

VISITING TEAMS IN PRSD

Student-Centered Focus

All interactions between school-based and visiting teams must prioritize the student's educational, developmental, and emotional well-being.

The Peace River School Division (PRSD) recognizes that collaboration between visiting teams and school-based teams can benefit students. When home-based or external teams request to provide services within the school setting, the school principal and school-based team will assess the appropriateness of their involvement.

While visiting teams may be invited to support students within the school environment, PRSD retains full authority over all educational programming decisions. Any involvement by visiting teams must align with and support the student's Individualized Program Plan (IPP) and overall educational goals.

Purpose:

This appendix outlines the roles, responsibilities and expectations for collaboration between visiting teams (rehabilitation, services organized by families or outside agencies) and school-based teams (staff within the PRSD schools) to ensure effective service delivery and a positive school environment.

Scope:

This appendix applies to all situations where external rehabilitation service providers (visiting teams) work with students in PRSD schools.

Principal's Responsibilities Under the Alberta Education Act:

Under the Alberta *Education Act*, school principals are responsible for overseeing all student programming within their schools to ensure alignment with provincial education standards and policies. As outlined in Section 197, principals must provide instructional leadership, facilitate inclusive learning environments, and coordinate supports that promote student success. This includes working collaboratively with external service providers to ensure that all programming aligns with the student's educational needs and complies with school division policies.

Principals are also accountable for ensuring that all visiting teams adhere to school procedures, safeguarding student privacy, safety, and well-being. Any involvement of external rehabilitation teams must complement the school's existing educational framework and be documented in the Individualized Program Plan (IPP) where applicable.

Definitions

School-Based Team:

Refers to PRSD staff, including administrators, teachers, Inclusive Education Coaches, Divisional Inclusive Education Coordinators, educational assistants, contracted division-based specialists, and Peace Collaborative Services (PCS). This team works collaboratively within the school environment to address students' educational and developmental needs, as outlined in their Individualized Program Plan (IPP).

Visiting Team:

Refers to rehabilitation services (e.g., physical therapists, occupational therapists, occupational therapist aids, speech-language pathologists, Speech Language assistants, behavior interventionists, psychologists, counselors, Montney Riverstone Tribal Council's Indigenous Inclusive Educational Coordinator (IICC) arranged by families or outside agencies to address the child's goals in the home and community setting. Examples include but are not limited to home-based teams and Montney Riverstone Tribal Council's Supporting Students Educational Development (SSED) Team.

Visiting teams may provide direct support in the school environment to support student needs when approved.

Roles and Responsibilities

1. School-Based Team (PRSD and PCS Staff):

Facilitating Access:

The school principal, as the primary point of contact, will consult with the school-based team to evaluate the purpose and potential impact of the visiting team's request to provide services within the school environment. This review will include consideration of any barriers identified by the visiting team or the student's family, and will assess how the proposed involvement supports the student's educational programming.

Note: FSCD does not provide support related to a child's educational needs. Funding is provided to school authorities for Children with disabilities who require additional educational support. [Please see the following link for more information](#)

If the visiting team's participation is deemed to enhance the student's programming, the following steps will be taken to support effective collaboration:

- The Principal or designate will clearly communicate expectations and define the scope of the visiting team's role within the school environment.
- Scheduling, access to necessary spaces, and coordination with existing Peace River School Division policies and procedures will be managed accordingly.
- Principals will ensure that the scope and purpose of the visiting team's involvement are documented in the student's IPP and/or BSP.

- Communication processes between the school-based team and the visiting team will be developed in consultation with the principal or designate.
- When a meeting is requested by a visiting team, a clear goal and purpose must be established. Not all meeting requests will be accommodated.

Oversight and Monitoring:

- School principals are responsible for ensuring that external service providers operate within school and division policies and procedures, including compliance with privacy, safety, and security standards.
- To maintain a collaborative and respectful working relationship, any concerns regarding service provision should be addressed directly with both the family and the external provider.
- All service providers are expected to actively participate in program development and in the ongoing monitoring of student goals.

Advocating for Educational Goals:

- Principals must ensure that services provided by the visiting team align with PRSD AP 340
- The principal or designate will serve as the primary point of contact for the family regarding how external services are integrated into the student's overall school experience.

2. Visiting Team (Coordinated Services):

Pre-Visit Coordination:

- The visiting team's first point of contact will be the school principal or designate.
- When requesting a meeting, visiting teams must establish a clear goal and purpose. Please note that not all meeting requests will be accommodated.
- Communication with the school administration is required when requesting access to a student during instructional time.
- Visiting teams must ensure that their services align with the PRSD AP 340.
- Goals and objectives of rehabilitation services must be clearly communicated, with an emphasis on how they support the student's educational program.
- A service agreement with the PRSD must be in place, outlining documentation expectations and service delivery parameters.

During Service Delivery

- Visiting teams may not alter programming goals, make recommendations, or consult with school-based staff without prior approval from the school-based team.
- Any proposed changes to student programming must involve collaborative discussion and approval from both the school-based team and school administration. School teams will communicate approved changes to visiting teams.
- Services should be delivered in a manner that minimizes disruption to classroom learning and daily routines.
- Designated spaces (if available) should be used for therapy sessions to avoid interfering with other students and activities.

- All visiting team members must follow the PRSD school policies related to health, safety, scope of service, and professional conduct while on school premises.
- Visiting teams must maintain the confidentiality of all students and staff at all times.
- Requests for in-class support will be evaluated on a case-by-case basis in consultation with school administration.
- Collaboration between school-based and visiting team therapists is expected, including regular updates and progress reporting to the school and the student's family.

Post-Session Communication:

- Develop a communication plan in collaboration with the school principal to ensure effective reporting of student progress.
- Provide documentation with recommendations to support student goals.

Training:

- Training for school staff will be determined by the school's administrative team in consultation with the school principal or designate.
- On a case-by-case basis, the principal may approve training sessions by visiting teams for school-based staff.
- All training must be conducted collaboratively to ensure that strategies and protocols align with professional standards, regulatory requirements and the educational context of the school.

Conflict Resolution

Therapists are expected to work collaboratively, following the professional expectations set by their respective regulatory bodies. Proactive measures should be taken to prevent conflicts. If disagreements arise, the following steps will be followed:

1. Adherence to Administrative Procedure 152 – Dispute Resolution. Please refer to the PRSD website for more information.
2. Service providers will contact their professional regulatory bodies for consultation when disagreements arise.
3. If necessary, involvement of the Peace River School Division Director of Learning Services or designate to facilitate resolution.
4. Visiting Teams and the PCS Team will consult with their respective managers.

Visiting Team: Montney Riverstone Tribal Council - Supporting Students Educational Development (SSED Team)

Montney Riverstone Tribal Council (MRTC) provides comprehensive educational services tailored to the unique needs of First Nation students (Horse Lake, Duncan's First Nation) from K to Grade 12. These educational supports are provided through a team of therapists known as the 'Supporting Students Educational Development' team' (SSED).

PRSD Schools Currently Supported by the SSED Team:

- Grimshaw Public School

Additional needs may arise in other schools, and these will be managed on a case-by-case basis.

Purpose of the Service:

This service is designed to provide supplementary support in schools for students from our communities, addressing needs that may not be fully met by the provincial services available through the public school system. We recognize that there are increasing numbers of students requiring specialized support.

Definition of MRTC SSED Supplementary Therapy Services

Supplementary therapy services refer to additional, specialized therapeutic interventions provided by the MRTC Supporting Students Educational Development Team. These services are intended to support the educational, developmental, behavioral, or emotional needs of students, complementing the district's/school's existing services in the following areas:

- Speech and language therapy
- Occupational therapy
- Physical therapy
- Counselling
- Behavioral therapy/intervention
- Educational Psychology Assessments

These supplementary services are designed to enhance the existing PCS and district supports, not replace them.

Accessing SSED Services:

1. Preliminary Consent Process:

- Schools, with support from the Montney Riverstone Tribal Council's Indigenous Inclusive Education Coordinator (IIEC), will send preliminary consent forms to parents in May/June.
- The school is responsible for distributing, collecting, and forwarding signed consent forms to the IIEC.
- This consent allows for information sharing between PRSD employees, including the Peace Collaborative Services (PCS) team.

2. Triage Meeting (September):

- A triage meeting will take place involving school representatives, PCS team members assigned to the school, and the SSED team.
- During this meeting, PCS and SSED therapists will collaborate to create a plan to develop an individualized treatment plan for students requiring support.
- The treatment plan will be shared with parents to obtain informed consent before implementation.

Expectations for SSED Service Providers:

1. Provide a copy of the treatment plan and regular progress updates.
2. Be available to meet with parents and school personnel to discuss roles, responsibilities, and student progress.
3. Adhere to all PRSD policies and procedures while delivering services within the school environment.

Expectations for School Personnel:

1. Distribute and collect consent forms, ensuring maximum parental participation.
2. Participate in the triage meeting as school staff process valuable insight into students' needs.
3. Document a visiting team involvement with the student and the student's IPP and/or BSP.
4. Include the therapist's updates in the student's IPP and/or BSP as appropriate.

Report Writing:

- For students receiving support from both Peace Collaborative Services (PCS) and the Montney Riverstone Tribal Council's SSED team, reports will reflect input and relevant information from all therapists involved in the student's educational programming.
- If a joint report is necessary, it will be securely stored on the divisional portal and uploaded to the Dossier system to ensure timely and secure access for authorized school personnel and parents.

- *This appendix serves as a reference for PRSD schools collaborating with the Montney Riverstone Tribal Council's SSED Team, ensuring clear procedures, roles, and expectations to support student success.*

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