

<b>Procedure Title</b>	<b>Third Party Protocol for Community Service Providers in Schools</b>		
<b>Date of Issue</b>	June 15, 2005	<b>Related Policy</b>	BP 2355-D
<b>Revision Dates</b>	March 4, 2009 March 31, 2010 November 14, 2012	<b>Related Forms</b>	
<b>Review Date</b>		<b>Originator</b>	Administrative Council
<b>References</b>			
<p><b>Federal/Provincial Legislation:</b> Personal Information Protection and Electronic Documents Act; Freedom of Information and Protection of Privacy Act; Municipal Freedom of Information and Protection of Information Act; Personal Health Information Protection Act; Education Act; Human Rights Code; Charter of Human Rights and Freedoms; Regulated Health Professionals Act; Ontario Disabilities Act</p> <p><b>Ministry Regulations:</b> Safe Schools; Codes of Conduct; OSR Guidelines; MFO/PA, R.S.O. 1990 c.M.56, Policy/Program Memorandum No.149</p> <p><b>Bluewater District School Board Policies and Procedures and Guidelines:</b> AP 7306-D “Educational Assistant Support – Externally Funded; AP 7702-D “Educational Assistant Deployment; IPRC Parent Guide; CAS Protocol; BP 6820-D and AP 6820-D “Safe Schools; AP 6801-D Police/School Protocol; AP 1601-D Communication Guidelines; Bluewater District School Board Special Education Plan; BP 1415-D and AP 1415-D “Tobacco Free Environment”; AP 6826-D Restorative Measures Protocol; Common Understandings (as in special Education Plan); BP 5690-D and AP 5690-D “Private Music Instruction; AP 6809-D Service Dog/Companion Dog Use of in Schools</p>			

**Procedure:**

**Rationale:**

Bluewater District School Board (BWDSB) is committed to working collaboratively with community agencies, education services, health services, social services, legal professionals and paraprofessionals to develop educational programs that meet the needs of individual students.

This protocol is designed to clarify how community agencies, professionals and paraprofessionals can work in collaboration with school personnel to support student learning needs. Bluewater District School Board believes that community professionals/paraprofessionals can bring significant added value to the education of individual students if they work as part of the team. This team may include the teacher, the educational assistant, the learning resource teacher, the system special education lead teacher, the principal, the student support staff and the parents. The common goal is to provide the appropriate programming to best serve the needs of the student. The intent of these guidelines is to promote and support a collaborative model that will encourage and assist exceptional pupils to acquire the knowledge and skills necessary to meet their optimum potential in the school setting. An agreement with a community service provider may augment or enhance (not duplicate) the work of board professional staff (refer to section 1.3), while respecting the rights, responsibilities, collective agreements and interests of both school personnel and students.

The principal of the school makes the final determination concerning the utilization of the recommendations/strategies/techniques to be used in the school setting and the inclusion of the strategy/technique in the student's individual educational plan (reg. 298).

The community professionals and paraprofessionals with whom the BWDSB currently collaborates are as follows:

## **1.0 Third Parties That Work With and in Bluewater Schools**

### **1.1 Parties With Ongoing Agreements With Bluewater District School Board**

- Service Agreements: WRAP; CCAC; SSP-ASD
- Audiologists
- Section classes
- Teaching Assistants through tuition agreements

### **1.2 Parties Without Ongoing Agreements With Bluewater District School Board**

- Social services workers such as child and youth workers, social workers, Children's Aid workers, Keystone Child and Youth Services, Community Living, RSA, Transition Support (TVCC)
- Professionals such as doctors, psychiatrists, psychologists, speech language pathologists
- Legal professionals such as lawyers, police officers and probation officers
- Professional Mediators
- Tutors
- Professionals/Paraprofessionals such as audiologists, nurses, occupational therapists, physiotherapists, behaviour therapists, rehabilitation counsellors, and special services workers
- University/College researchers
- Insurance companies – Case managers, Ots, PTs, SLPs, Rehabilitation therapists, externally funded educational assistants
- Advocates
- Support Associations (such as LDAO, ASO, ABI, Spina Bifida, ABC, etc.)
- College/University Students (ex. CDA, ECE, Student teachers)
- Volunteers, Co-op students
- Service dog/companion dogs (AP 6809-D) Protocol

### **1.3 Current Programs and/or Services Delivered by Board Staff (Professional Student Services Personnel [PSSP] and Paraprofessionals)**

- Psychologist
- Psychological Associates
- SLP
- Psychometrists
- CDA
- Attendance Counsellors
- Student support liaison
- ASD behavioural professional

## **2.0 Supporting Student Learning**

### **2.1 Parties Without Ongoing Agreements with Bluewater District School Board**

#### **Collaborative Working Relationships:**

There is a variety of ways in which the collaborative relationship between the community professionals/paraprofessionals and school personnel may operate:

- **Consultation** – assessment information and program recommendations/strategies/techniques/demonstrations are shared with the school staff by the community professional/paraprofessional through a written report or a face to face meeting
- **Observation/Assessment** – the community professional/paraprofessional observes/assesses the student in the school setting to obtain information to assist with the assessment process
- **Direct support** – the community professional/paraprofessional provides direct support for the student in the school. Community professionals such as Community Care Access Centre physiotherapists, occupational therapists, speech and language pathologists and nurses provide the services as required by “Ministry of Education policy/program memorandum No. 81 – Provision of Health Support Services in School Settings”
- **Externally Funded Educational Assistants** – educational assistants may be funded externally, usually by insurance companies, for the provision of educational services for students recovering from car or other accidents Refer to Procedure # AP 7306
- **Volunteer Drivers**—may include cancer society workers, etc.
- **Interviews**—CAS, police, lawyers, etc.

### Considerations and Requirements

There are requests from parents/guardians that principals allow publicly and/or privately funded professionals/paraprofessionals, who typically provide various services in the office/clinic or the student’s home, to provide these services in the school setting. A number of concerns have been identified as a result of these requests:

- **Liability/insurance** – the service provider must provide evidence of sufficient insurance which includes Professional Malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleagues or parents/guardians. Assurances would also be needed that the privately funded professional/paraprofessional is insured while working on Board property.
- **Qualifications/professional standards** –the privately funded practitioners must provide evidence that they have current qualifications that are appropriate for the services they are providing where such standards exist, or the professional under whom they are supervised. This must include up-to-date membership in the regulated College of Ontario or regulatory association and a declaration that services will be delivered in accordance with professional standards of practice;
- **Informed consent** – The privately-funded practitioners must provide appropriate documentation of informed, written consent by parent/guardians for:
  - services to be provided by the professional
  - access to student records
  - discussion with school personnel of the student’s strength and needs
- **Criminal background checks** – to ensure the physical and psychological safety of all students, the privately-funded practitioners must provide a criminal background check within the last 12 months, as per Board policy for its own employees;
- **Utilization of Educational Assistants** – since Educational Assistants are hired by the Board, their direct supervision is provided by Board personnel and their liability is covered by the Board insurance carrier. Privately-funded practitioners would not, therefore, be directly supervising Educational Assistants or providing programming for students to be carried out by Educational Assistants;
- **Approval/Denial/Termination:** The approval, denial or termination of third party services at the expense of a third party organization shall at all times be at the sole discretion and direction of Bluewater District Board of Education

- The Bluewater District School Board does not allow in-school and in-classroom volunteers to accept payment or other non-monetary benefits from third parties, including individual parents, for volunteer services or duties rendered in, or directly related to a student(s) in the classroom.

### 3.0 Other Considerations:

- Scheduling
  - Scheduling must be pre determined after consultation with the principal or designate. The student's program will be given initial priority.
- Space
  - Availability of space is an issue in many schools. Scheduling for use of available space must be done in consultation with principal or designate. However, the regular school program will be the priority for use of space.
- Material Resources
  - All private professionals/paraprofessionals will supply their own materials. Costs for photocopying or similar services will be borne by the professional or paraprofessional.
- Safety/Conduct
  - All persons entering a school or other Board property must abide by Bluewater District School Board's Policies and Procedures as well as the Ontario Safe Schools Act and the Ontario Code of Conduct

### 4.0 Collaborative Model

The community professional/paraprofessional and school staff should make every effort to work together as a team. Mutual respect and openness to different perspectives is essential for success. It is very important that community professionals understand that their role, in conjunction with the parent, is to supplement the education programs and services provided for the pupil by the school personnel and Board staff. This collaborative effort allows the student to participate more fully and more successfully in the instructional program of the school.

### 5.0 Communication

The community professional/paraprofessional will be asked to provide a written or oral report or make observations on a variety of issues, which arise in the classroom setting. The community professional/paraprofessional should be aware that all comments are taken very seriously and carry a great deal of weight for parents and staff. It is important that comments be framed in such a way as to ensure that they promote a co-operative, collaborative working relationship, which ultimately benefit the students.

### 6.0 Confidentiality

If a community professional/paraprofessional is given access to the school or classroom setting, he/she will be observing children from many different families. Any observations or reports made as a result of the visit must be held in strictest confidence and focus on the identified student. It is inappropriate to make comments about other students or Board personnel by name or by any other means that could serve to identify the individuals.

## 7.0 Meetings Protocol

- The school or parent may request a meeting involving parent, professional/paraprofessional, school personnel and student support services.
- The purpose for the meeting is clearly stated.
- The purpose for involvement of all parties is clearly stated.
- The timing of the meeting would be at the convenience of all parties.
- The agenda and meeting chairperson should be set by the school personnel.
- Minutes of the meetings will be kept.
- Changes to the student's program will be determined by the principal.

## 8.0 Supporting Individual Education Plans

- 8.1 Bluewater District School Board is responsible for the development and implementation of the instructional program of all students enrolled in its schools. In addition, students identified as exceptional pupils are entitled to receive special education programs and services as defined in the Bluewater District Special Education Plan.
- 8.2 "Special education program means in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil." (Education Act S.1)
- 8.3 "Special education services means facilities and resources including support personnel and equipment, necessary for developing and implementing a special education program." (Education Act S.1)
- 8.4 The special education program and special education services for an exceptional pupil are described in the Individual Education (IEP) which is a document that is:  
"....developed, implemented and monitored by school staff"  
(Ministry of Education Individual Education Plan Resource Guide 1998, p. 5).

The Principal of the school, which the exceptional pupil attends, is responsible for the development, implementation and monitoring of the IEP and must sign the IEP to indicate that s/he is in agreement with its contents.

- 8.5 Parents/guardians, Learning Services support staff and community professionals may collaborate with the school personnel in the development of the IEP but the final determination of the contents of the IEP is made by the Principal of the school. (Ministry of Education, Individual Education Plans, Standards for Development, Program Planning and Implementation, 2000.)
- 8.6 The school personnel, including classroom teachers, learning resource teachers, and special education teachers carry out the implementation of the IEP. Bluewater District School Board employs a number of professionals and paraprofessionals, including educational assistants, psychological associates, communicative disorders assistant, speech-language pathologists, curriculum lead teachers, a teacher of the blind, a teacher of the deaf, system support teacher, system special education lead teachers. These people work to support the principals and school personnel in the provision of special education programs and services.
- 8.7 Community professionals have an important role to play in supporting the programs provided for exceptional pupils within our schools. Community professionals assist by:
- Clarifying the nature of the student's needs as well as delineating the student's strengths and learning;
  - Providing support that allows the student to participate more successfully in the instructional program of the school.

- The community professionals'/paraprofessionals' role in conjunction with the parent/guardian is to provide support at home which will supplement the special education programs and services provided for the student by the school personnel and Board staff:  
"Parents reinforce and extend the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home." (Ministry of Education, Individual Education Plan, Resource Guide 1998, p. 16.)
- 8.8 The principal of the school makes the final determination concerning the utilization of the recommendations/strategies/techniques to be used in the school setting and the inclusion of the strategy/technique in the student's individual educational plan (reg. 298).
- 8.9 Principals are empowered under the Education Act and Regulation 298 to supervise and manage any person entering their schools in regard to professional conduct and interaction with students, teachers, parents and other education staff. Ultimately, the principal will be responsible for the activities of third party professionals/paraprofessionals.

**The Bluewater District School Board Special Education Plan, including glossary of terms can be found on our website at [http://www.bwdsb.on.ca/stserv/speced\\_plan/home%20page](http://www.bwdsb.on.ca/stserv/speced_plan/home%20page) .**

**APPENDIX A  
GLOSSARY/ACRONYMS**

The following information is provided to assist the reader with the terms used in this document.

**Word Conventions**

Board - Bluewater District School Board

Ministry - Ministry of Education for the Province of Ontario

Parent - parent/legal guardian

Parents - parents/legal guardians

The terms 'parent' and 'parents' are understood to mean one or both parents or legal guardians.

**General Acronyms**

IEP - Individual Education Plan

IPRC - Identification, Placement and Review Committee

OSR - Ontario School Record

SBT - School based team

SEAC - Special Education Advisory Committee

SEPPA - Special Education Per Pupil Amount

LRT - Learning resource teacher

SES - Special Education services

SHSS – School Health Support Services

BWDSB – Bluewater District School Board

**Teachers**

BLT - Behaviour Lead Teacher

BRT - Behaviour Resource Teacher

BST - Behaviour Support Teacher

DLRT - Developmental Learning Resource Teacher

GRT - Guidance Resource Teacher

LRT - Learning Resource Teacher

LCT - Literacy Contact Teacher

MCT - Math Contact Teacher

SERT - Special Education Resource Teacher

SO - Supervisory Officer

SSELT – System Special Education Lead Teacher

**Occupations**

CDA - Communicative Disorders Assistant

CYW - Child and Youth Worker

EA - Educational Assistant

ECE – Early Childhood Education Worker

OT - Occupational Therapist

PT – Physiotherapist

SLP - Speech/Language Pathologist

SW - Social Worker

TA - Teaching Assistant (Saugeen First Nations)

**Exceptionalities/Diagnostic Conditions**

ABI -Acquired Brain Injury

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autism Spectrum Disorder

CD - Conduct Disorder

CP - Cerebral Palsy

DL - Developmental Learner

HI - hearing impaired

LD - Learning Disabled  
ODD - Oppositional Defiant Disorder  
PDD - Pervasive Developmental Disorder  
SSP-ASD – School Support Program – Autism Spectrum Disorder

**Agencies/Groups**

CAS - Children's Aid Society  
CCAC - Community Care Access Centre  
CPRI - Child Parent Resource Institute  
DSEC - District Specialized Equipment Committee  
EQAO - Education Quality and Accountability Office  
IPSLs - Integrated Preschool Speech Language Service  
LDAO - Learning Disabilities Association of Ontario  
MCSS - Ministry of Community and Social Services  
MOE - Ministry of Education  
PIC - Parent Involvement Committee  
RSA - Regional Support Associates  
SEAC - Special Education Advisory Committee  
SFN - Saugeen First Nations  
TVCC – Thames Valley Children's Services  
NFN – Nawash First Nations

**Programs**

SAL - Supervised Alternative Learning  
Section classes - a treatment and care program for students in the care of a Children's Aid Society / Ministry of Youth and Corrections

**Assessments/Tests**

A&E - Assessment and Evaluation  
CAT - Canadian Achievement Test  
CELF - Clinical Evaluation of Language Fundamentals  
CTCS - Canadian Test of Cognitive Skills  
PPVT - Peabody Picture Vocabulary Test  
SAGES - Screening Assessment for Gifted Elementary Students  
TAAS - Test of Auditory Analysis Skills  
TABS - Temperament and Atypical Behaviour Scale  
WISC - 3 - Wechsler Intelligence Test for Children - 3rd revision  
WIAT - Wechsler Individual Achievement Test  
WRAT - Wide Range Achievement Test

**Other**

ABA - Applied Behavioural Analysis  
AEP - Annual Education Plan  
AF - Administrative Form  
AP - Administrative Procedure  
BBS - Bulletin Board Service  
BP - Board Policy  
BWDSB - Bluewater District School Board  
IBI - Intensive Behavioural Intervention  
ID - Identification  
IEP - Individual Education Plan  
IPRC - Identification, Placement and Review Committee  
ISA - Intensive Support Amount  
ODSP - Ontario Disability Support Pension  
OSR - Ontario School Record  
PPM - Policy/Program Memorandum



**District Groups / Meetings:**

ASM - Area of Schools' meeting

EDD - Early Dismissal Day

SAT - System Administrative Team (all the Supervising Officers and Director of the Board)

SAM - System Administrators' Meeting (all the principals)

SS - Student Services

**APPENDIX B  
TERMINOLOGY**

The explanations given for the following terms may be helpful to the reader.

<b>Term</b>	<b>Refers To</b>
accommodations	changes to the way in which a student is taught that meet student needs and allow the student to demonstrate grade level expectations, e.g., visual support for oral instruction, adjust time-lines, vary the test format, verbatim scribing of responses
annual review	a meeting of the IPRC that must occur within a year of the identification of a student as exceptional, to review the identification and placement of the student
assessment	information that is gathered by various means about a student in relation to his/her performance at school e.g., observation, testing,
case conference	a meeting, to discuss student progress and determine a course of action, that involves the parents, the student (as appropriate), the student's teacher(s) and others as required
congregated class	a group of special education students with similar needs in a classroom environment that provides specialized resources to assist the students
congregated setting	a location, usually a school, where specialized resources are gathered to support students with special education needs who are frequently integrated into the general school population
determination(s)	the decisions made by the IPRC regarding the identification and placement of a student
documentation file	a folder within the Ontario School Record where items, other than the student's report cards, are filed e.g., for example
exceptional student	a student who has been identified as having special needs according to the ministry's categories and definitions of exceptionalities
exceptionality	a description of special needs according to the ministry's categories and definitions of exceptionalities e.g., the student's exceptionality is communication/learning disability
family of schools	a group of schools, usually made up of a secondary school and the elementary schools whose students go on to attend the secondary school
home school	the school that a student would normally attend according to the student's home location
identification	in the context of the IPRC process, the determination that a student is exceptional according to the categories and definitions of exceptionalities provided by the ministry
i.e.,	that is
inclusion	similar to integration, but with an emphasis on facilitating the interconnectedness of special education students and regular class/ program students.
integrated setting	a teaching-learning environment where special education students and regular class students work together
integration	the participation of special education students in the regular class/program setting
intensive support amount	funding (money received from the ministry) that is based on the (ISA) board's proportion of students who need very costly special education services;
itinerant teacher	(staff) specially trained teachers (staff) who provide service to students in several locations, i.e., they go to where the student is
Learning Resource Teacher	a teacher with training in special education who works part time or full-time in a school to assist students with special needs students and their teachers
modifications	changes made to the curriculum that occur when the expectations identified for a student's grade placement are not appropriate for the student; modifications result in curriculum expectations that are different from those of the student's current grade placement
Ontario Academic Credit	a secondary school credit course that is beyond the grade 12 level of difficulty
Ontario Student Record	the record of a student's progress through the school system

placement	in the context of the IPRC process, the program and location in which an exceptional student will receive his/her instruction
program leader	a special education consultant who has responsibility for the program(s) that serve the needs of students with specific exceptionalities
school based team	a group of school staff that meets regularly to consider the needs of students and provided assistance to the teachers who are working with them
school case manager	the specific staff member in a school who serves as the contact for a specific student and works on behalf of the student
Section classes	Program and services supporting care and treatment for exceptional students.
trustee	an elected member of the Bluewater District School Board

## APPENDIX C DEFINITIONS/ROLES

Many roles and responsibilities are needed to support a successful special education system. The following information outlines the roles and responsibilities of those involved in special education.

### 1.1 THE MINISTRY OF EDUCATION

- defines, through the Education Act, regulations and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services and prescribes the categories and definitions of exceptionality
- ensures that school boards provides appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model - the model consists of the Foundation Grant, the Special Education Grant and other purpose grants
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain Special Education Plans, review them annually and submit amendments to the Ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

### 1.2 BLUEWATER DISTRICT SCHOOL BOARD

- establishes school board policy and practices that comply with the Education Act, regulations and policy/program memoranda
- monitors school compliance with the Education Act, regulations and policy/program memoranda
- requires staff to comply with the Education Act, regulations, regulations and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board
- obtains the appropriate funding and reports on the expenditures of special education
- develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the Plan annually and submits amendments to the Minister of Education
- provides statistical reports to the Ministry as required and as requested
- prepares a parent guide to provide parents with information about special education programs, services and procedures
- establishes one or more Identification, Placement and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them
- establishes a Special Education Advisory Committee (SEAC)
- provides professional development to staff on special education

A comprehensive listing of Bluewater District School Board Policies, Procedures and Forms that pertain to Special Education can be found in The Special Education Plan, Appendix B.

**1.3 THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

The roles and responsibilities of SEAC are as follows:

- makes recommendations to Bluewater District School Board on matters affecting the establishment, development and delivery of special education programs and services for exceptional students of the district
- participates in the Board's annual review of its Special Education Plan
- participates in the Board's annual budget process as it relates to special education
- reviews the financial statements of the Board as they relate to special education
- acquires and maintains a working knowledge of special education programs and services provided by the district
- serves as a resource for teachers, schools and parents through special workshops, IPRC assistance, or to provide written resource material if requested
- advocates for students, parents and teachers
- **REFER TO THE SPECIAL EDUCATION PLAN, SECTION 13: SCHOOL EDUCATION ADVISORY COMMITTEE (SEAC)**

APPENDIX D
WORKING PLAN DOCUMENT

Third Party Protocol

Working Plan With:

(Name of Third Party Responsible)

(Third Party Plan Delivered by)

Student Name:

Purpose of Involvement:

- Parental Permission received in writing
Qualifications checked
Police Check

Projected timeline of involvement:

Summary of Plan:

Dates for School Visits:

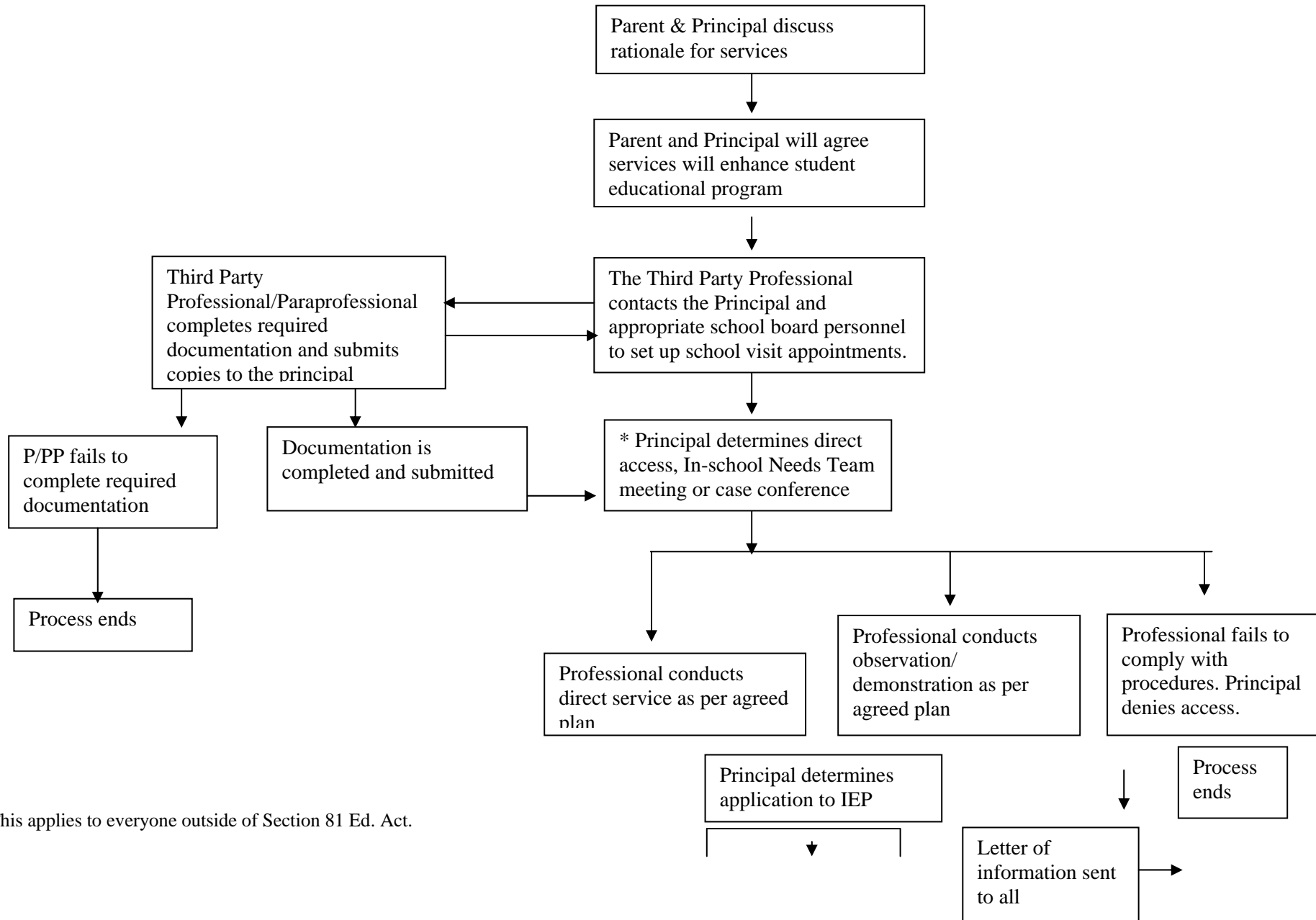
Location or Space to be used:

Principal Signature

Date

Copies to: Parent
Third Party
OSR

**APPENDIX E  
 PROTOCOL CHART FOR THIRD PARTY PROFESSIONAL/PARAPROFESSIONAL INVOLVEMENT**



\* This applies to everyone outside of Section 81 Ed. Act.