



## UPPER GRAND DISTRICT SCHOOL BOARD THIRD PARTY PROTOCOL

### PRINCIPLES

1. The Upper Grand District School Board is committed to working in collaboration with community, health and social service professionals and/or paraprofessionals to enhance access to services and programs for students.
2. It is the responsibility of the Board to maintain a safe and inclusive teaching and learning environment.
3. Where the collaborative relationship between the staff of the Board and community professionals and/or paraprofessionals has been arranged, it will be under the direction of the school Principal or designate.

### RATIONALE

The Third Party Protocol is intended to:

- a) meet the needs of students by enhancing access to programs and services offered by external agencies and individual private practitioners;
- b) maintain the integrity of school and system based programs and services including program philosophy;
- c) ensure that services provided align with the policies and procedures of the Board;
- d) protect the privacy and confidentiality of all student information;
- e) ensure that the health and safety requirements of the Board are met (e.g. WSIB, vulnerable sector police checks, etc), and
- f) ensure the service provider is adequately trained and supervised.

### APPLICATION

This Protocol will apply when a parent, guardian, or community member wishes to provide services for a student at school, during school hours. This may also apply to a student when the student is of age to provide his/her own informed consent. An example of such a request could be a parent's desire to have their child's private practice occupational therapist come to the school to demonstrate strategies and activities that would support the student's classroom program. These services are parent directed rather than school board directed.



## UPPER GRAND DISTRICT SCHOOL BOARD THIRD PARTY PROTOCOL

### DEFINITIONS

1. Third Party

A person whose services are provided free or are being paid for directly by parents or guardians or by others on behalf of the student's family.

2. Service Providers

The service providers in these cases could include but are not limited to: Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, IBI Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, Tutors., etc.

### AGREEMENTS IN PLACE THAT ARE NOT CONSIDERED THIRD PARTY

1. Third party does not include services such as those provided by the Community Care Access Centre – School Health Support Services with whom the Board has an established Ministry mandate under Policy/Program Memorandum No.81.
2. Collaborative agreements under PPM 149 (See UGDSB Protocol for Collaborative Agreements).
3. The Board recognizes that in some rehabilitative circumstances (e.g., for students who have sustained an acquired brain injury) it may be in the interests of the student for a personal support worker to provide support services at the expense of a third party organization that normally provides such intensive rehabilitative services. In these cases, the support worker would be hired by the Board and paid for by the insurance company. The Educational Assistant allocation process would be followed in determining the need for Educational Assistant support and to review the need on an ongoing basis. If it is determined that the Board would not support the allocation of a personal support worker for the student, then the Board will not enter into an agreement for the purchase of this service.

### DESCRIPTION of SERVICES

1. The Board welcomes collaboration with third party professionals or paraprofessionals for the purposes of supporting educational



## UPPER GRAND DISTRICT SCHOOL BOARD THIRD PARTY PROTOCOL

programming. The Principal may request that a Board resource staff (resource teacher or a member of the school's Consultant Support Team (CST) (i.e., Psychologist, Special Education Consultant, Speech-Language Pathologist,) accompany the third party for the duration of the session. The Principal/Vice-Principal or delegate has the discretion to approve and direct the condition of the sessions. Any concerns or questions should be directed to the Consultant Support Team members or the appropriate Coordinator.

2. There are four ways in which the collaborative relationship could exist between the staff of the Board and third party community professionals and/or paraprofessionals.

The Principal of the school, in consultation with the appropriate Consultant Support Team member, makes the final determination concerning the utilization of strategies/techniques to be used in the school setting.

- a) Observation - the community professional and/or paraprofessional observes the student in the school setting to obtain information to assist with their assessment and/or treatment of the student.
  - b) Consultation - assessment information and remedial strategies are shared with the Board/school staff by the community professional and/or paraprofessional through a written report or in a face-to-face meeting, usually held at the student's school.
  - c) Demonstration- the community professional and/or paraprofessional demonstrates for the Board staff a therapeutic strategy or technique that she/he is providing for the student to determine if the same strategy or technique could be adapted and utilized in the school setting. The strategy/technique will be included in the exceptional student's Individual Education Plan (Regulation 298).
  - d) Transition planning and support – the community professional and/or paraprofessional work collaboratively with Board staff to promote the successful transition to the school setting for students with complex needs and/or those returning from care and treatment programs.
3. It is understood that observation, consultation, and demonstration typically occur in one or two sessions. Support for transition may require an extended period of time as determined by the student's plan of care in consultation with the Consultant Support Team.



## UPPER GRAND DISTRICT SCHOOL BOARD THIRD PARTY PROTOCOL

### CONFLICT RESOLUTION

If the parent and the Principal disagree about the need for a third party to provide observation, consultation, or demonstration, the Principal will inform the parent of their right to consult the appropriate Superintendent of Education or the Superintendent of Program concerning this matter. The nature of the disagreement with the Principal will be outlined by the parent in writing (not e-mail) or by telephone. The Superintendent will investigate the situation and respond to the parent in writing or by telephone with a final decision in a timely fashion. The decision of the Superintendent will be final.