontario Works, Child Tax Benefit, Guaranteed Income Supplement, Ontario Disability Support Program, etc.)
  - Basic Needs Services (e.g. Food banks, Red Cross, Goodwill, Salvation Army)
5. Accommodation
  - Locating appropriate Housing (e.g., leasing, "key money", rights and obligation, etc.)
  - Assistance with phone, utilities setup
  - Housing shelters
6. Education
  - Assistance with elementary & secondary school registration
  - Understanding educational rights and responsibilities
  - Adult Education; E.S.L / L.I.N.C
  - Universities and colleges (including TOEFL / GSAT / MLAT / LSAT)
  - Distance Education – mail / internet
7. Employment
  - Work skills assessment, accreditation & licensing, evaluation of academic credentials
  - Upgrading or skills development programs
  - Workers rights, health & safety
  - Negotiating terms of employment, work hours, benefits, pay, police checks, etc.
  - Gaining Canadian work experiences through volunteering opportunities
  - Employment services referrals
8. Financial
  - Bank accounts, ATM cards, credit cards, guarantor, telephone/internet banking, customer service, complaints, writing cheques
  - Budgeting, paying bills

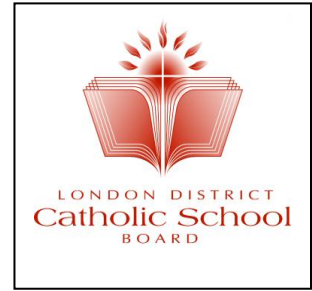
## Appendix B: Consent to Referral Forms

The following forms are to be used for obtaining and recording parental consent for referral to the SWIS-London services.

- SWIS-London LDCSB Consent to Referral
- SWIS-London TVDSB Consent to Referral
- SWIS-London Reception, Orientation & Assessment Centre Consent to Referral



# SWIS - London Consent to Referral



The **Settlement Workers in Schools (SWIS-London)** program provides newcomer families and students with information and support on:

- Learning English
- Looking for a job
- Housing
- Education in Canada
- Finding a doctor or dentist
- Rights and responsibilities
- Other settlement needs

I give permission for a settlement worker to contact me.

**Please print.**

\_\_\_\_\_  
Name of parent/guardian

\_\_\_\_\_  
Name of School

\_\_\_\_\_  
Name of student(s)

\_\_\_\_\_  
Telephone number

\_\_\_\_\_  
Best day and time to contact

\_\_\_\_\_  
Language(s) spoken at home

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

This form may be signed by a student who is 16 years of age or older.

*Municipal Freedom of Information and Protection of Privacy Act, 1989*

Personal information on this form is collected under the legal authority of the Education Act, R.S.O. 1990, c.E-2. This information will be used solely for referral to the SWIS-London program. Questions regarding this collection and use of personal information should be directed to the School Principal.





# SWIS-London Consent to Referral



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I give permission for a settlement worker to contact me.

**Please print:**

\_\_\_\_\_  
Name of parent/guardian

\_\_\_\_\_  
Name of school

\_\_\_\_\_  
Name of student(s)

\_\_\_\_\_  
Telephone number

\_\_\_\_\_  
Best day and time to contact

\_\_\_\_\_  
Language(s) spoken at home

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Signature of student (16 years of age or older)

Date: \_\_\_\_\_

*Municipal Freedom of Information and Protection of Privacy Act, 1989*

Personal information on this form is collected under the legal authority of the *Education Act*, R.S.O. 1990, c.E-2. This information will be used solely for referral to the SWIS-London program. Questions regarding this collection and use of personal information should be directed to the School Principal.





# SWIS-London

## Reception, Orientation & Assessment Centre

### Consent to Referral



The **Settlement Workers in Schools (SWIS-London)** program provides newcomer families and students with information and support on:

- Learning English
- Looking for a job
- Housing
- Education in Canada
- Finding a doctor or dentist
- Rights and responsibilities
- Other settlement needs

I give permission for the ROAC settlement worker to release my information to the SWIS worker assigned at my son/daughter's school, and the school settlement worker to contact me.

**Please print:**

\_\_\_\_\_  
Name of parent/guardian

\_\_\_\_\_  
Name of student

\_\_\_\_\_  
Name of school

\_\_\_\_\_  
Name of student

\_\_\_\_\_  
Name of school

\_\_\_\_\_  
Name of student

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Name of school

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Name of student

\_\_\_\_\_  
Name of school

\_\_\_\_\_  
Language(s) spoken at home

\_\_\_\_\_  
Telephone number

\_\_\_\_\_  
Best day and time to contact

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Signature of student (16 years of age or older)

Date: \_\_\_\_\_

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