



YORK CATHOLIC DISTRICT SCHOOL BOARD

THIRD PARTY PROTOCOL FOR EXTERNAL PARTNERSHIPS

Patricia Preston
Director of Education

Carol Cotton
Chair of the Board

BOARD PROTOCOL

This protocol was approved for use on _____.
Other than the agencies listed on page 16, the protocol is scheduled for renewal every 5 years.

Protocol Number
1. Sector: Student Services

Approved:

Reviewed:
Prior to November 2014

Implementor:
Superintendent of Education,
Student Services

TABLE OF CONTENTS

Board Protocol Use Approval.....	2
Introduction.....	4
External Partnership – Publicly Funded Service Providers.....	5
External Partnership – Privately Funded Service Providers.....	6
External Professionals and Paraprofessionals.....	7
Protocol for External Partners.....	9
Guidelines for External Partners.....	14
Appendix A – Approved Third Party Listing.....	17
Appendix B – External Partnership Appointment Form.....	18
Appendix C – External Partnership Conditions of Access Agreement for Use with Observation and/or Demonstration.....	19
Appendix D – Retainer for Privately Funded External Partners.....	22
Appendix E – Consent to Release and Disclosure of Confidential Information.....	23
Instructions for Ensuring Informed Consent for the Release of Confidential Information.....	24

INTRODUCTION

The York Catholic District School Board is committed to working collaboratively with educational advocates, medical and social service professionals/ paraprofessionals and other like visitors to our schools from the community to **meet the needs of our students**.

Because of this commitment, the York Catholic District School Board has undertaken to articulate a protocol that is designed to help external 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 and do so in accordance with the Education Act and Board Policies.

Visitors to our schools are guests in the schools, and not employees, service providers, volunteers, or agents of the Board, nor do they perform the work of Board employees or service providers. As well, in reference to the Board's Policy No. 701 Access to School & Board Premises – All such persons are required to abide by the York Catholic District School Board's Code of Conduct, each school's Local Code of Conduct, and all other safe schools policies. Failure to follow these expectations will result in the request that an individual leave the premises.



YORK CATHOLIC DISTRICT SCHOOL BOARD

EXTERNAL PARTNERSHIP – PUBLICLY FUNDED SERVICE PROVIDERS

PUBLICLY FUNDED SERVICE PROVIDERS

For example:

- York Region Early Intervention Services
- Kinark Central East Autism Program
 - School Support Program – SSP
 - Connections for Students – CFS

* Access Agreement on file centrally.

See Appendix A for Approved 3rd Party List

CONTACT CENTRAL
STUDENT SERVICES
COORDINATOR

CONTACT SCHOOL
PRINCIPAL TO
INITIATE PROCESS

PRINCIPAL AND PERTINENT STUDENT SERVICE DEPARTMENT FACILITATES COLLABORATIVE SERVICE DELIVERY MODEL

- S7 (APPENDIX E)
- CONSULTATION REGARDING THE REQUEST AND NEXT STEPS

POSSIBLE OUTCOMES

MINISTERIAL AGREEMENTS AND BOARD POLICY DETERMINES THE LEVEL OF INTERVENTION

- 1. Ongoing Consultation**
 - Meeting with school staff, Student Service Staff
 - Determine next steps (i.e. share information IEP development, further meetings, observation, etc.)
- 2. Observation**
 - **Classroom**
 - Up to 3 times a year
 - Up to 1 hour duration
 - Appropriate School Staff or Student Services Staff
 - **Other School Environments**
 - Structured and un-structured (i.e. recess, cafeteria, assemblies, Core Resource/Student Services room)
 - Frequency and duration as determined by the school staff and in collaboration with the service provider
 - **Outcomes and recommendations to be shared with school staff and pertinent student services staff**
- 3. Demonstration**
 - Done outside the classroom to support program planning
 - Determine next steps (i.e. Strategies for the IEP, further meetings, modeling of strategies).
- 4. Direct Service**
 - Short term duration by publicly funded professionals/paraprofessionals (ex CCAC – SLP Service)
 - Determine next steps (share info, IEP development, further meetings, observation, etc.)



YORK CATHOLIC DISTRICT SCHOOL BOARD

EXTERNAL PARTNERSHIP – PRIVATELY FUNDED SERVICE PROVIDERS

PRIVATELY FUNDED SERVICE PROVIDERS OBTAINED BY PARENTS



PARENT



CONTACT SCHOOL PRINCIPAL TO INITIATE PROCEDURES



NO FURTHER ACTION REQUIRED



PRINCIPAL AND PERTINENT STUDENT SERVICE DEPARTMENT FACILITATES COLLABORATIVE SERVICE DELIVERY MODEL

- ACCESS AGREEMENT
- APPOINTMENT FORM (OPTIONAL)
- S7 (APPENDIX E)
- CONSULTATION REGARDING THE REQUEST AND NEXT STEPS

* (STORED IN OSR, STUDENT SERVICES)



POSSIBLE OUTCOMES

MINISTERIAL AGREEMENTS AND BOARD POLICY DETERMINES THE LEVEL OF INTERVENTION

2. Ongoing Consultation

- Meeting with school staff, Student Service Staff
- Determine next steps (i.e. share information IEP development, further meetings, observation, etc.)

5. Observation

Partnership Agreement (App C) – mandatory
Parent Waiver (App D) – mandatory

- **Classroom**
 - Up to 3 times a year
 - Up to 1 hour duration
 - Appropriate School Staff or Student Services Staff
- **Other School Environments**
 - Structured and un-structured (i.e. recess, cafeteria, assemblies, Core Resource/Student Services room)
 - Frequency and duration as determined by the school staff and in collaboration with the service provider
- **Outcomes and recommendations to be shared with school staff and pertinent student services staff**

6. Demonstration

Partnership Agreement (App C) – mandatory
Parent Waiver (App D) – mandatory

- Done outside the classroom to support program planning
- Determine next steps (i.e. Strategies for the IEP, further meetings, modeling of strategies).

1.0 EXTERNAL PROFESSIONALS AND PARAPROFESSIONALS*

1.1 Currently the staff of the board collaborates with a number of professional and paraprofessionals. These individuals have various areas of expertise. They include:

- legal professionals such as lawyers, police officers and probation officers;
- medical professionals such as audiologists, nurses, occupational therapists, ophthalmologists, otolaryngologists, paediatricians, 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.

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.

1.2 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 York Region 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, Kinark Child and Family Services, York Central Hospital, Bloorview MacMillan and Community Care Access Centre offer support to families and schools with respect to students who have needs beyond education including autism spectrum disorder, behavioural and social/emotional disorders, as well as developmental disabilities. For the purposes of this protocol, these professionals and paraprofessionals are referred to as "Publicly-Funded Professionals and Paraprofessionals".

1.3 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'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 protocol as “Privately Funded Professionals and Paraprofessionals”.

1.4 Conflict of Interest:

It is the policy of the York Catholic District School Board that employees shall, as far as practicable, avoid placing themselves in conflict of interest situations, whether real or perceived. The employees shall take all reasonable steps to avoid the exercise of any influence on Board decisions in which they have a personal interest at any and all times and places regardless of whether engaged in or on or about Board business.

All Board employees must comply with Policy 423 and other policies of equity, confidentiality and human rights.

2.0 PROTOCOL FOR EXTERNAL PARTNERSHIP SERVICE PROVIDERS

2.1 Introduction:

The guidelines which follow will apply to all external partners.

2.2 Definitions:

In this protocol:

- “Board” means the “York Catholic District School Board”;
- External partner includes private and publicly funded professional/paraprofessional whose services are provided
- “Principal” means a Principal of a Catholic elementary or secondary school or his/her designate;
- “Guidelines” means the Guidelines for external partnerships which are outlined in Section 3.0 of this document;
- “External Partnership Professional/Paraprofessional Appointment Form” means the Appointment Form which is outlined in Appendix B;
- “Conditions of Access Agreement” means the Agreement which is outlined in Appendix C and Section 3.0;
- “Parent” would include a custodial parent, or guardian or other person acting in the place of a parent;
- Student Services Staff means a member of the central resource staff (psychologist, behaviour resource, consultant, physio/occupational therapist, speech/language pathologist).

2.3 Purpose of Protocol:

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

2.4 Private Retainer:

Subject to this Protocol and the Guidelines, the terms of the retainer of the external partner 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/ paraprofessional under any circumstances. This must be confirmed in writing as set out in Appendix D.

2.5 General Procedures:

Initiation:

- Parent contacts the Principal to request that an in-school meeting involving the parent, the external professional/paraprofessional and appropriate school personnel (i.e. Special Education Teacher) and Student Services Support Staff take place.
- Parent explains the reasons for the request including the proposed involvement of the external professional/paraprofessional (consultation, observation, demonstration). Parents are encouraged to engage the support of an advocate/translator, as necessary.
- Principal explains the role of external partner 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 (in consultation with Student Services 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.
- If the Principal and the parent agree to meet, then they determine the **nature of the external partner'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.);

They then will:

- schedule the date and time of the meeting;
- identify school personnel and pertinent Student Services Support Staff to attend the meeting.
- Obtain a signed S7 (Appendix E) prior to the meeting
- A record of the outcomes will be completed once the meeting has occurred.

Consultative Meeting: In the case where the Principal and parent decide that a consultation meeting is the most appropriate action, no External Partnership Appointment Form will be necessary.

Observation/Demonstration Meeting: 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 External Partner Appointment Form (Appendix B), Access Form and S7. Principal informs school personnel and Student Services Support staff of the date, time, purpose and focus of the observation or demonstration.

- Parent forwards copies of the completed External Partnership Appointment Form, Guidelines for External Partners and Conditions of Access Agreement (Appendix C) to the external partner.

- The external partner signs the Conditions of Access Agreement and returns it to the Principal and notifies pertinent Student Services staff 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 his/her right to consult the appropriate School Superintendent concerning the matter. The parent may contact the Superintendent; she/he will investigate the situation and respond to the parent and the Principal with the final decision in a timely manner.

2.6 Specific Procedures:

2.6.1 Consultation Meeting:

- Principal, parent, external partner, school personnel and Student Services Support Staff member(s) meet at the school on a mutual convenient day and time.

- Principal reviews procedures for involvement of external partner, the roles of the Principal, school staff and Student Services Support Staff and the parent as well as the purpose and focus of the meeting.

- External partner 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:
 - Development of or changes to the student's IEP;
 - an observation and/or a demonstration by the external partner
 - future meetings and frequency of those meetings.

2.6.2 Observation:

If observation has been agreed to, it will be done in the school setting with pertinent staff. Classroom observation will be kept to a minimum (**up to three times a year for a maximum of one hour at the discretion of the teacher**). Observation can occur in other structured and un-structured School Environments (i.e. recess, cafeteria, assemblies, Core Resource/Student Services room). The frequency and duration will be determined by the school staff in collaboration with the service provider.

- External partner arrives at school on appointed day and time.
- Principal reviews observation procedures with external partner and approves observation form/format used by the external partner.
- Principal, school or Board will ask a member of the Student Services Support Staff to assist with the observation and/or to give advice concerning the appropriateness of the recommendations which the external partner is making as a result of the observation session.
- If an external partner fails to comply with the Board's procedures, access is denied.
- External partner and Student Services Staff conduct observation for agreed upon length of time and prior to leaving discuss the information which was collected with the Principal.
- **Outcomes and recommendations to be shared with school staff and pertinent student services staff**
 - Based on the information provided and the ensuing discussion, the Principal determines the need for:
 - Development of or changes to the student's IEP, where applicable
 - a demonstration by the external partner;
 - future meetings and the frequency of those meetings.

2.6.3 Demonstration:

Demonstration will be done **outside** the classroom with pertinent staff. There may be rare cases in which demonstration must occur in the classroom.

- Principal, external partner, parent, and Student Services Support Staff determine:
 - the date and 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.
- External partner arrives at school on appointed day and time.
 - Principal reviews demonstration procedures with the external partner as well as the role of the Principal, school personnel and Board staff.
 - If an external partner fails to comply with Board procedures, demonstration is not conducted.
 - An external partner conducts a 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 will ask a member of the Student Services Support staff to attend the demonstration and to give advice concerning the appropriateness of the strategy/technique which the external partner is demonstrating for use in the school context.

2.6.4 Direct Service:

In a few cases, most typically by Community Care Access Centre (CCAC)

- Short term, direct counselling, and/or intervention is provided for students by publicly funded professionals/ paraprofessionals in the school setting (outside the classroom).

2.7 Enforcement of Guidelines:

The Conditions of Access Agreement shall provide that the external partner agree to abide by the Guidelines. In the event that external partner fails to abide by the Guidelines or the terms of the Conditions of Access Agreement, then the Principal may refuse the partner access to the school in the future.

3.0 GUIDELINES FOR EXTERNAL PARTNERS

3.1 Introduction:

These guidelines have been created by the York Catholic District School Board to provide a framework for the involvement of external partners in the school setting. The paramount objective of these guidelines is to ensure the success of the involvement of the external partners, through the fostering of a collaborative approach to consultation. Successful practices have indicated consistently that external partners can bring significant added value to the education of our students if they work as part of the team, including the teacher, the educational assistant, the special education resource teacher, the principal, Student 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 students to acquire the knowledge and skills necessary to thrive in the school setting.

3.2 Procedures:

- External partners must sign the Conditions of Access Agreement, if he or she will be observing or demonstrating an activity with the student (Appendix C).
- Contact the appropriate Student Services staff to indicate meeting date and time.
- When entering the school, the external partner must always check in with the school office.
- When a visit to the school has been scheduled for a mutually convenient time, the external partner should ensure that his/her visit accords with the schedule.

3.3 Roles:

All parties invited to the collaboration process need to understand their respective roles. The external partner 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 external partners, pursuant to the Education Act and the regulations thereto.
 - Responsible for the instructional program for all students, the special education programs and the Individual Education Plans (IEP) for students.
- **Classroom/Subject and Special Education Teachers**

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

- **Educational Assistant/Education Intervenor**
Assists in implementing the IEP under the supervision of the classroom teacher, special education resource teacher and Principal.
- **Student Services Support Staff**
Professional support staff from the Board who provide professional development and consultation concerning special education programs and services.

3.4 Collaborative Service Delivery Model:

The external partner and school staff should make every effort to work together as a team to ensure continuity between home and school. Mutual respect for our Catholic values and openness to different perspectives is essential for success. It is very important that external partners understand that their 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.

3.5 Communications:

The external partner will be asked to provide a written or oral report or make observations on a variety of issues. Since all comments are taken seriously and carry a great deal of weight for parents and staff, it is important that **comments be limited to student performance**. This will ensure a cooperative, collaborative, working relationship which ultimately benefits the student.

3.6 Confidentiality:

Comments and recommendations are to be restricted to the specific student being observed. Student records are privileged and strictly confidential. Students other than the specific student being observed and Board staff members and service providers have privacy rights that must be respected. If an external partner is given access to the school or classroom, he or she may well be in a position to observe students other than the specific student as well as Board staff or service providers. Accordingly, observations recorded and any manner of report made as a result of a visit must focus on the specific student to be observed and be held in strict confidence. Moreover, it is improper for the external partner to identify or make comments about any Board staff member or service provider.

3.7 Evaluation

All external partnerships will be reviewed **annually** on a go-forward basis to ensure that the partnership is meeting the required goals/outcomes. The York Catholic District School Board may decide to terminate the partnership based on the outcome of this review.

Evaluation of staff, working in schools as an external partner will be performed by the overseeing professional in accordance with the guidelines and expectations identified by the appropriate college to which the professional is a member.

APPENDIX A

APPROVED THIRD PARTY LIST

External Partners

Publicly Funded:

Contracts paid by the York Catholic District School Board are considered publicly funded service providers.

- Bartimaeus Inc.
- Bloorview Kids Rehab
- Childrens' Treatment Network (CTN)
- Community Care Access Centre (CCAC)
- COMPASS and its mental health partner agencies (ex. Youthdale, Blue Hills, Kinark)
- Geneva Centre for Autism
- Kerry's Place
- Kinark Central East Autism Program (i.e. IBI Transition Coordinator, School Support Program, etc.)
- Markham Stouffville Hospital
- Muki Baum Association
- One to One Communication
- Southlake Regional Health Centre
- VocaLinks Inc.
- Wholistic Child & Family Services Inc.
- Williams and Associates
- York Center
- Mackenzie Health Hospital, Richmond Hill (formerly York Central Hospital)
- York Region Early Intervention Services (YREIS)
The current Early Facilitation Protocol addresses most of the stages required in this protocol (i.e. S7s signed to initiate the process satisfy the requirements of the protocol)
- York Support Services Network

The above list reflects the Board's long term association with the agencies named above. These agencies provide short term support to students.

As the region continues to grow, this agency list will be reviewed and updated annually by the student Services Department, York Catholic District School Board.

Partners listed on Appendix A have already signed partnership agreements, at the Board level. These agreements permit consultation and some may include observation or demonstration. After obtaining signed S7s between the Board and the partner, schools need only establish initiation of the service, to support a specific student, and follow the *Third Party Protocol* procedures from there.

Privately Funded:

Services paid by the parents are considered privately funded service providers (i.e. psychological services, speech and language therapists, etc.)

YORK CATHOLIC DISTRICT SCHOOL BOARD

EXTERNAL PARTNERSHIP 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 partner will be at the school on _____, (date).
between _____ a.m./p.m. and _____ a.m./p.m.

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

- conduct an observation;
- conduct a demonstration.

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

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

APPENDIX C

Mandatory

YORK CATHOLIC DISTRICT SCHOOL BOARD

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

B E T W E E N:

YORK CATHOLIC DISTRICT SCHOOL BOARD
(the "Board")

- and -

(the "External Partners")

Re: Student _____ D.O.B. _____
School: _____ Date _____

WHEREAS the external partner 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 partner agrees and undertakes as follows:

1. Guidelines:

The external partners will abide by the attached Guidelines.

2. Confidentiality:

In any written or oral reports arising out of observations made on school premises, the external partner 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 external partner guarantees that he/she holds current, valid registration to practise 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 external partner 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 applicable Insured Carrier _____
- Amount of Coverage _____
- Expiration Date _____

5. Criminal Background Check:

The external partner 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).

6. Programming Recommendations:

The Principal is responsible for the education program of the student. Programming recommendations made by the external partner 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.

8. On-Site Supervision:

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

9. Termination of Privileges:

The external partner 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. The partner will receive written notification of the termination.

10. Parent Entirely Responsible for Any Payment

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

Accepted: _____
External Partner Signature

Date: _____

Witness: _____

Date: _____

cc: Parent/Guardian/Adult Student
External Partner
OSR
Student Services

APPENDIX D

Mandatory

**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 or 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 or 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 or 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, causes 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 education program of the above-named student. 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: _____
(Parent/Guardian Signatures)

* Witness: _____

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 to the Disclosure, Transmittal or Examination of a Record" form (S7) to allow the Private Professional / Paraprofessional to observe the student in school or to demonstrate a strategy/technique for school staff

APPENDIX E



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Telephone (905) 713-2711, 476-2055, 830-6803, (416) 221-5050, 1-800-363-2711 - Fax (905) 713-0451

Consent to the Release and Disclosure of Confidential Information**

I (We) _____
(Print full name of Parent/Guardian/Adult Student: *First Name, Last Name*)

of _____ (Phone Number) _____
(Parent/Guardian/Adult Student Address)

hereby consent to the release of the following confidential information:

- | | | |
|--|---|---|
| <input type="checkbox"/> Psychological (including test scores) | <input type="checkbox"/> Educational/Academic | <input type="checkbox"/> Physiotherapy/Occupational Therapy |
| <input type="checkbox"/> Behavioural/Social Work | <input type="checkbox"/> Vision | <input type="checkbox"/> Speech/Language |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Medical/Psychiatric | <input type="checkbox"/> Hearing |

Compiled/prepared by: _____
(Name of institution, agency, or person)

(Address, include Suite No., City & postal code) (Phone Number)

in respect of _____ (Name of Student) _____ (Date of Birth: y/m/d) _____ (Current School)

to be examined by: _____
(Name of institution, agency, or person: e.g. York Catholic District School Board)

(Address, include Suite No., City & postal code) (Phone Number)

for the purposes of: Educational Planning, Co-ordination of Service to assist the Student at School, and/or Other: _____
(Specify)

Information that is relevant and pertinent to the student will be shared with the appropriate School Board personnel. This confidential information/report will be stored as a permanent record in the confidential file in the appropriate Student Services' Department at the York Catholic District School Board.

Please check here if you would also like a copy of this information to be placed in the child's Ontario School Record (OSR).

Signature _____ (Parent/Guardian/Adult Student) _____ (Relationship to student if other than adult student)

Witness _____ **Date** _____

This consent to release information form remains valid for one year from date of signature.
* **Authorizing person(s) may cancel or change the above authorization(s) in writing at any time prior to the expiry date, unless action already has been taken on the basis of the authorization(s)**

York Catholic District School Board

**Instructions for Ensuring Informed Consent for the
Release of Confidential Information**

These instructions accompany the “**Consent to the Release of Confidential Information**” form. To complete this consent, a parent, guardian, or student, where applicable, must be fully informed. This means that the parent, guardian, or student, where applicable, understands the following:

- ◆ **What specific information is to be disclosed?** Specific pieces of information should be indicated: Psychological services information, Behavioural/Social Work services information, Attendance services information, Educational/Academic services information, Vision services information, Medical/Psychiatric services information, Physiotherapy/Occupational Therapy services information, Speech-Language services information, and/or Hearing services information. Parents, guardians, or students, where applicable, have the right to determine which information is to be released and need to be informed about which information is relevant for the purpose specified (see below). They also need to be aware that limiting access to pertinent information can make it difficult to meet the student’s needs appropriately.
- ◆ **To whom the information will be disclosed.** The institution, agency, or person to receive the information should be specified on this line (e.g., *York Catholic District School Board*). The address should also be indicated (e.g., *Student Services, Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1*).
- ◆ **For what purpose it is to be disclosed.** The information may be used for educational planning and/or the co-ordination of services. Other purposes can also be specified. When releasing information to an outside agency or institution, the information may be used for the provision of their services.

The signed consent is time-limited. The consent to release the information is valid for no more than one year and may be specified for less than a year. The consent includes a statement indicating that it may be rescinded or amended at any time. This request must be made in writing and would rescind or amend the consent except where action has already been taken in reliance on the original authorization.

The authorizing signature on the consent indicates the parent’s, guardians, or student’s agreement to the disclosure of the specified confidential information, to the specified institution/agency/person for the specified purpose, under a specific set of conditions.

Parents, guardians, or students (who have reached the age of consent), where applicable, may be given a copy of the original signed consent form to keep for their own records, if they so request.