MEMORANDUM TO:
Directors of Education
Supervisory Officers and
Secretary-Treasurers of School Authorities
Director of Provincial and Demonstration Schools
Supervisory Officer of Centre Jules-Léger

FROM:
Barry Finlay
Director
Special Education Policy and Programs Branch

DATE:
June 2, 2009

SUBJECT:
Protocols for Partnerships with External Agencies in the Areas of Regulated Health Professionals and Paraprofessionals and Regulated Social Service Professionals and Paraprofessionals

Further to my memorandum of May 6, 2009, the Special Education Policy and Programs Branch (SEPPB), has developed a set of guiding principles and resources based on existing local protocols currently used by various school boards that have proven successful. These resources are designed to support the development and or review of partnerships with external agencies in the areas of regulated health professionals, social service professionals and paraprofessionals, as essential for the delivery of services and/or programs to all students, including students with special needs.

Appendix A provides the following for your review:
- Guiding Principles
- Process Components
- School Board and Agency Responsibilities
- Required Documentation for Local Protocols

When reviewing the guiding principles and attached resources, it may be helpful to consider the local circumstances of your school board in relation to the development of local protocols with external agencies, the implications of current protocols on Professional Student Support Personnel (PSSP) and Paraprofessional staff in your school board, and any current partnerships your school board is currently engaged in.

If you would like to provide comments (using Appendix A), please send them to your regional special education leads in the Field Services Branch by Friday, June 12, 2009.

Original signed by

Barry Finlay
DRAFT - Appendix A:
Protocols for Partnerships with External Agencies in the Areas of Regulated Health Professionals and Paraprofessionals and Regulated Social Service Professionals and Paraprofessionals

<table>
<thead>
<tr>
<th>POLICY/PROGRAM MEMORANDUM</th>
<th>Process Components</th>
<th>DEPUTY MINISTER'S MEMORANDUM</th>
<th>Required Documentation For Local Protocols</th>
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<tr>
<td>Guiding Principles</td>
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<td>School Board and Agency Responsibilities</td>
<td>Partnership Eligibility Documentation for External Agencies</td>
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<tr>
<td>1. Protocols are designed to apply to external agencies in the areas of regulated health professionals and social service professionals</td>
<td>1. Assignment of board administrative position(s) or designate(s) to manage the protocol review and development process and PSSP and Paraprofessional positions or designates responsible for consulting with the school board</td>
<td>• Principal responsible for the operational activities of the external agency staff within the school</td>
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<td>2. Protocols will support all school boards’ abilities to provide programs and services to all students, including those with special needs</td>
<td>2. Establishment of a school board level committee, and where appropriate, school-based committees, to provide the following for the assessment of student needs:</td>
<td>• Paraprofessional supervision provided by staff from the external agency who currently holds membership in the relevant regulated college</td>
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<td>3. Protocols must not impede school boards’ ability and responsibility to provide services and or programs to all students, including those with special needs</td>
<td>• the identification of potential partners and</td>
<td>• School boards, external agencies and PSSP and Paraprofessionals collaborate on evaluation of programs and services provided for yearly review</td>
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<td>4. School boards with existing protocols will review their protocols to align with the Guiding Principles</td>
<td>• appropriate administrative mechanisms to complete a formal partnership agreement</td>
<td>Partnership Eligibility Documentation for External Agency Staff who are members of a Professional College (PSSP)</td>
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<td>5. School boards without existing protocols will develop protocols to align with the Guiding Principles</td>
<td>• approval by the joint school board/PSSP committee</td>
<td>• Current qualifications as relevant to the services to be provided</td>
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<td>6. Protocols must be aligned with the collective agreements of unionized school board staff and enhance and/or supplement (not duplicate) current service delivery</td>
<td>3. Delineation of programs and services currently delivered by unionized school board staff and programs and services that could be delivered by school board staff that are currently not being delivered by said staff due to financial capacity, job descriptions or qualifications of PSSP and Paraprofessionals</td>
<td>• Current membership in the relevant regulated college</td>
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<td>7. Protocols will be developed by school boards where there are no unionized regulated health professionals and regulated social service professionals</td>
<td>4. Terms and general expectations of the partnership that are agreed upon with school board, external agency and PSSP and Paraprofessional input.</td>
<td>• Declaration of delivery of services in accordance with professional standards of practice</td>
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<td>8. Protocols will reflect local circumstances, including the language and culture of individual school boards</td>
<td>5. Development and maintenance of a joint advisory committee to resolve disagreements or disputes that may arise</td>
<td>Partnership Eligibility Documentation for External Agency Staff who are Paraprofessionals</td>
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<td>9. In applicable instances where programs and services can be optimized, co-terminus and contiguous school boards must, at a minimum, explore the collaborative development of partnerships and protocols</td>
<td>6. Development of a procedure for either party to terminate a partnership after appropriate notice is given as agreed upon with school board, external agency and PSSP and Paraprofessional input</td>
<td>• Evidence of work under the clinical supervision of staff from the external agency who currently holds membership in the relevant regulated college</td>
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<td>• Details of the Paraprofessional’s role, responsibilities, name of immediate supervisor, supervision plan with time and supervisor’s qualifications</td>
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Partnership Eligibility Documentation for External Agency Staff who are members of a Professional College (PSSP)

- Current qualifications as relevant to the services to be provided
- Current membership in the relevant regulated college
- Declaration of delivery of services in accordance with professional standards of practice

Partnership Eligibility Documentation for External Agency Staff who are Paraprofessionals

- Evidence of work under the clinical supervision of staff from the external agency who currently holds membership in the relevant regulated college
- Details of the Paraprofessional’s role, responsibilities, name of immediate supervisor, supervision plan with time and supervisor’s qualifications

Partnership Eligibility Documentation for External Agencies

- Description of service/program
- History of external provider including ownership, staff qualifications and funding base where applicable
- Names of representatives of external agencies
- Anticipated outcomes of programs and services provided
- Names of representatives of the external provider
- Qualifications/Supervisory relationships for external staff providing service
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<td><strong>10.</strong> Each school board must collaborate with Professional Student Services Personnel (PSSP) and Paraprofessionals in the development of protocols</td>
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<td><strong>11.</strong> Protocols will delineate programs and services currently delivered by external agency staff and programs and services that are currently delivered by and/or could be delivered by PSSP and Paraprofessionals that are currently not being delivered by said staff due to financial capacity, job descriptions or qualifications of PSSP and Paraprofessionals</td>
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<td><strong>12.</strong> Long-term and short term (time-limited) partnerships are distinguished within protocols to ensure that long-term duplication of services already provided by school board staff do not occur</td>
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<td><strong>13.</strong> School boards are to design a mechanism for reviewing their protocols, and projected services, in consultation with their community partners and school board unionized staff, at least once a year</td>
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**Termination of Agreement**
- Terms of termination are developed by school boards with input from external agency staff

**Statement of Fees**
- Any fees or payment required by external agencies must be recorded

**Requests for Space/Material(s) from External Agency**
- Requests for space and material resources from external agencies must be articulated and must complement the needs of school board staff and not impede their school board’s staff ability to execute their duties

**Required Additions:**

**Omissions:**

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**Omissions:**

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