



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2015</b>	<i>Replacing</i> <b>All previous procedures</b>
<i>Review Date</i> <b>2020</b>	<i>Page</i> <b>1 of 13</b>
<i>Contact Person/Department</i> <b>Superintendent of Specialized Services</b>	<i>Identification</i> <b>ES-5021</b>

## **THIRD PARTY PROTOCOL FOR EXTERNAL PROFESSIONALS AND/OR PARAPROFESSIONALS**

### **1.0 PURPOSE**

Trillium Lakelands District School Board is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs, on a short term or limited basis.

The purpose of this protocol is to develop collaborative working relationships with those external agencies that provide services in our schools by regulated health professionals, regulated social service professionals and paraprofessionals. The presence, role and conduct of external professionals and paraprofessionals within the Board's schools shall be governed by this Procedure.

### **2.0 REFERENCES / RELATED DOCUMENTS**

- 2.1 Education Act
- 2.2 Ministry of Education Policy / Program Memorandum (PPM) 149
- 2.3 Municipal Freedom of Information and Protection of Privacy Act
- 2.4 Personal Health Information Protection Act
- 2.5 Freedom of Information and Protection of Privacy BD-2031
- 2.6 Health Support Services ES-5565
- 2.7 Code of Conduct OP-6021

### **3.0 TERMS AND DEFINITIONS**

#### **3.1 THIRD PARTY SERVICES**

- 3.1.1 Third party services are defined as services delivered on a short-term or limited duration by individuals who are not employees, service providers, volunteers or agents of the Board. These individuals typically do not perform the work of Board employees or service providers.

All such persons are required to act in accordance with the Education Act and the TLDSB Code of Conduct and all other safe schools policies. Cooperation with this protocol ensures maximum benefits to the staff, students and families in TLDSB

### 3.2 EXTERNAL PROFESSIONALS AND PARAPROFESSIONALS

3.2.1 TLDSB staff collaborates with various professionals and paraprofessionals. These individuals have various areas of expertise. They include but are not limited to:

- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Occupational therapists, as defined by the Occupational Therapy Act, 1991;
- Physiotherapists, as defined by the Physiotherapy Act, 1991;
- Psychologists, as defined by the Psychology Act, 1991;
- Psychological associates, as defined by the Psychology Act, 1991;
- Social workers, as defined by the Social Work and Social Service Work Act, 1998;
- Other regulated professionals and /or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs.

3.2.2 Educational, legal, medical and social service professionals and paraprofessionals from the community may either be employed by a publicly-funded government organization, such as a hospital or a social service agency, or they may operate an independent private practice in which case the client reimburses the professional or paraprofessional directly for services provided.

### 3.3 PUBLICLY FUNDED PROFESSIONALS AND PARAPROFESSIONALS:

Publicly funded professionals and paraprofessionals including those obtained by the Board on a fee for service basis, provide services in schools which may be accessed by any student who meets the eligibility criteria. In the TLDSB district there are a number of organizations that offer services which an eligible student may access at no cost to the parent / guardian. These service providers may vary within the Board's three districts; City of Kawartha Lakes, Haliburton County, and the District of Muskoka. For the purposes of this protocol, these professionals and paraprofessionals are referred to as "Publicly-Funded Professionals and Paraprofessionals".

3.4 PRIVATELY FUNDED PROFESSIONALS AND PARAPROFESSIONALS:

There are also services purchased by parents / guardians on a private basis or funded by insurance carriers which are normally carried out in the professional or paraprofessional's office / clinic or the student's home, including but not limited to services such as behaviour therapy, psychological assessment and therapy, social work counseling and therapy, speech-language assessment and therapy. For the purposes of this protocol, these professionals and paraprofessionals are referred to as "Privately-Funded Professionals and Paraprofessionals".

3.5 PRIVATE RETAINER:

When a retainer has been secured, the terms of the retainer of the external professional or paraprofessional shall be determined by the parents of the student in question, and the Board shall not be responsible for paying the accounts of the private professional or paraprofessional under any circumstances. This must be confirmed in writing as set out in item 7 on Appendix D.

**4.0 ADMINISTRATIVE PROCEDURE**

4.1 PROTOCOLS FOR COLLABORATION WITH PRIVATELY OR PUBLICLY FUNDED PROFESSIONALS AND PARAPROFESSIONALS

4.1.1 Pre-meeting process:

- a) A request for services is initiated either by school staff or by a parent / guardian for a student to have access to external services provided by a professional or paraprofessional.
- b) Contact is made with the Principal to request that a consultative meeting involving the parent, the external professional / paraprofessional and appropriate school personnel (e.g. Classroom Teacher, Special Education Resource Teacher) and Board Personnel (as appropriate) take place.

Reasons for the request including the proposed school contact of the external professional / paraprofessional (e.g. consultation, observation, demonstration) are outlined.

- c) If the Principal, in consultation with Board Staff does not believe that a consultation, observation or demonstration meeting is necessary, he / she will share the reasons with the parents. There will be no further action.
- d) If the Principal agrees to the proposed meeting, the nature of the external service provider's school contact is determined, including:
  - i. identifying the purpose of the involvement (consultation, observation, demonstration);
  - ii. identifying the topics on which the meeting will focus in relation to the specific service being provided (e.g. behaviour, learning strategies, motor skills, self-help skills, social skills, speech and language, etc.);

- iii. the individuals to be involved in the consultative meeting;
  - iv. whether there is a requirement for the professional / paraprofessional to provide a written report to the school after interactions occur with the student.
- e) The Principal then will:
- i. schedule the date and time of the meeting in consultation with other participants;
  - ii. identify school personnel and Central Area Support Staff to attend the meeting;
  - iii. obtain signed consent for release of information prior to the meeting (see the TLDSB Authorization for Exchange of Information forms);
  - iv. complete Appendix A, B and C and distribute to appropriate parties.
- f) The Principal will designate an attendee to maintain notes using the case conference notes template; a record of the outcomes will be completed and distributed to all parties once the meeting has occurred.

#### 4.1.2 On arrival at School:

- a) When entering the school, the external professional / paraprofessional must check in with the school office and wear appropriate identification.
- b) When a visit to the school has been scheduled for a mutually convenient time, the external professional or paraprofessional should ensure that his/her visit accords with the agreed upon schedule.

## 4.2 ROLES

Successful practices have indicated a collaborative working model brings significant added value to the education of our students. The professionals and / or paraprofessionals and school staff should make every effort to work together as a team to ensure continuity between home and school. These guidelines are intended to promote a collaborative working model. All parties invited to the collaboration process need to understand their respective roles. The external professional / paraprofessional will be part of a team which typically involves:

#### 4.2.1 Principal or Designate

- a) Responsible for the management of the school and all those who enter the premises including external professionals / paraprofessionals, pursuant to the Education Act and the regulations thereto;
- b) Responsible for the instructional program for all students, the Special Education programs and the Individual Education Plans (IEP) for students.

#### 4.2.2 Classroom/Subject and Special Education Teachers

Collaborate in designing and implementing the program for the relevant students under the direction of the Principal.

4.2.3 Educational Assistant

Assists in implementing the IEP under the supervision of the Classroom Teacher, Special Education Resource Teacher and Principal.

4.2.4 Special Education Program Consultant

Provides professional development and consultation concerning special education programs and services per discussions.

4.2.5 Professional and paraprofessional service provider:

The professional or paraprofessional service provider's role, in conjunction with the parent, is to **supplement** the special education programs and services provided for the pupil by the school personnel and Board staff, thereby allowing the student to participate more fully and more successfully in the instructional program of the school.

4.3 COMMUNICATIONS

When the professional / paraprofessional service provider is asked to provide a written or oral report or make observations on a variety of issues, comments will be limited to student performance as relevant to the services being provided. This will ensure a cooperative, collaborative, working relationship which ultimately benefits the student.

4.4 CONFIDENTIALITY

Comments and recommendations are to be restricted to the specific student needs and programming in question. Student records are privileged and strictly confidential. OSR Guidelines must be followed at all times. Students, school and Board staff members and professional / paraprofessional service providers have privacy rights that must be respected. Observations recorded and any manner of report made as a result of a visit must focus on the specific student and be held in strict confidence. Moreover, it is unacceptable for the professional / paraprofessional service provider to identify or make comments about any other student, school / Board staff member or other service provider.

4.5 OUTCOME

4.5.1 Consultative Meeting:

- a) Principal or designate, parent, professional / paraprofessional service provider, school personnel and Central Staff personnel meet at the school on a mutually convenient day and time.
- b) Principal or designate reviews procedures for involvement of professional / paraprofessional service provider, the roles of the Principal, school staff, Central Staff personnel and the parent and the purpose and focus of the meeting. Principal or designate explains the role of external service provider and outlines the Principal's responsibility and authority with respect to the instructional program of the student, including the Individual Education Plan.

- c) Professional or paraprofessional service provider shares information about student which has been gained through assessment, counseling, therapy, etc.
- d) Information is discussed by those in attendance at the meeting.
- e) Based on the information provided and the ensuing discussion, the Principal or designate may make recommendations for:
  - i. development of, or changes to, the student's IEP;
  - ii. either an observation and / or a demonstration by the third party;
  - iii. future meetings and frequency of those meetings.
- f) Principal or designate, in consultation with appropriate Supervisory Officer, reviews observation and / or procedures with professional / paraprofessional service provider and approves observation form / format to be used. Principal shares appropriate forms with professional / paraprofessional (see appendices).
- g) Staff in collaboration with the professional / paraprofessional service provider determine:
  - i. the date and time of observation / demonstration or other next steps;
  - ii. the school / board personnel to be involved;
  - iii. the strategy / technique to be demonstrated;
  - iv. the goal of the demonstration session;
  - v. the process of implementation of demonstrated strategy / technique
  - vi. The method of data collection

#### 4.5.2 Observation:

- a) If observation has been agreed to, it will be done in the school setting with pertinent staff.
- b) Classroom observation will be kept to a minimum (*not to exceed three times a year for a maximum of one hour at the discretion of the teacher*).
- c) Professional / paraprofessional service providers are limited to arrival at school on the appointed day and time.
- d) The professional / paraprofessional service provider conducts observation for agreed upon length of time and prior to leaving discusses the information which was collected with the member(s) of the school or board team
- e) Written reports will be reviewed with the member(s) of school or board team prior to finalization and distribution when requested by the Principal or designate.

#### 4.5.3 Demonstration

- a) Demonstration will be done outside the classroom with pertinent staff.
- b) There may be rare cases in which demonstration must occur in the classroom.
- c) Professional / paraprofessional service provider arrives at school on appointed day and time.
- d) Principal may ask a member of the Central Staff to attend the demonstration and to give advice concerning the appropriateness of the strategy / technique which the professional / paraprofessional service provider is demonstrating for use in the school context.
- e) Principal reviews demonstration procedures with the professional / paraprofessional service provider as well as the role of the Principal, school personnel and Board staff.
- f) A professional / paraprofessional service provider conducts a demonstration and answers any questions which school personnel and / or Board staff may have about the strategy / technique.
- g) Based on the discussion of the demonstration, the member(s) of school or board team determines if the strategy / technique may be used by school personnel and therefore become a component of the student's IEP, where appropriate.
- h) A written summary of the proceedings of the demonstration, including the names of those in attendance, decisions made and plans for follow-up will be distributed by the member(s) of school or board team to all those in attendance.

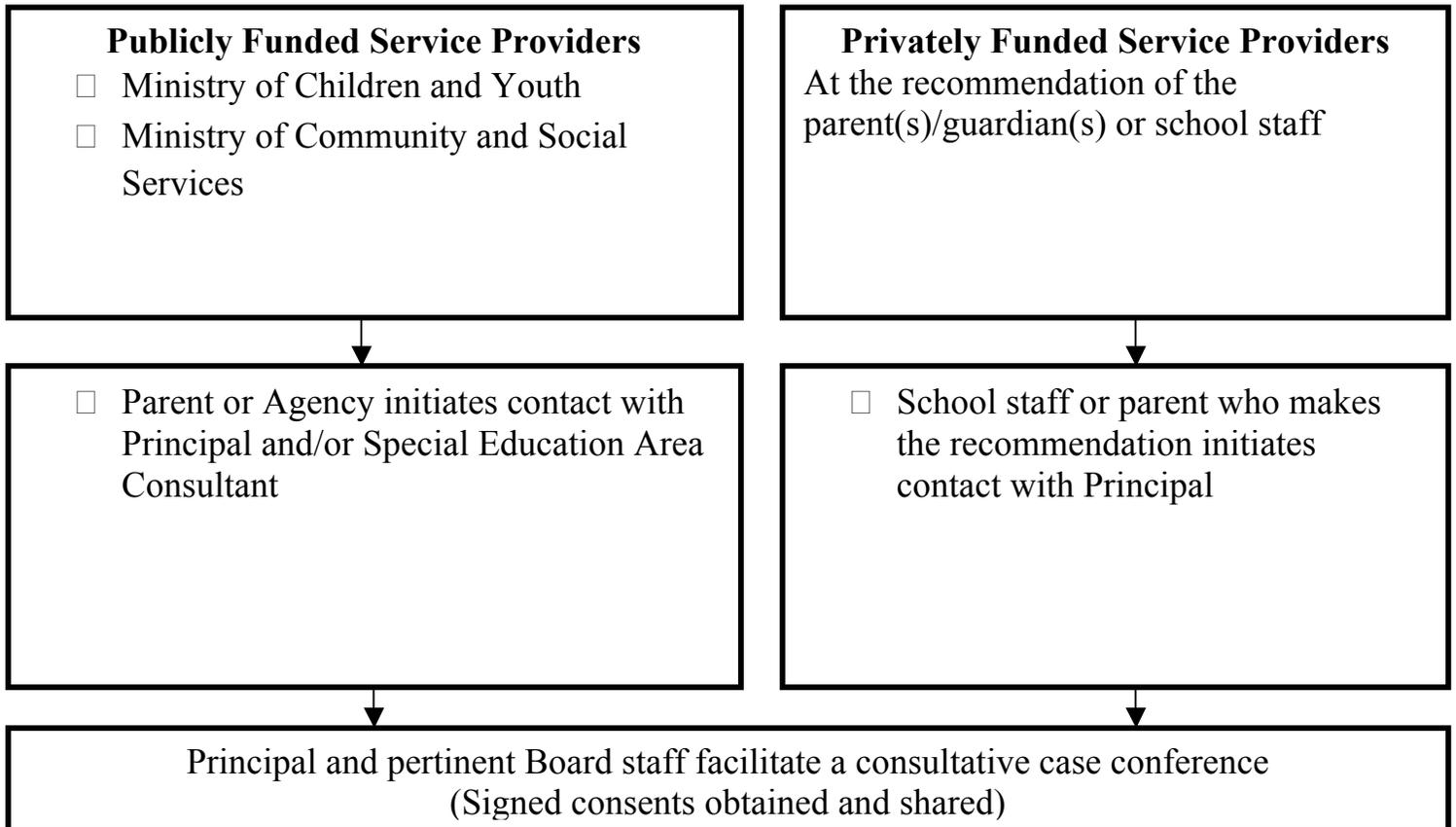
#### 4.5.4 Direct Service

In a few cases, short term, direct counseling, and / or intervention is provided for students by publicly funded professionals / paraprofessionals in the school setting (outside of the classroom).

### 5.0 APPENDICES

- 5.1 Appendix A - Protocol for External Service Providers
- 5.2 Appendix B - Appointment Form
- 5.3 Appendix C - Conditions of Access Agreement for use with observation and / or demonstration
- 5.4 Appendix D – Parent / Guardian Letter

## Protocols for External Service Providers



<b>Possible Outcomes</b>	
<b>1. Consultation</b>	<ul style="list-style-type: none"> <li>-Meeting with school and Board staff</li> <li>-Share information</li> <li>-Determine next steps</li> </ul>
<b>2. Observation</b>	<ul style="list-style-type: none"> <li>-Up to 3 times a year</li> <li>-Up to 1 hour duration</li> <li>-School / Board staff present</li> <li>-Observation notes shared</li> <li>-Other scheduling as agreed upon</li> </ul>
<b>3. Demonstration</b>	<ul style="list-style-type: none"> <li>-Done outside the classroom</li> <li>-Determine next steps</li> </ul>
<b>4. Direct Service</b>	<ul style="list-style-type: none"> <li>-On rare occasion</li> <li>-Short term duration</li> <li>-Share information</li> <li>-Determine next steps</li> </ul>



APPOINTMENT FORM

To: (Parent / Guardian)
(External Professional / Paraprofessional)
(Classroom Teacher)
(Special Ed Resource Teacher)
(Educational Assistant)
(Student Services)
From: (Principal)
Date:
Re: (Student)
(School)

The external professional / paraprofessional will be at the school on \_\_\_\_\_, 20\_\_\_\_\_

Between \_\_\_\_\_ a.m. / p.m. and \_\_\_\_\_ a.m. / p.m.

The purpose of the visit will be to: (check ✓)

- conduct an observation;
conduct a demonstration.

The focus of the observation / demonstration will be on the following topics: (check ✓)

- behaviour
cognitive skills
communication / speech / language
motor skills
self-help skills
social skills
other (specify) \_\_\_\_\_

cc: OSR
Ensure Notes are entered in student database



CONDITIONS OF ACCESS  
AGREEMENT FOR USE WITH  
OBSERVATION AND / OR  
DEMONSTRATION

BETWEEN: Trillium Lakelands District School Board  
(the "Board")  
-and-

\_\_\_\_\_  
(the "external Professional / Paraprofessional")

Re: Student: \_\_\_\_\_ D.O.B. \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_

WHEREAS the external professional / paraprofessional has been retained and / or agreed to by a parent / guardian of a student, within the Board, to observe and / or demonstrate with respect to the student;

AND WHEREAS the Board stipulates certain conditions and guidelines with respect to the role of the privately funded professional / paraprofessional within its premises and when interacting with Board personnel and students.

The external professional / paraprofessionals are to abide by the attached guidelines.

**1. Confidentiality:**

In any written or oral reports arising out of observations made on school premises, the external professional / paraprofessional shall not make any references to other students or school / board personnel by name or by any other means which could serve to identify the individual. All such reports shall be held in the strictest confidence.

**2. Registration:**

The external professional / paraprofessional guarantees that he / she holds current, valid registration to practice in his / her discipline as directed by the appropriate College, or is supervised by a member of the College (where applicable):

- Name of College \_\_\_\_\_
- Name of Member of College \_\_\_\_\_
- Registration Number \_\_\_\_\_

**3. Liability:**

The external professional / paraprofessional guarantees that he / she has professional liability insurance in the amount which is in accordance with the stipulations of the College and names the Board as an additional insured under the policy.

- Name of College \_\_\_\_\_
- Amount of Coverage \_\_\_\_\_
- Expiration Date \_\_\_\_\_

**4. Criminal Background Check:**

The external professional / paraprofessional guarantees that he / she has a current (within the last 12 months) and satisfactory Vulnerable Sector Screening. (Please attach a copy of the original Vulnerable Sector Screening to this form.)

**5. Programming Recommendations:**

The Principal is responsible for the education program of the student. Programming recommendations made by the external professional / paraprofessional are only suggestions offered to the Principal, which may or may not be implemented. The Principal has the authority to determine what, if any, programming changes are to be made in accordance with / and subject to the Education Act.

**6. Termination of Privileges:**

The external professional / paraprofessional acknowledges that his / her access to the school premises may be terminated at any time at the sole and unfettered discretion of the Principal or the Board. Written notification of the termination will be provided.

## 7. Parent Entirely Responsible for Any Payment

The external professional / paraprofessional acknowledges that the Board shall not be responsible for any accounts or services rendered in connection with school consultations, observations, demonstrations or otherwise.

\_\_\_\_\_  
Professional or Paraprofessional

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

cc: Parent / Guardian / Adult Student  
OSR  
Superintendent of Specialized Services  
External Professional or Paraprofessional



PARENT/GUARDIAN LETTER

(SCHOOL LETTERHEAD)

Parent/Guardian:

Re: Visit(s) by \_\_\_\_\_ (Name of Professional / Paraprofessional)

Concerning \_\_\_\_\_ (Name of student)

We hereby acknowledge and agree that the above-named professional / paraprofessional has been retained by the undersigned parent(s) / guardian(s). Further, we acknowledge and agree that we are fully responsible for payment of any and all accounts, including fees and disbursements, rendered by the above-named professional / paraprofessional and the Board will not be paying nor contributing to the cost of these services. Finally, in consideration of the Board allowing the above-named professional / paraprofessional the requested access to the school, we hereby release and forever discharge the Board (including its employees, supervisory officers, and trustees) from any and all claims, demands, liabilities, courses of action, complaints, and otherwise arising from the visit(s), including any remedies which may subsist in law, equity or under legislation.

In addition, we hereby acknowledge and agree that the Principal is responsible for the duration of the program of the above-named student. At any time at the sole and unfettered discretion of the Principal or the Board, the above named professionals / paraprofessional's access to school board premises may be terminated. Further, we acknowledge and agree that programming recommendations made by the above-named professional / paraprofessional are only suggestions offered to the Principal, which may or may not be implemented. Finally, we acknowledge and agree that the Principal has the authority to determine what, if any, programming changes are to be made in accordance with / and subject to the Education Act.

Accepted: \_\_\_\_\_ \*Witness \_\_\_\_\_ (Parent / Guardian Signatures)

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

\* In the absence of other convenient witnesses, the Principal / designate may serve as witness

- cc: Parent / Guardian
External Partner
Student Services
O.S.R.

Please complete and sign the attached Consent Forms to allow the Private Professional / Paraprofessional to observe the student in school or to demonstrate a strategy / technique for school staff.

Notice of Collection: Personal information contained on this form is collected pursuant to the Freedom of Information and Protection of Privacy Act/ Municipal Freedom of Information and Protection of Privacy Act and may be used as necessary for Board operations. Questions about this collection should be directed to the Superintendent Responsible for Freedom of Information for Trillium Lakelands District School Board, Lindsay Corporate Office, Box 420, 300 County Road 36, Lindsay, Ontario, K9V 4S4, 1-888-526-5552.

