

**HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD**  
**INSTRUCTIONAL SERVICES**



Achieving, Believing, Serving

**PROTOCOL**

**between**

**HAMILTON-WENTWORTH CATHOLIC DISTRICT  
SCHOOL BOARD**

**and**

**COMMUNITY BASED  
EDUCATIONAL, LEGAL, MEDICAL AND SOCIAL SERVICE  
PROFESSIONALS & PARAPROFESSIONALS**

January 2010



# TABLE OF CONTENTS

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
1.0	Introduction .....	2
2.0	Community Professionals and Paraprofessionals .....	6
3.0	Collaborative Relationships .....	8
4.0	Special Education Programs and Services.....	11
5.0	Protocol for Privately Funded Community Professionals And Paraprofessionals .....	13
6.0	Guidelines for Privately-Funded Community Professionals And Paraprofessionals .....	19
Appendix A	Protocol Chart.....	22
Appendix B	Appointment Form .....	23
Appendix C	Conditions of Access Agreement.....	25
Appendix D	Consent to Disclosure, Transmittal or Examination of A Record for Direct Observation of Behaviour.....	28
Appendix E	Consent to Disclosure, Transmittal or Examination for Demonstration of Therapeutic Strategy/Technique .....	29



## 1.0 INTRODUCTION

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- 1.1 The Hamilton-Wentworth Catholic District School Board is committed to working collaboratively with community educational, legal, medical and social service professionals/paraprofessionals to develop educational programs that meet the needs of our students.
- 1.2 Because of this commitment, the Hamilton-Wentworth Catholic District School Board has undertaken to articulate a protocol that is designed to help community professionals/paraprofessionals understand more fully how they can successfully assist a child, in collaboration with the school personnel, to acquire the knowledge and skills necessary to thrive in the school setting.
- 1.3 Beginning in December of 1999, the Committee on the Role of Community Professionals/Paraprofessionals has endeavored to gather information from a variety of stakeholders, both internal and external, including parents, teachers, principals, special education staff and community professionals/ paraprofessionals. The purpose of this committee is to fully explore the issues involved in this collaborative relationship while keeping in mind the Acts and the Regulations, the Ministry of Education guidelines, the Board's Mission and Vision and our fundamental commitment to the Board's philosophy of 'Each Belongs'.
- 1.4 The guideline for the Protocol for Privately Funded Community, Educational, Legal, Medical and Social Service Professionals & Paraprofessionals has been developed by the Hamilton-Wentworth Catholic District School Board. It has gone through a committee process and, as with all Board policy, the report of the committee was sent to Senior Administration for vetting. The finalized Protocol reflects the work of the committee and the input given by Senior Administration.
- 1.5 The original Committee Members included:
  - Des Brennan - Supervisor, Social Work Services
  - Jan Burke-Gaffney - SEAC - Downs Syndrome Association of Hamilton
  - Dr. Clinton Davis - Chief Psychologist
  - Rosemary Deeley - Resource Teacher - Developmental Disabilities
  - Louise Dore-Cihocki - Resource Teacher - Autism/P.D.D.

- Anna Ferrelli - SEAC (Alt) - Hamilton Family Network
- Laszlo Galambos - Principal of Programs: Special Education
- Agnes Hansebout - SEAC (Vice-Chair) - Member at Large
- Pat Harold - Resource Teacher - Autism/P.D.D.
- Maureen McKeating - Special Education Department Head,  
Cardinal Newman Catholic Secondary School
- Meg Petkoff - Supervisor, Speech Language Services
- Christopher Pibus - SEAC (Chair) - Autism Society of Ontario -  
Hamilton-Wentworth Chapter
- John Windus - Principal, St. Joseph Catholic Elementary  
School

1.6 A Review Committee was established in November, 2002 to assess the compatibility of the Working Draft form of the Protocol. Members of the Review Committee included some representatives of the original committee, as well as several new members:

Former Members

- Des Brennan
- Meg Petkoff
- Louise Dore-Cihocki
- Dr. Clint Davis
- Rosemary Deeley
- Mary Galarneau
- Pat Harold
- Christopher Pibus

New Members

- Jackie Bajus, Superintendent of  
Education
- Mike Bozzo, Principal, St. Bernadette
- Gus Hubbard, Principal, St. Ann, Ancaster
- Gerda Morrow, Principal, St. Margaret Mary
- Mike Reilly, S.E.R.T., St. Mary C.S.S.
- Louise Simon, Principal, St. Catherine
- Les Galambos, P.O.P., Special Education

1.7 The Review Committee conducted a survey of all principals, secondary school Special

Education Department Heads, parents of students who previously or currently inquired about the protocol, and privately funded community professionals and paraprofessionals who previously or currently provided services in our schools.

1.8 Results of the review survey data indicated that:

- 65% of all schools responded
- 14 families representing 12 schools (11 elementary, 1 secondary) indicated interest in accessing privately funded community services
- 12 students (8 elementary, 4 secondary) have or are currently receiving such services
- no community professional responses have been received
- 2 parent responses were received

1.9 The overall responses from the survey indicate that:

- the protocol is a clear, useful guideline for principals, parents and community professionals/  
paraprofessionals
- the protocol emphasizes a co-operative and collaborative partnership model
- the protocol ensures consistency in the use of community services among all schools
- the recommendations/strategies/techniques presented by community-based services are practical for the classroom/school setting
- the protocol provides a defined process at all stages of implementation
- the issue of conflict of programs and services with school-based programs may still arise
- concerns about criticisms from the community services personnel about the co-operation of school staff arise
- privately funded community services are not affordable to all parents/families
- the input of the school staff to the student's progress is not always acknowledged by the outside professionals

1.10 Recommendations arising from Board staff and parents include:

- an annual completion of the consent forms and Conditions of Access Agreements, thus ensuring the professional's/paraprofessional's compliance with his/her respective college registrations and insurance renewal regulations
- copies of the Conditions of Access Agreements should be maintained by the school principal and the Board's Student Services Department

- the need to ensure that the privately funded community professionals/paraprofessionals are appropriately (legally) credentialed/licensed
- a list of approved professionals, deemed to be acceptable based upon record checks, certification, etc., be compiled by the Board' s Student Services staff
- copies of the protocol be provided to and discussed with the parents and the privately-funded community professionals/paraprofessionals at the initial stages of the process



## 2.0 COMMUNITY PROFESSIONALS AND PARAPROFESSIONALS

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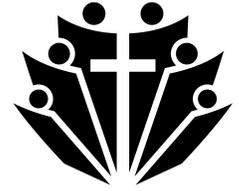
- 2.1 The community professionals and paraprofessionals with whom the staff of the Board currently collaborates include individuals with a variety of backgrounds and expertise:
- educational professionals such as teachers who provide after-hours tutoring for children and adolescents;
  - legal professionals such as lawyers, police officers and probation officers;
  - medical professionals such as audiologists, nurses, occupational therapists, ophthalmologists, otolaryngologists, pediatricians, physicians, physiotherapists, psychiatrists, psychologists and speech-language pathologists;
  - social service professionals such as child and youth workers, social service workers and social workers; and
  - paraprofessionals such as behaviour therapists, communication disorders assistants and special services at home workers.
- 2.2 Community educational, legal, medical and social service professionals and paraprofessionals 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.
- Publicly-funded professionals and paraprofessionals provide services which may be accessed by any student who meets the eligibility criteria. In the Hamilton-Wentworth community, there are a number of organizations that offer services which an eligible student may access at no cost to the parent/guardian. For example, Hamilton Health Sciences offers support to families and schools with respect to students with autism spectrum disorder, behavioural and emotional disorders as well as developmental disabilities. In addition, there are services offered by other organizations including but not limited to the Canadian National Institute for the Blind, the Catholic Children's Aid Society, Catholic Family Services, Child and Adolescent Services of the Social and Public Health Services, the Community Care Access Centre and CONTACT. These

services are typically accessed through the school personnel and the Instructional Services Support Staff with the informed written consent of the parent/guardian. For the purposes of this report these professionals and paraprofessionals are referred to as '*Publicly-Funded Community Professionals and Paraprofessionals.*'

- There are also services purchased by parents on a private basis or funded by insurance carriers which are normally carried out in the professional's 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 counselling and therapy, speech-language assessment and therapy. These are the professional and paraprofessional services being referred to in this report as '*Privately-Funded Community Professionals and Paraprofessionals.*'

## 3.0 COLLABORATIVE RELATIONSHIPS

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3.1 There are essentially four different ways in which the collaborative relationship between the staff of the Board and community professionals/ paraprofessionals has been operationalized:

- consultation - assessment information and remedial strategies are shared with the Board/school staff by the community professional/ paraprofessional through a written report or in a face-to-face meeting, usually at the student' s school;
- observation - the community professional/paraprofessional observes the student in the school setting to obtain information to assist with the assessment process;
- demonstration - the community professional/paraprofessional demonstrates for the Board staff a therapeutic strategy or technique that s/he is providing for the student to determine if the same strategy or technique could be adapted and utilized in the school setting. The Principal of the school makes the final determination concerning the utilization of the strategy/technique in the school setting and the inclusion of the strategy/technique in the exceptional pupil' s Individual Education Plan (Regulation 298). Since the Individual Education Plan is reviewed once each term in elementary school and once each semester in secondary school, demonstration would only need to occur with the same frequency. No more than two (2) demonstration sessions will be permitted per term/semester.
- direct therapy - the community professional/paraprofessional provides direct therapy or treatment for a student either in the office/clinic or in the student' s home. Therapy may be defined as the treatment of disease or of any physical or mental disorder by medical or physical means usually excluding surgery. Some publicly-funded community professionals/paraprofessionals, most notably those from the Community Care Access Centre, do provide some therapeutic services for students in school as required by 'Ministry of Education Policy/Program Memorandum No. 81 - Provision of Health Support Services in School Settings' upon the written request of the school principal. Currently, there are requests from parents/guardians that Principals allow privately-funded community professionals/ paraprofessionals, who typically provide therapeutic 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 including:
  - liability/insurance - the Board would need to ensure that privately- funded practitioners carry their own insurance which includes Professional Malpractice coverage (minimum -1,000,000) 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 covered while working on Board property. As well, the Board would need to request a signed waiver of liability from the parent/guardian;

- qualifications/professional standards - the Board would need to ensure that privately funded practitioners provide evidence that they have current qualifications that are appropriate for the services they are providing where such standards exist. This may include up-to-date membership in a regulated College of Ontario and a declaration that services will be delivered in accordance with professional standards of practice. The Board would also have to ensure that unregulated practitioners (paraprofessionals) who require professional supervision according to College regulations identify their immediate supervisor and the supervisor's qualifications;
- informed consent - the Board would need to ensure that privately-funded practitioners 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 Board would need to ensure that privately-funded practitioners obtain and produce a criminal background check within the last 12 months, as per Board policy for its own employees;
- supervision - since the Principal is empowered under the Education Act and Regulation 298 to supervise and manage any person entering his/her school in regard to professional conduct and interaction with students, teachers, parents and other educational staff, the Principal will ultimately be responsible for the activities of the privately-funded practitioner. The Principal would also be responsible for ensuring liability and insurance coverage, informed consent, security, assessment of qualifications and quality assurance. Supervisors of Psychological Services, Social Work Services, Special Education Services and Speech Language and Hearing Services are responsible for professionals' and paraprofessionals' interactions, service delivery and quality assurance within the Board. These supervisors would not have the same level of control when dealing with privately-funded practitioners to ensure that the services provided are consistent with those of the Board. The supervisors would also be put in the position of mediating conflicts arising from case management issues, requests of privately-funded practitioners regarding Board staff

involvement, and parental requests;

- 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;
- space and material resources - currently, many of the Board's schools find it difficult to provide sufficient space and material resources for Board support staff to work with students. The need for space and material resources by privately-funded practitioners would only exacerbate this problem;
- payment of privately-funded practitioners' fees - currently, the Board takes no responsibility for the payment of privately-funded practitioners. However, as some parents begin to find the costs of privately-funded practitioners unmanageable, pressure on the Board to assume these costs may increase.

3.2 When publically-funded community professionals/paraprofessionals such as those from the Community Care Access Centre provide therapy for students in the school, we have some of the same concerns around liability, but the fact that publically-funded professionals/ paraprofessionals are mandated by legislation to provide these services in schools, the Board is obligated to provide access to the schools for these professionals/paraprofessionals.

3.3 Although the privately funded community professional must be covered by his/her professional liability insurance and the Board be named as an additional insured under this policy, the Board could also remain liable.

3.4 If a student requires ongoing therapy/treatment from a publicly-funded or privately-funded community professional/paraprofessional, that student may be excused from school to attend the therapy session as is permitted under the Ontario Regulation 298.

## 4.0 SPECIAL EDUCATION PROGRAMS AND



## SERVICES

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- 4.1 The Hamilton-Wentworth Catholic 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.
- 4.2 *'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)
- 4.3 *'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)
- 4.4 The special education program and special education services for an exceptional pupil are described in the Individual Education Plan (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.
- 4.5 Parents/guardians, Instructional 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).
- 4.6 The implementation of the IEP is carried out by the school personnel, including classroom teachers, Language Resource Teachers and Special Education Resource Teachers. In addition, the Board employs a number of professionals and paraprofessionals, including an Audiologist, Braille Transcribers, Educational Assistants, Intervenors, Job Coaches, Orientation and Mobility Trainers, a Principal of Programs: Special Education, a Psychologist, Resource Teachers, Social Workers, Speech-Language Pathologists and a Vice-Principal of Programs: Special Education to support the Principals and school personnel in the provision of special education programs and services.
- 4.7 Community professionals/paraprofessionals both publicly and privately funded have had and continue to have an important role to play in supporting the programs provided for

exceptional pupils within our schools. Community professionals assist by:

- clarifying the nature and cause of the student's developmental problems and the needs that result from these problems as well as delineating the student's strengths and learning style;
- providing consultation/counselling/therapy/treatment that allows the student to participate more successfully in the instructional program of the school.

Thus 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 exceptional pupil 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).

## 5.0 PROTOCOL FOR PRIVATELY FUNDED COMMUNITY PROFESSIONALS AND PARAPROFESSIONALS

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### 5.1 Introduction

Since the Board has developed protocols previously which govern the relationships between the Board's staff and the publicly-funded community professionals/paraprofessionals employed by organizations within the Hamilton-Wentworth region, ***the guidelines which follow will apply only to privately-funded community professionals/paraprofessionals.***

### 5.2 Definitions

In this protocol:

- 'Board' means the Hamilton-Wentworth Catholic District School Board;
- 'Community Professional/Paraprofessional' means a professional/ paraprofessional whose services are provided by way of private retainer by the parents or guardian of a student;
- 'Principal' means a Principal of a Catholic elementary or secondary school or his/her designate;
- 'Guidelines' means the Guidelines for Community Professionals which are outlined in Section 6.0 of this document;
- 'Conditions of Access Agreement' means the Agreement which is outlined in Section 7.0 of this document;
- 'Community Professional Appointment' means the Appointment Form which is outlined in Section 6.0 of this document;
- 'Parent' would include a custodial parent, or guardian or other person standing in the place of a parent.

### 5.3 Purpose of Protocol

- The presence, role and conduct of community professionals within the Board's schools shall be governed by this protocol.

### 5.4 Private Retainer

- Subject to this Protocol and the Guidelines, the terms of the retainer of the community professional/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 community professional/ paraprofessional under any circumstances.

### 5.5 General Procedures

- Parent contacts the Principal to request that an in-school meeting involving the parent, the community professional/paraprofessional and appropriate school personnel and Instructional Services Support Staff take place.
- Parent explains the reasons for the request including the proposed involvement of the community professional/paraprofessional (consultation, observation, demonstration).
- Principal explains the role of community professional/paraprofessional within the schools and outlines the Principal's responsibility and authority with respect to the instructional program of the student, including the Individual Education Plan.
- If Principal does not believe that a consultation, observation or demonstration meeting is necessary and the parent agrees, there will be no further action.
- If the Principal and the parent agree to meet, then they determine the nature of the community professional's/paraprofessional's involvement, including:
  - identifying the purpose of the involvement (consultation, observation, demonstration);
  - identifying the topics on which the meeting will focus (e.g. behaviour, learning strategies, motor skills, self-help skills, social skills, speech and language, etc.);
  - scheduling the date and time of the meeting;
  - identifying school personnel and Instructional Services Support Staff to attend the meeting.
- In the case where the Principal and parent decide that a consultation meeting is the most appropriate action, no Community Professional Appointment Form will be necessary.

- Should the Principal and parent decide that observation or demonstration would be the most appropriate form of action, the Principal and parent complete and sign the Community Professional/ Paraprofessional Appointment Form (Appendix B). Principal informs school personnel and Instructional Services Support staff of the date, time, purpose and focus of the observation or demonstration.
- Parent forwards a copy of the Community Professional/Paraprofessional Appointment Form, Guidelines for Community Professionals/ Paraprofessionals and Conditions of Access Agreement (Appendix C) to the Community Professional/Paraprofessional.
- The community professional/paraprofessional signs the Conditions of Access Agreement and returns it to the Principal prior to the meeting, classroom visit or demonstration.
- If the Principal and the parent disagree about the need for a consultation, observation or demonstration meeting, the Principal informs the parent of their right to consult the appropriate Superintendent of Education concerning the matter. The parent may contact the Superintendent of Education by telephone or in writing and outline the nature of their disagreement with the Principal. The Superintendent investigates the situation and responds to the parent and the Principal by telephone or in writing with the final decision in a timely manner.

## 5.6 Specific Procedures

### 5.6.1 Consultation Meeting

- Principal, parent, community professional/ paraprofessional, school personnel and Instructional Services Support Staff member(s) meet at the school on appointed day and time.
- Principal reviews procedures for involvement of community professional/paraprofessional, the roles of the Principal, school staff and Instructional Services Support Staff and the parent as well as the purpose and focus of the meeting.
- Community professional/paraprofessional shares information about student which has been gained through assessment, counselling, therapy, etc.
- Information is discussed by those in attendance at the meeting.
- Based on the information provided and the ensuing discussion, the Principal determines the need for:
  - changes to the student' s IEP;
  - an observation by the community professional/ paraprofessional; (Observation Form - Appendix D)
  - a demonstration by the community professional

paraprofessional; (Demonstration Form - Appendix E)

- future meetings and frequency of those meetings.

- A written summary of the proceedings of the meeting including the names of those in attendance, decisions made and plans for follow-up will be distributed by the Principal to all those in attendance.

#### 5.6.2 Observation

- Community professional/paraprofessional arrives at school on appointed day and time.
- Principal reviews observation procedures with community professional/paraprofessional and approves observation form/format used by community professional/paraprofessional.
- If community professional/paraprofessional fails to comply with the Board's procedures, access is denied.
- Community professional/paraprofessional conducts observation for agreed-upon length of time and prior to leaving discusses the information which was collected with the Principal.
- Based on the information provided and the ensuing discussion, the Principal determines the need for:
  - changes to the student's IEP;
  - a demonstration by the community professional/paraprofessional;
  - future meetings and the frequency of those meetings.
- Principal may ask a member of the Instructional Services Support Staff to assist with the observation and/or to give advice concerning the appropriateness of the recommendations which the community professional/paraprofessional is making as a result of the observation session.

#### 5.6.3 Demonstration

- Principal and community professional/paraprofessional determine:
  - the date and time of the demonstration;

- the length of time of the demonstration;
  - the school/Board personnel to be involved;
  - the strategy/technique to be demonstrated;
  - the goal of the demonstration session;
  - the process of implementation of demonstrated strategy/technique.
- Community professional/paraprofessional arrives at school on appointed day and time.
  - Principal reviews demonstration procedures with the community professional/paraprofessional as well as the role of the Principal, school personnel and Board staff.
  - If community professional/paraprofessional fails to comply with Board procedures, demonstration is not done.
  - Community professional/paraprofessional conducts demonstration and answers any questions which school personnel and/or Board staff may have about the strategy/technique.
  - Based on the discussion of the demonstration, Principal determines if the strategy/technique may be used by school personnel and therefore become a component of the student's IEP.
  - 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 Principal to all those in attendance.
  - Principal may ask a member of the Instructional Services Support Staff to attend the Demonstration and/or to give advice concerning the appropriateness of the strategy/technique which the community professional/paraprofessional is demonstrating for use in the school context.

### 5.6.3 Direct Therapy

- Direct counselling, therapy and/or treatment is currently provided for students only by publicly-funded community professionals/paraprofessionals in the school setting.

## 5.7 Enforcement of Guidelines

- The Conditions of Access Agreement shall provide that the community professional/paraprofessional agrees to abide by the Guidelines. In the event that a community professional/paraprofessional fails to abide by the Guidelines or the terms of the Conditions of Access Agreement, then the Principal may refuse the community professional/paraprofessional access to the school in the future.

5.8 A flow chart conceptualizing the involvement process for privately funded community professionals and paraprofessionals is included in Appendix A of this document.

## 6.0 GUIDELINES FOR COMMUNITY PROFESSIONALS AND PARAPROFESSIONALS

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### 6.1 Introduction

These guidelines have been created by the Hamilton-Wentworth Catholic District School Board to provide a framework for the involvement of community professionals/paraprofessionals in the school setting. The paramount objective of these guidelines is to ensure the success of the involvement of the community professional/paraprofessional, through the fostering of a collaborative approach to consultation. Successful practices have indicated consistently that community professionals/paraprofessionals can bring significant added value to the education of our exceptional pupils if they work as part of the team, including the teacher, the educational assistant, the special education resource teacher, the principal, Instructional Services Support Staff and the parents, with one common goal: to serve the best interests of the student. These guidelines are intended to promote a collaborative model that will encourage exceptional pupils to acquire the knowledge and skills necessary to thrive in the school setting.

### 6.2 Procedures

- The community professional/paraprofessional must sign the Conditions of Access Agreement, if he or she will be observing or demonstrating an activity with the student in the school or classroom setting.
- When entering the school, the community professional/paraprofessional must always check in with the Principal's office.
- When a visit to the school has been scheduled for a specific time, the community professional/paraprofessional should ensure that his/her visit accords with the schedule.

### 6.3 Roles

- All parties to the collaboration process need to understand their respective roles. The community professional/paraprofessional will be part of a team which typically involves:
  - Principal or Designate
    - responsible for the management of the school and all those who enter the premises including professionals/ paraprofessionals, pursuant to the Education Act and Regulations;
    - responsible for the instructional program for all students, the special education programs and the Individual Education Plans (IEP) for exceptional pupils.
  - Classroom Teacher
    - responsible for designing and implementing the program for the exceptional pupil under the direction of the principal.
  - Educational Assistant
    - assists in implementing the IEP under the supervision of the classroom teacher, special education resource teacher and principal.
  - Special Education Resource Teacher
    - primary resource at the school for special education programs and services.
  - Instructional Services Support Staff:
    - staff from the Board who provide professional development and consultation concerning special education programs and services.

### 6.4 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 special education programs and services provided for the exceptional 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.

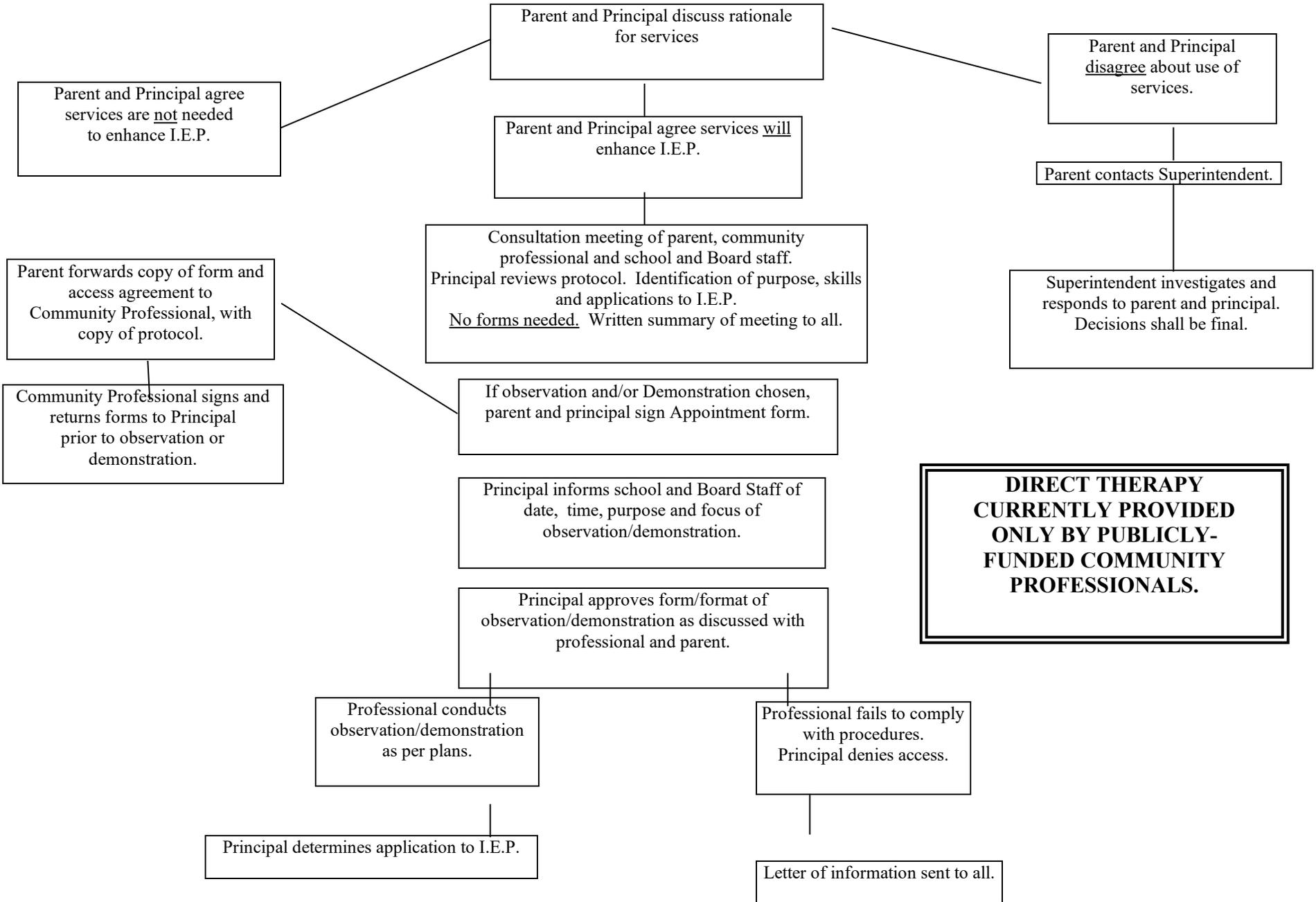
## 6.5 Communications

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 cooperative, collaborative working relationship which ultimately benefits the student.

## 6.6 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 primarily on the identified student. It is inappropriate to make comments about other students or Board personnel by name or by any other means which could serve to identify the individuals.

**PROTOCOL CHART FOR INVOLVEMENT OF  
PRIVATELY FUNDED COMMUNITY PROFESSIONALS AND PARAPROFESSIONALS**



**PRIVATELY-FUNDED COMMUNITY PROFESSIONAL/PARAPROFESSIONAL  
APPOINTMENT FORM**

To: \_\_\_\_\_  
\_\_\_\_\_ (Parent/Guardian)  
\_\_\_\_\_ (Community Professional/  
Paraprofessional)  
\_\_\_\_\_ (Classroom Teacher)  
\_\_\_\_\_ (Special Ed. Resource Teacher)  
\_\_\_\_\_ (Educational Assistant)  
\_\_\_\_\_ (Student Services)

From: \_\_\_\_\_ (Principal)

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

Re: \_\_\_\_\_ (Student)  
\_\_\_\_\_ (School)

---

The Community Professional/Paraprofessional will be at the school on: \_\_\_\_\_, 20  
(Month) (Day)

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

The purpose of the visit will be to:

- conduct an observation;
- conduct a demonstration.

The focus of the observation/demonstration will be on the following topics:

- behaviour
- cognitive skills
- communication/speech/language
- motor skills
- self-help skills
- social skills
- Other (please specify)

\_\_\_\_\_  
\_\_\_\_\_

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# [SCHOOL LETTERHEAD]

Parent/Guardian:

By signing this form, I/we accept full responsibility for the payment of any and all accounts rendered by the Community Professional/ Paraprofessional in connection with the school visit described above. I/We understand that the school/board will not be paying for these services.

I/We understand that I/we may not initiate any claims, causes of action or demands against the Board as a result of the community professional/paraprofessional being allowed to work on Board property.

I/We understand that the determination of the strengths and needs of the student is made by the Special Education Identification Placement and Review Committee and that they are listed on the student's IEP.

I/We understand that it is the Principal's sole and unfettered responsibility to determine which, if any, recommendations or strategies made by the Community Professional/ Paraprofessional will be implemented in school. I/We also understand that should Community Professional/Paraprofessional choose to implement a recommendation or strategy, the school staff may alter any suggestions or recommendations, making them more appropriate to the school environment, prior to incorporating them into the student's Individual Education Plan (IEP) for implementation.

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

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

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

cc: Parent/Guardian  
Community Professional/Paraprofessional  
Student Services  
O.S.R.

Please complete and sign the attached 'Consent To The Disclosure, Transmittal or Examination of a Record' form (SS-00-28) to allow the Community Professional/Paraprofessional to observe the student in school or to demonstrate a strategy/technique for school staff.

**HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD**

**PRIVATELY-FUNDED COMMUNITY  
PROFESSIONAL/PARAPROFESSIONAL  
CONDITIONS OF ACCESS AGREEMENT  
FOR USE WITH OBSERVATION  
AND/OR DEMONSTRATION**

**BETWEEN:**

**HAMILTON-WENTWORTH CATHOLIC  
DISTRICT SCHOOL BOARD  
(The 'Board' )**

**- and -**

\_\_\_\_\_ **(the 'Privately-Funded Community Professional/Paraprofessional' )**

**Re: Student \_\_\_\_\_ D.O.B. \_\_\_\_\_**

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

WHEREAS the privately-funded community professional/paraprofessional has been retained 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 community professional/paraprofessional within its premises and when interacting with Board personnel and students:

The privately-funded community professional/paraprofessional agrees and undertakes as follows -

1. Guidelines

The privately-funded community professional/paraprofessional will abide by the attached Guidelines.

2. Confidentiality

In any written or oral reports arising out of observations made on school premises, the privately-funded community 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 strictest confidence.

3. Registration

The privately-funded community 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:

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

4. Liability

The privately-funded community 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 Insurance Carrier \_\_\_\_\_
- Amount of Coverage \_\_\_\_\_
- Expiration Date \_\_\_\_\_

5. Criminal Background Check

The privately-funded community professional/paraprofessional guarantees that he/she has a current (within the last 12 months) and satisfactory criminal background check. (Please attach copy of report to this form.)

6. Programming Recommendations

The Principal is responsible for the educational program. Any programming recommendations made by the privately-funded community professional/ paraprofessional are suggestions only and may be implemented in whole or in part at the sole and unfettered discretion of the Principal.

7. On-Site Supervision:

On-site supervision of the community paraprofessional must be conducted by the overseeing community professional in accordance with the guidelines and expectations identified by the appropriate college to which the professional is a member.

8. Termination of Privileges

The privately-funded community 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.

9. Payment

The privately-funded community 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.

Accepted: \_\_\_\_\_  
Professional/Paraprofessional Signature

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

\_\_\_\_\_  
Witness

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

cc: Parent/Guardian/Adult Student  
Professional/Paraprofessional  
O.S.R.  
Student Services

**SS-02-7 (INT.)**



**CONSENT TO THE DISCLOSURE, TRANSMITTAL OR EXAMINATION  
OF A RECORD**

I (We) \_\_\_\_\_  
(PRINT FULL NAME)

of \_\_\_\_\_  
(ADDRESS)

hereby consent to the disclosure or transmittal to, or examination by:

\_\_\_\_\_  
(Name of Person, Agency, or Institution)

of THE EDUCATIONAL RECORD  
(Identify material: Clinical record, report, file, etc.)

compiled/prepared by: HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD  
(Name or names as appropriate)

in respect of \_\_\_\_\_  
(Name of Student)

for the purpose of DIRECT OBSERVATION OF STUDENT

Nature of the information to be released OBSERVATION OF STUDENT'S BEHAVIOUR IN  
VARIOUS SETTINGS WITHIN THE SCHOOL.

\_\_\_\_\_  
(Witness)\* \_\_\_\_\_ (Signature)

(If other than Student, state relationship to Student)

Dated the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

This Consent is valid until the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\* In the absence of other convenient witnesses, the professional may serve as witness.





**CONSENT TO THE DISCLOSURE, TRANSMITTAL OR EXAMINATION  
OF A RECORD**

I (We) \_\_\_\_\_  
(PRINT FULL NAME)

of \_\_\_\_\_  
(ADDRESS)

hereby consent to the disclosure or transmittal to, or examination by:

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD  
(Name of Person, Agency, or Institution)

of THE CLINICAL RECORD  
(Identify material: Clinical record, report, file, etc.)

compiled/prepared by: \_\_\_\_\_  
(Name or names as appropriate)

in respect of \_\_\_\_\_  
(Name of Student)

for the purpose of DEMONSTRATION OF A THERAPEUTIC STRATEGY/TECHNIQUE

Nature of the information to be released DEMONSTRATION FOR SCHOOL STAFF OF A  
THERAPEUTIC STRATEGY/TECHNIQUE USED WITH STUDENT.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Witness)\*

(If other than Student, state relationship to Student)

Dated the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

This Consent is valid until the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\* *In the absence of other convenient witnesses, the professional may serve as witness.*