

YORK CATHOLIC DISTRICT SCHOOL BOARD

Third Party Protocol for External Providers



Jennifer Sarna
Interim Director of Education

BOARD PROTOCOL	
Other than the agencies listed on page 16, the protocol is scheduled for renewal every 5 years.	Protocol Number Sector: Student Services
	Approved: March 2024
	Reviewed: Prior to November 2014 October 2016 November 2019 October 2020 March 2024 March 2026
	Implementer: Superintendent of Education: Exceptional Learners

The York Catholic District School Board recognizes that external providers can bring significant added value to the education of our students when all individuals work as part of the team, including the parent/guardian, teacher, the educational assistant, the special education teacher, the administrator and student services staff.

When partnering with staff from external agencies, it is important to note that the services provided by external providers are intended to supplement not duplicate services of the YCDSB.

This protocol is intended to provide guidelines so administrators can ensure the successful involvement of external providers through the fostering of a collaborative approach to consultation in accordance with the YCDSB Mission, Vision and Core Values, the Education Act, PPM 149, collective bargaining agreements, and YCDSB policies and procedures.

CONTENTS

Purpose	4
Definitions	5
General Procedures: Initiation of Involvement of External Providers	6
Options for Involvement by External Providers	7
• Information Sharing/Consultation Meeting	
• Observation	
• Demonstration	
• Direct Service Provision: Approved Service Providers	
Involvement by External Providers: Required Documentation	13
Expectations of External Providers	14
Enforcement of Guidelines	14
<i>Appendix A: Process: Engagement of External Providers</i>	15
<i>Appendix B: Approved Third Party Providers</i>	16
<i>Appendix C: External Partnership Appointment Form</i>	17
<i>Appendix D: External Partnership Conditions of Access Agreement for Use with Observation and/or Demonstration</i>	18
<i>Appendix E: Retainer for Privately Funded External Providers</i>	20
<i>Appendix F: Consent to Release and Disclosure of Confidential Information</i>	21

Purpose

The York Catholic District School Board has collaborative relationships with a number of professionals and paraprofessionals who work in our community. The presence, role and conduct of external professionals within the Board's schools shall be governed by this protocol. **The guidelines which follow will apply to all external providers.**

External providers may be employed by a publicly-funded government organization such as a hospital or a social service agency, or may operate an independent private practice in which case the client reimburses the professional or paraprofessional directly for services provided. These individuals have various areas of expertise and may include:

- legal professionals such as lawyers, police officers and probation officers;
- medical and health professionals such as audiologists, nurses, occupational therapists, ophthalmologists, otolaryngologists, pediatricians, physicians, physiotherapists, psychiatrists, psychologists, registered psychotherapists, registered social workers, board certified behaviour analysts and speech-language pathologists;
- social service professionals such as child and youth workers, addictions counselors and social service workers.
- paraprofessionals such as behaviour therapists, communication disorders assistants and special services at home workers.

External providers and YCDSB staff should make every effort to work together as a team in support of our students 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 providers understand that their role, in conjunction with the parent/guardian, is to **supplement** but **not duplicate** 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.

Definitions

Administrator

The principal or vice principal of the subject school.

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 YCDSB policies of equity, confidentiality and human rights.

Private Retainer

Subject to this protocol and the guidelines, the terms of the retainer of the external provider 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 E.

Privately Funded Professionals and Paraprofessionals

In the York Region community there are a number of privately funded service providers who offer services such as behaviour therapy, psychological assessment and therapy, social work counselling and therapy, speech-language assessment and therapy etc which are purchased by parents/guardians on a private basis. Services purchased may also be funded by insurance carriers or through direct funding options available through Ministry programs such as the Ontario Autism Program. Privately funded services are normally carried out in the professional's or paraprofessional's office/clinic or the student's home. These types of professional and paraprofessional services are referred to in this protocol as "Privately Funded Professionals and Paraprofessionals".

Publicly Funded Professionals and Paraprofessionals

In the York Region community, there are a number of publicly funded organizations that offer services which an eligible student may access at no cost to the parent/guardian/guardian. For example, York Central Hospital, and the Children's Treatment Network of York and Simcoe offer support to families and schools. For the purposes of this protocol, these types of professionals and paraprofessionals are referred to as "Publicly-Funded Professionals and Paraprofessionals".

Student Services Staff

YCDSB Student Services include professionals who have specialty training in areas that serve to assist in implementing Special Education programs and services. For example, behaviour resource staff, special education consultants, psychologists, mental health workers, occupational therapists, physical therapists, speech and language pathologists and board certified behaviour analysts.

General Procedures

Initiation of Involvement of External Providers *(see flow chart, page 16)*

1. Parent/guardian contacts the administrator to request involvement of an external provider.
2. Administrator asks the parent/guardian the reason(s) for the request including the purpose for involvement (e.g., sharing of strategies, information gathering, etc.) and the nature of involvement suggested (i.e., consultation, observation, demonstration).
3. Administrator explains the role of an external provider within the school environment and outlines the administrator's responsibility and authority with respect to the instructional program of the student, including the Individual Education Plan.
4. Administrator may choose to consult with relevant members of student services staff regarding parental requests to involve external providers.
5. If the administrator (in consultation with relevant members of student services staff) does not believe that the proposed involvement of an external provider is necessary, they will share the reasons with the parent/guardians.
6. If the administrator and the parent/guardian disagree about the need for involvement of an external provider, the administrator informs the parent/guardian of his/her right to consult the appropriate school superintendent concerning the matter. The parent/guardian may contact the superintendent. The superintendent will then investigate the situation and respond to the parent/guardian and the administrator with the final decision in a timely manner.
7. If the administrator and the parent/guardian agree, administrator will discuss the nature of the external provider's involvement with parent/guardian including:
 - a. the roles of the administrator, school staff and student services support staff;
 - b. the acceptable frequency and duration of involvement by an external provider.

Administrator will then:

- schedule the date and time of the external provider visit;
- identify if any school staff, in addition to themselves and relevant student services support staff, should attend the visit/meeting (i.e., at a minimum, principal and relevant student services staff must be in attendance).
- ensure applicable documentation is completed prior to involvement of an external provider. *(See Involvement by External Partners: Required Documentation, pg 13)*
- Determine a location if any involvement is to take place on site.

Administrator may wish to complete Appendix C as a written record of this discussion.

Options for Involvement by External Providers

Information Sharing/Consultation Meeting

An information sharing or consultation meeting is an opportunity for all stakeholders to share pertinent information regarding a student and to provide input/feedback regarding his/her programming. A planned process for this consultation is required, commencing with clear objectives about the specific purpose of the consultation.

- Administrator, parent/guardian, external provider, school personnel and relevant members of the student services support staff meet at the school on a mutually convenient day and time.
- Administrator acts as the chair, ensuring that the discussion remains professional and objective.
 - The meeting shall begin with a review of procedures for involvement of an external provider, the role of the administrator, school staff and student services support staff and the purpose and focus of the meeting.
- External providers and the school team are invited to share relevant information about students which has been gained through their assessment, counselling, therapy, etc.
- Information is discussed by those in attendance at the meeting.
- Based on the information provided and the ensuing discussion, the administrator determines the need for:
 - development of or changes to the student's IEP;
 - an observation and/or a demonstration by the external provider;
 - future meetings and frequency of those meetings.
- Administrator ensures a Conference Record (SE2) summarizing decisions made and plans for follow-up is completed and distributed to OSR, parents and YCDSB staff as appropriate.

Observation

Observation refers to all occasions when a specific student is observed for a specific purpose by someone other than the class teacher and/or support staff normally attached to the class.

Observation may also occur in other structured and unstructured school environments (e.g., school yard, cafeteria, core resource room, etc.). All those involved in each observation visit should have a shared understanding of its specific purpose.

If observation by an external provider has been agreed to, it will be done in the school setting with pertinent student services staff in attendance. **Classroom observation will only be permitted with the express consent of the teacher and will be kept to a maximum of up to one-hour duration per visit (per student to be observed).**

Please note that the total number of visits by an external provider (i.e., inside or outside the classroom) in order to assist in support of a specific student shall be kept to a maximum of up to three times a year for a maximum of one hour duration per visit. This limit does not include instances in which an outside provider visits the school for the purpose of attending a parent/ team meeting. Kindly note that an external provider may make additional visits if involved in provision of support to a different student attending the same school.

Should the administrator, parent/guardian and identified student services staff member determine that observation would be the most appropriate form of action, the following process is to be followed:

- Administrator asks the most relevant member of the student services staff to be in attendance during the observation and to provide advice concerning the appropriateness of any recommendations made by the external provider.
- Administrator informs relevant school personnel and the student services staff member of the date, time, purpose and focus of the observation.
- If observation is to occur in a classroom, the administrator ensures the teacher consents to the observation.
- Administrator ensures required paperwork is completed (*See Involvement by External Providers: Required Documentation, pg 13*).
- External providers arrive at school on the appointed day and time.
- Administrator reviews observation procedures with external providers and approves observation form/format used by the external provider.
- External provider and student services staff member conduct observation for agreed upon length of time.
- External provider, student services staff member and administrator meet to discuss the information which was collected and any suggested outcomes and recommendations.
- Based on the information provided and the ensuing discussion, the administrator determines the need for:
 - development of or changes to the student's IEP (where applicable);
 - engagement of other members of the multidisciplinary team as applicable;
 - a demonstration by the external provider;
 - future meetings and the frequency of those meetings.
- Administrator ensures a Conference Record (SE2) summarizing decisions made and plans for follow-up is completed and distributed to OSR, parents and YCDSB staff as appropriate.

Demonstration

In the context of participation by an external provider, demonstration may be done **outside the classroom** with pertinent student services staff in attendance for the purpose of illustrating a specific strategy or approach to instruction which has proven to be helpful/beneficial to the student. There may be rare cases in which demonstrations must occur in the classroom. In these situations, the demonstration shall be scheduled at a time when the other students are not in the classroom environment.

It is important to note that following the demonstration and ensuing discussion, the administrator will determine if the strategy/technique demonstrated by the external provider is to be used by school personnel and become a component of the student's IEP. Therefore, **other school staff should therefore not attend a demonstration conducted by external providers.**

Please note that the total number of visits by an external provider (i.e., inside or outside the classroom) shall be kept to a maximum of up to three times a year for a maximum of one hour duration per visit. This limit does not include instances in which an outside provider visits the school for the purpose of attending a parent/ team meeting. Kindly note that an external provider may make additional visits if involved in provision of support to a different student attending the same school.

Should the administrator, parent/guardian and identified student services staff member determine that demonstration would be the most appropriate form of action, the following process is to be followed:

- Administrator, external provider, parent/guardian, and student services support staff member determine:
 - the date and time of the demonstration;
 - the specific location (outside the classroom) in which service is to be provided;
 - the strategy/technique to be demonstrated;
 - the goal of the demonstration session;
- Administrator ensures required paperwork is completed (*See Involvement by External Providers: Required Documentation*).
- External providers arrive at school on the appointed day and time.
- Administrator reviews demonstration procedures with the external provider as well as the role of the administrator, student services staff members and school personnel.
- External providers conduct a demonstration and answer any questions about the strategy/technique.
- Based on the discussion following demonstration, the administrator determines the need for:

- development of or changes to the student’s IEP (where applicable);
 - engagement of other members of the multidisciplinary team as applicable.
- Administrator ensures a Conference Record (SE2) summarizing decisions made and plans for follow-up is completed and distributed to OSR, parents and YCDSB staff as appropriate.

Direct Service Provision: Approved Service Providers

YCDSB has established formal partnership agreements with community agencies which are reviewed annually to ensure that the partnership is meeting the mutually beneficial goals/outcomes (See Appendix B: *Approved Third Party Providers*).

In a few, **very specific situations**, most typically by provision of School Based Rehabilitation Services by Children’s Treatment Network (CTN) (i.e., Speech therapy) or by mental health and addiction professionals (e.g., COMPASS, Mental Health and Addiction Nurse, Addiction Services of York Region), short term direct counselling and/or intervention may be provided for students by approved partner agencies in the school setting during the school day.

Should the administrator, parent/guardian and identified student services staff member determine that direct service would be the most appropriate form of action, the following process is to be followed:

- Administrator, external provider and parent/guardian determine:
 - the date and time of the direct service;
 - the goal of the direct service;
 - the specific location (outside the classroom) in which service is to be provided;
 - the frequency of visits.
 - the terms of use of the specific location, (i.e. for only the period with the student, at no cost etc).
- Administrator ensures required paperwork is completed (*See Involvement by External Providers: Required Documentation, pg 13*).
- External providers arrive at school on the appointed day and time.
- Administrator reviews direct service procedures with the external provider as well as the role of the administrator, student services staff members and school personnel.
- Students are asked to meet external providers in the main office.
- External providers and students work in designated locations. Following their work, the student returns to class and the external provider leaves the school building.

- Any recommendations and/or reports arising from the direct service are to be directed to the administrator and/or relevant member of student services staff.
- **Service providers are not to consult directly with school staff (i.e., other than administrator)**
- Should administrator determine programming outcomes/recommendations arising from the direct service are to be incorporated into the student's program, administrator and relevant student services staff members support school staff with the implementation of the recommendations as required.

It is important to also note that these external providers are not permitted to consult directly with school staff (other than administrator) nor are they permitted to review documentation contained in a student's Ontario Student Record (OSR).

Direct Service Provision: Other Providers

In the York Region community there are a number of service providers who have not established formal partnership agreements with YCDSB. These are most typically providers who offer services on a fee for service basis which are typically carried out in the service provider's office/clinic or the student's home. At times, parents (and/or service providers) may request permission for these service providers to provide short term direct counselling and/or intervention in the school setting during the school day. **All parties are strongly encouraged to consider other options for service provision before exploring the possibility of service provision at school.**

Should the administrator, parent/guardian and identified student services staff member determine that provision of direct service at school would be the most appropriate form of action, and the administrator feels that there is available space within the specific school to support the requested service provision, the administrator may grant permission for this direct service to occur during **non instructional time** (i.e., the student's lunch break). Service provided over the 60 minute lunch break shall be permitted for a maximum of 50 minutes to ensure transitions to/from the classroom occurs during non instructional time.

The following process is to be followed:

- Administrator, external provider and parent/guardian determine:
 - the date/time of the direct service (**MUST be provided outside of instructional time for a maximum of 50 minutes if provided over lunch break**);
 - the goal of the direct service;
 - the specific location (outside the classroom) in which service is to be provided;
 - the terms of use of the specific location, (i.e. for only the period with the student, cost etc);
 - the frequency of visits;
 - the most appropriate student services team member with whom the provider will consult *if required*.
- Administrator ensures required paperwork is completed (*See Involvement by External Providers: Required Documentation, pg 13*) and makes parties aware that the service provider must obtain a [Permit for the use of the space](https://www.ycdsb.ca/about/departments/plant-accommodation-services/community-use-of-schools/) before service can begin.
<https://www.ycdsb.ca/about/departments/plant-accommodation-services/community-use-of-schools/>
- External providers arrive at school on the appointed day and time. Administrator reviews direct service procedures with the external partner as well as the role of the administrator, student services staff members and school personnel.
- Students are asked to meet external providers in the office (or other designated location outside the classroom).
- External providers and students work in designated locations. Following their work, the student returns to class and the external provider leaves the school building. **Service provision must occur outside the classroom.**
- Other school team members (including EAs/SEIs) do **NOT** attend the session. The identified student services staff member would also not attend these sessions. However, any recommendations arising from the direct service are to be directed to the parent/guardian, administrator and/or relevant member of student services staff.
- Service providers shall not consult directly with school team members (i.e., teachers, EAs, etc).

It is important to note that these external providers are not permitted to consult directly with school staff (other than the administrator) nor are they permitted to review documentation contained in a student's Ontario Student Record (OSR).

Involvement by External Providers: Required Documentation

Document	Purpose	Optional or Mandatory	Completed by
Appendix C	Provides a record of the plan for involvement of external provider discussed with parents by administrator	Optional	Administrator
Appendix D: External Partnership Conditions of Access Agreement	Provides external provider conditions of access	Mandatory	External providers not identified in Appendix A
Appendix E: Retainer for Privately Funded External Provider	Provides written record that parents acknowledge they are responsible for any costs arising from the involvement of external provider and that any suggestion arising from external provider shall be implemented at the discretion of administrator	Mandatory	External providers not identified in Appendix A
Appendix F: Consent to the Disclosure, Transmittal or Examination of a Record” form (S7)		Mandatory	All external providers
Special Interest Permit		Mandatory	External providers NOT identified in Appendix A who receive administrator permission to conduct direct intervention on school premises. https://www.ycdsb.ca/about/departments/plant-accommodation-services/community-use-of-schools/

Expectations of External Providers

If an external provider is given access to the school or classroom, he or she may be in a position to observe students other than the specific student as well as board staff/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.

External providers are not permitted to consult directly with school staff nor are they permitted to review documentation contained in a student's Ontario Student Record (OSR) or other school documentation.

Enforcement of Guidelines

If an external provider fails to comply with administrator direction, these procedures and/or any YCDSB policy and/or procedure, access to school will be immediately denied.

Appendix A Process: Engagement of External Provider

Parent/guardian contacts school administrators to request involvement of an external provider.



Administrator and pertinent student services staff consult regarding request to facilitate a collaborative service delivery model



Request is Accommodated

- Feedback to parent/guardian(s) regarding the nature of external provider's involvement
- Required YCDSB board consent forms completed (e.g., S7s, discipline consents, etc)
- If required, Appendix D, E & Community Use of Schools permits completed

Request is Denied

- Administrator provides feedback to parent/guardian(s) regarding rationale for denying request
- Appeals may be directed to Superintendent of Schools



Possible Involvement of External Providers

Consultation	Observation	Demonstration	Direct Service
Meeting with external providers, school staff and/or student services staff held	<p>Up to 3 times a year; maximum 1 hour duration per visit*</p> <p>Appropriate student services staff present</p> <p>Demonstration is done outside the classroom</p> <p>Kindly note that an external provider may make additional visits if involved in provision of support to a different student attending the same school.</p>		Very specific cases; short term duration; provided outside the classroom

Appendix B Approved Third Party Providers

Agencies who have established partnerships with YCDSB have formal partnership agreements which are reviewed **annually** to ensure that the partnership is meeting the required goals/outcomes. After obtaining signed S7s (Appendix F) between the Board and the provider, schools need only establish initiation of the service and then follow the *Third Party Protocol* procedures (i.e., appendix D & E are not required).

Agency	Corresponding Student Services Management Team LEAD
Children's Treatment Network (CTN): <i>School Based Rehabilitation Services</i> <i>Community Based Rehabilitation Services</i>	Manager, Speech, Language & Hearing Services Manager, Occupational & Physical Therapy Services
Holland Bloorview Kids Rehabilitation Hospital: <i>Communication & Writing Aids Clinic</i> <i>Post-Secondary Transition Planning Program</i>	Manager, Speech, Language & Hearing Services Manager, Occupational & Physical Therapy Services
Kerry's Place for Autism: <i>School Support Program</i>	Senior Coordinator, Behaviour Resource Services
Kinark Child and Family Services: <i>Connections for Students</i> <i>Entry to School Program</i>	Senior Coordinator, Behaviour Resource Services
Kinark Child and Family Services: SNAP	Manager, Psychological Services
Learning Disability Association of York Simcoe (LDAYS)	Coordinators of Special Programs, Elementary & Secondary
Lung Health Foundation - Quash / Halt the Haze	Manager, Behaviour Resource Services
Mental Health and Addictions Nursing (MHAN)	Mental Health Lead
Ministry of Children, Community and Social Services <i>Ontario Autism Program</i>	Senior Coordinator, Behaviour Resource Services
Ontario Health atHome: <i>Nursing</i>	Manager, Occupational & Physical Therapy Services
York Support Services Network (YSSN)	Coordinator of Special Programs, Secondary
York Hills Centre for Children, Youth and Families, COMPASS	Mental Health Lead
York Region Early Intervention Services (YREIS)	Coordinator of Special Programs, Elementary
Women's Support Network (WSN)	Mental Health Lead

Appendix C External Partnership Appointment Form

To: _____ Parent/Guardian
_____ External Professional/Paraprofessional
_____ Classroom Teacher
_____ Special Education Teacher/
_____ Special Education Department Head
_____ Educational Assistant/
_____ Specialized Educational Intervenor
_____ Student Services

From: _____ Administrator

Date: _____

Student Name: _____

School: _____

The external provider 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)

- conduct an observation
- conduct a demonstration

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

- behaviour
- cognitive skills
- communication/speech/language
- motor skills
- self-help skills
- social skills

other (specify) _____

Appendix D

External Partnership Conditions of Access Agreement

YORK CATHOLIC DISTRICT SCHOOL BOARD
EXTERNAL PARTNERSHIP

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

Between: YORK CATHOLIC DISTRICT SCHOOL BOARD (the “Board”)

- and -

_____ (the “External Providers”)

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

School: _____ Date: _____

WHEREAS the external provider 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 provider agrees and undertakes as follows:

1. Guidelines

The external providers will abide by the attached Guidelines.

2. Confidentiality

In any written or oral reports arising out of observations made on school premises, the external provider 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 provider guarantees that they holds current, valid registration to practice in his/her discipline as directed by the appropriate College or is supervised by a member of

Name of College: _____

Name of Member: _____

Registration Number: _____

4. Professional Liability Insurance

The external provider guarantees that they have professional liability insurance in the amount which is in accordance with the stipulations of their Professional Regulatory College.

Name of Carrier: _____

Name of Coverage: _____

Expiration Date: _____

5. Criminal Background Check

The external provider guarantees that they have 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 administrator is responsible for the education program of the student. Programming recommendations made by the external providers are only suggestions offered to the administrator, which may or may not be implemented. The administrator has the authority to determine what, if any, programming changes are to be made in accordance with/and subject to the Education Act.

7. On-Site Supervision

On-site supervision of the external provider must be conducted by the overseeing YCDSB professional in accordance with the guidelines and expectations identified in the YCDSB Third Party Protocol.

8. Termination of Privileges

The external provider acknowledges that his/her access to the school premises may be terminated at any time at the sole and unfettered discretion of the administrator or the Board. The partner will receive written notification of the termination.

9. Parent/Guardian Entirely Responsible for Any Payment

The external provider 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 Provide Signature: _____ **Date:** _____

Witness Signature: _____ **Date:** _____

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

CC: Parent/Guardian
External Provider
Superintendent Education: Exceptional Learners
O.S.R.

Appendix E Retainer for Privately Funded External Providers

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 administrator 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 administrator, which may or may not be implemented. Finally, we acknowledge and agree that the administrator has the authority to determine what, if any, programming changes are to be made in accordance with/and subject to the Education Act.

Accepted


External Provide Signature: _____ Date: _____

Witness Signature: _____ Date: _____

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

CC: Parent/Guardian
External Provider
Superintendent Education: Exceptional Learners
O.S.R.

Appendix F Consent to Release and Disclosure of Confidential Information



York Catholic District School Board

S7
(Rev. Dec. 2011)

Consent to the Release and Disclosure of Confidential Information**

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

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

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)

(Address, include suite no., city & postal code) (Phone Number) _____

Attention: _____
Name of Contact Person Phone Number including ext. _____

In respect of: _____
(Name of Student) (Date of Birth: yr/mo/day) _____

Current School _____
School Contact Person _____

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 student's Ontario School Record (OSR).

Signature _____ Signature _____
(Parent/Guardian) (Student – See Reverse)
(18 years old or older; 12 years old or older, for Mental Health Service referral)

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).

** Please refer to the "Instructions for Ensuring Informed Consent for the Release and Disclosure of Confidential Information" when filling out this form.

PRINCIPAL: Please forward original to the appropriate Student Services Department at the YCDSB. Copy of this form to be placed in student's Ontario School Record (OSR).

Personal information is collected pursuant to the Education Act and the Municipal Freedom of Information and Privacy Act. Questions about the collection and use of this personal information should be directed to the Privacy Manager, York Catholic District School Board, 320 Bloomington Road West, Aurora, ON L4G 0M1 or (905) 713-1211, ext. 13848.

York Catholic District School Board

Instructions for Ensuring Informed Consent for the Release and Disclosure of Confidential Information

These instructions accompany the "Consent to the Release and Disclosure 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. Student signature required if student is 18 years of age or older OR if student is 12 years of age or older and information is being exchanged with a mental health services provider.
- ♦ **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. While the consent to release and disclose information is time-limited, the information received, however, would be available for future sharing and reference among relevant School Board Staff regarding educational planning for the student for the duration of the student's enrollment within the York Catholic District School Board and/or as required by law. If you have chosen not to have a copy of the information received placed in the student's OSR, a notification will be put in the OSR advising that material exists in the relevant Student Services file only.

The authorizing signature on the consent indicates the parent's, guardian's, 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.

If you have further questions, please contact the relevant Student Services personnel.