



# Administrative Regulations

## ADMINISTRATION

1240

### COMMUNICATION PROTOCOL FOR OUTSIDE THERAPISTS AND CONSULTANTS

Recognizing the need for school based and home based teams to work together effectively, this protocol aims to facilitate communication and partnership between school district staff and outside therapists/consultants. This protocol addresses ways of working together to combine the various unique perspectives, understanding and skills to accomplish goals that might not be achieved independently. Under this protocol, professionals will share information and agree upon a communication plan to address questions and issues that might arise regarding the progress of a student with special needs. Since the classroom teacher is generally an active participant in the school based program of a student with special needs, the classroom teacher(s) should be an integral part of the process. The following guidelines are offered to clarify roles and responsibilities and to maximize the benefits to the student.

1. Outside therapists/consultants who wish to liaise with school staff and/or observe a student, must contact the school principal or special education teacher to book a time and allow a reasonable number of working days to make suitable arrangements. In every instance, the special education teacher, a teacher, the vice-principal or the principal must authorize and monitor the visits.
2. The Communication Protocol form is to be completed at an initial meeting of all interested parties: parents, school staff, district staff, outside therapists/consultants. This protocol records how services will be communicated and coordinated in accordance with the student's educational goals as outlined in the Individual Education Plan (IEP).
3. The special education teacher is responsible for arranging observations/liaison sessions for all outside therapists and consultants. These arrangements should always involve the agreement of the school principal and the classroom teacher.
4. The goal(s) of the observation need to be discussed, clarified and agreed prior to observation. The focus must be solely upon the student's responses to the techniques involved in specific intervention practices and upon refinement of technique rather than evaluation of staff performance.

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**Date adopted:** September 9, 2008  
**Revised:**

**Reference:**

**Supt. Signature:**



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5. It is best practice for student observations to include brief meetings before and immediately after each session. The outside therapist or consultant will be accompanied by special education teacher during the observation period. Following the observation period, the outside therapist or consultant should provide some written notes for the special education teacher to share as soon as possible with the rest of the IEP team.
6. Outside therapists or consultants may demonstrate and model effective intervention techniques to school staff, and they may undertake periodic reviews with school staff members. However, their own private therapy sessions with students may not take place on school premises and they may not act in the role of a teaching assistant.
7. Parents and, at the parents' request, outside agencies, may make recommendations 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*.
8. All verbal and written communication between parents, teachers, district staff and outside therapists/consultants is to be shared respectfully at a place and time that is suitable to all involved. Furthermore, other students are not to be identified or named in reports, observation notes, or verbal discussion.
9. Frequency of classroom/school visits is to be determined by the principal and the case manager in consultation with parents, in accordance with the IEP. Visits must not unduly disrupt the educational programs of the student with special needs or the other students in the class or the school.
10. Therapists/consultants visiting classrooms and/or schools in School District No. 46 (Sunshine Coast) must be respectful of the confidential nature of all discussions as well as respectful privileged, confidential information gained through meetings or general access in the school.

*Attachment: Communication Protocol Form*

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**COMMUNICATION PROTOCOL FOR OUTSIDE THERAPISTS  
AND CONSULTANTS**

STUDENT NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
DOB: \_\_\_\_\_ DATE: \_\_\_\_\_

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**PARTICIPATING SERVICE PROVIDERS:**

Name of Provider: \_\_\_\_\_ Name of Agency: \_\_\_\_\_  
Qualifications: \_\_\_\_\_ Years of Experience \_\_\_\_\_

**REASON FOR AGREEMENT:**

- \_\_\_\_\_
- \_\_\_\_\_

**RELEVANT STUDENT IEP GOALS:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SPECIFIC ACTIVITY PERFORMED BY THE OUTSIDE THERAPIST/CONSULTANT:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**NATURE AND FREQUENCY OF DOCUMENTATION AND COMMUNICATIONS PLAN:**

- \_\_\_\_\_
- \_\_\_\_\_

**SIGNATURES OF AGREEMENT:**

I have read and agree to the information and guidelines on Administrative Regulation 1240 and the specific details outlined on this form.

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Principal	Special Education Teacher	Private Therapist/Consultant
pc Student File		
Parents		
School and Private Therapist/Consultant		