



2.5 Community Service and Privately Contracted Service Providers Protocol

Collaboration between professionals is in the best interest of the child and family. Input from other service providers can be valuable to a student's school-based team. Written consent for the informed consent for release of confidential information from the student's parent(s)/legal guardian(s) is required before collaboration can occur.

Community service providers and privately contracted service providers that work directly with families can submit a request for collaboration and/or a request for observation to school personnel as outlined.

REQUEST FOR AN OPPORTUNITY TO COLLABORATE GUIDELINES:

- Community service providers or privately contracted service providers that work directly with families may directly contact the student's inclusion support teacher.
- The inclusion support teacher will direct the community service providers and privately contracted service providers that work directly with families to contact the professional of the same discipline on the student's district school-based team.

If a meeting is scheduled:

- A written record of the meeting will be kept by school district staff. Notes are provided to the family. The community service providers and privately contracted service providers that work directly with families may only receive a copy of this information if a release of confidential information is signed by the parent(s)/legal guardian(s).

Notes and Reports:

- Notes and reports from community professionals should be directed to the appropriate inclusion support teacher and the relevant member of the district school-based team.

Inclusive Education Plan (IEP) Meetings:

- The time allotted for the student's team to develop an IEP is limited. For sharing of reports or assessments, a separate meeting must be arranged as outlined above.

REQUEST FOR AN OBSERVATION BY COMMUNITY SERVICE PROVIDERS AND PRIVATELY CONTRACTED SERVICE PROVIDERS THAT WORK DIRECTLY WITH FAMILIES GUIDELINES:



- There should be a clear benefit to the individual student and unique services that support the work of school personnel should be provided.
- The community services providers or privately contracted service providers that work directly with families should cause minimal disruption to schools and should not be detrimental to relationships with students, school personnel or the community.
- Community services providers or privately contracted service providers that work directly with families will not duplicate services that school district personnel regularly provide.
- The community service providers or privately contracted service providers that work directly with families should be supervised, sponsored, and guided by school district personnel.
- The community service providers or privately contracted service providers that work directly with families will not create any photographic, digital, or audio recordings during the provision of their services. Use of recording devices will cause the termination of the approval of privately contracted services.
- The community service providers or privately contracted service providers that work directly with families will not provide evaluative statements of staff or mention other students in any materials or observation reports created.
- The services provided by community service providers or privately contracted service providers that work directly with families must align to the legislated requirements of the school act and obligations outlined within current collective agreements.

If an observation is scheduled:

- The parent(s)/legal guardian(s) must make a request to the school principal for community service providers or privately contracted service providers that work directly with families to complete an observation in the school.
- The community service providers or privately contracted service providers that work directly with families will provide a brief, written description outlining the purpose of the intended observation to the school principal which must be signed by the service provider and the student's parent(s)/legal guardian(s).
- The school principal will contact the inclusion support teacher, the classroom teacher, and a member of the district school-based team to provide them with a copy of the request.
- If the observation aligns to the guidelines listed above and all parties involved agree to an observation, a time will be scheduled when school district personnel can be present for the entire observation.
- The observer's notes will be copied and provided to the school district personnel before leaving the school.