

ADMINISTRATIVE REGULATIONS

TITLE: WORKING WITH OUTSIDE AGENCIES
CATEGORY: PERSONNEL
NUMBER: 2030

I. Rationale

In acknowledgment of the need for collaborative partnerships between school-based teams and outside agencies, this protocol is designed to enhance communication, coordination, and collaboration among school staff, outside therapists or consultants, families, and relevant community partners. Aiming for a unified approach to service delivery, the protocol helps to align perspectives, expertise, and strategies towards the achievement of individualized education goals and overall student well-being.

Given the unique geographical context of the Sunshine Coast, which often necessitates travel for service access, this policy seeks to minimize the burden on families while ensuring that children and youth have timely access to the necessary support services. By establishing efficient communication and collaboration strategies, we are dedicated to fostering a responsive educational environment that meets the needs of our students.

II. Definitions

Outside Agency: Any individual or organization that provides specific services or therapeutic programs to students or families that are not part of or contracted by School District 46.

Private Agency: A 'for-profit' organization that provides individual services or therapy, typically contracted independently by families.

Community Partner: Not-for-profit organizations, often government agencies or those contracted by them, with which the school district maintains ongoing collaborative relationships (e.g., Child and Youth Mental Health, MCFD, SCCSS, VCH).

Direct Service: Individual service or therapy provided directly to a student by an outside agency.

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Observation: A non-evaluative attendance at school to watch a student during class, without any video or audio recordings.

III. Process

A. Request for Observations

1. Requests from outside consultants/therapists to observe students in the classroom will be considered on a case-by-case basis, respecting the individual needs of students and the school environment.
2. Requirements:
 - Parents must contact the student's case manager and principal to initiate a request, providing details of the consultant/service provider and suggesting specific dates/times with at least one week's notice.
 - The principal will communicate the request to the case manager.
 - Approval will involve collaborative discussions between the principal, classroom teacher, case manager, and Director of Instruction for Inclusive Education.
 - Prior to the observation, goals shall be set and agreed upon, ensuring alignment with both home and school programs.
 - The visiting consultant shall provide the case manager with signed observation notes following the visit.
3. For observations, private agency professionals will be accompanied by a case manager, while community partners are not required to have this accompaniment.
4. Observations must not disrupt the educational experience for the observed student or other students in the classroom.
5. Observations will focus solely on enhancing the educational strategies for the student rather than evaluating staff performance.
6. Information and strategies shared between home programs and the school team must enhance consistency in interventions.

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B. Request for Direct Service at School

1. Direct service requests from outside consultants may be considered on a case-by-case basis.
2. Private agencies are only permitted to deliver direct services within the school premises after consultation and approval from the Director of Instruction for Inclusive Education.
3. Community partners may provide direct services but must receive approval from the Director of Instruction for Inclusive Education. Additionally, this approval process will include consultation with CUPE to ensure that the contributions of support staff are fully considered, respecting union guidelines and enhancing collaborative efforts within the school district.
4. Professionals from outside agencies are encouraged to share and demonstrate effective strategies with school staff and to participate actively in Interministerial Care Plan and IEP meetings. However, it is important to clarify that such participation shall not extend to the formal training of school staff. These interactions are intended for strategy sharing and collaborative planning purposes only.
5. Consent to obtain/release information must be obtained prior to service/consultation.

C. Internship/Practicum Placements: Requests for practicum placements from individuals associated with outside agencies shall be assessed by the Director of Instruction for Inclusive Education. Following this assessment, the process will include consultation with CUPE to ensure alignment with union standards and adequate support from staff during these placements.

D. Presentations to Students: Any outside agency wishing to present to small groups or classes must follow the district's policies around access to

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students and will first consult with the Director of Instruction for Inclusive Education.

E. Participation in Care Team and IEP Meetings

1. Parents are encouraged to involve outside agencies in their child's care team and IEP meetings.
2. Parents and, at the parents' request, outside agencies, may offer strategies relevant to the development of the IEP. However, in accordance with the *School Act*, responsibility and accountability for the IEP resides with the school and district staff as specified in the [School Act](#).
3. School teams may suggest inviting outside agencies but cannot do so without parental knowledge and consent.
4. Any costs incurred by outside agencies to attend meetings remain the responsibility of families.

F. Confidentiality and Respectful Communication: All interactions, verbal and written, must uphold confidentiality, respect, and the dignity of all students involved. Student identities must not be disclosed in communications regarding observations or therapies.

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References: