

SECTION C-6

**SPECIALIZED
HEALTH
SUPPORT
SERVICES
IN
SCHOOL
SETTINGS**

SECTION C-6
SPECIALIZED HEALTH SUPPORT SERVICES
IN SCHOOL SETTINGS

The agency or the position of the person who performs the service (e.g. CCAC, board staff, parent, student)

Eligibility criteria for students to receive the service

Position of the person who determines whether a student is eligible to receive the service and what the level of support will be.

Criteria for determining when the service is no longer required.

Review or appeal procedures (if any) available for parents who dispute the provision of these services, including any time limits on requesting reviews or appeals.

In the Renfrew County Catholic District School Board, several agencies work with the Board in the area of Health Support Services.

They are: Community Care Access Centre who assist the Board in all areas of Specialized Health Support Services. (Appendix C)

The Board also has its own Speech and Language Pathologist (1) and Communicative Disorder Facilitators (3).

CCAC and Speech and Language Pathologists serve as assessors and consultants. They monitor and assist the CDF's, the Educational Assistants and/or Special Education teachers on administering the programs they have recommended. Please see Appendix C for a detailed analysis.

Appendix C -- Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service (eg. CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CCAC	Health Card & Doctor's Orders CCAC Referral Process	Case Manager - CCAC	Goals met & independence Achieved CCAC Policy	Case Conference & Appeals Process. (Please see attached information package)
Occupational Therapy	CCAC	Assessment from Case Manager and Occupational Therapist - CCAC	Case Manager and Occupational Therapist input - CCAC	CCAC Policy	CCAC Appeal Process
Physiotherapy	CCAC	Assessment from Case Manager and P.T. Assessment CCAC	Case Manager and PT input - CCAC.	CCAC Policy	CCAC Appeal Process
Nutrition	CCAC	Case Manager + nutritional assessment from Case Manager - CCAC.	Case Manager + nutritionalist input - CCAC	CCAC Policy	CCAC Appeal Process
Speech and Language Therapy	CCAC-SLP Board-SLP, CDF School Staff	Board SLP See attached criteria CCAC-SLP Assessment	Case Manager SLP Input CCAC	CCAC Policy	CCAC Appeal Process

Speech correction and remediation	School Staff CCAC SLP	Board SLP See attached criteria	Board SLP See attached criteria CCAC Policy	See attached criteria (Board) CCAC Policy	See attached criteria
Administering of prescribed medications	School Staff	Physician referred	Case Manager, CCAC Principal	As directed by the physician.	Board Policy
Catheterization	CCAC, CHEO Urology Dept. & Board Staff (See attached)	Physician Referral	CCAC Case Manager Physician	As directed by the physician	Case Conference
Suctioning	CCAC, Board Staff	Physician Referral	CCAC Case Manager Physician	As directed by the physician	Case Conferencing
Lifting and positioning	Board Staff	CCAC Case Manager	CCAC Case Manager	CCAC Case Manager	CCAC Appeal Process
Assistance with Mobility	CCAC & Board Staff	Occupational Therapist & Physio Therapist	CCAC Case Manager	CCAC Case Manager	Case Conference CCAC Appeal Process
Feeding	CCAC & Board Staff	Assessment from Case Manager or Qualified alternative	CCAC Case Manager or qualified alternative	CCAC Case Manager or qualified alternative	CCAC Appeal Process Case Conference
Toileting	Board Staff	Assessment from Case Manager or qualified alternative	CCAC Case Manager or qualified practitioner	CCAC Appeal Process Case Conference	CCAC Appeal Process Case Conference
Other					

Making a referral to the Champlain Community Care Access Centre for School Health Support Services 2016-2017

You will notice that we have made some changes to our referral form. We are now a Champlain-wide program and have aligned our referral process and service guidelines.

You may wish to include this form with each of your referrals as a checklist to ensure your referral is complete.

Please note – until all of the information is received the referral will not be considered to be complete and will not be processed. More information is always preferable.

Please complete the referral form as follows:

- You have received consent from the student/parent to make a referral to the Champlain CCAC
- Demographic information for the student is complete and correct; especially parent/guardian information including names
- Student's name appears on each page of the 3 page referral form
- OT and PT referrals - you have completed pages 2 and 3 of the referral form
- Speech referrals - you have attached a report from a Registered Speech Language Pathologist
- Voice referrals – you have attached a report from an Ear, Nose and Throat (ENT) specialist

Once completed, please **FAX** your referral to the following number:

In the Ottawa area: 613-745-8478
Outside the Ottawa area: 1-866-869-0071



School Health Support Services Service Guidelines – Occupational Therapy – 2012-2013

Conditions/Service Need	Eligibility Criteria	Role of OT/Model of Service
<p>Short Term needs</p> <p>Student with a specific functional problem requiring focused, short term intervention in one of the following areas: Age/developmental school productivity issues, mobility issues, environmental adaptations/accessibility (equipment), sensory processing issues</p> <p>Intervention is short term and specific in nature.</p>	<p>Refer to program criteria</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility.</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p> <p>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>
<p>Moderate term needs</p> <p>Student with one or more of the following functional problems: Age/developmental school productivity issues, mobility issues, environmental adaptations/accessibility (equipment), sensory processing issues</p>	<p>Refer to program criteria.</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility.</p>

Conditions/Service Need	Eligibility Criteria	Role of OT/Model of Service
<p>Intervention will have a rehabilitation focus.</p>		<p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p> <p>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>
<p>Complex/Early Intervention Student with one or more of the following functional problems:</p> <p>physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability</p> <p>Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance.</p>	<p>Refer to program criteria</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility.</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p> <p>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>

Conditions/Service Need	Eligibility Criteria	Role of OT/Model of Service
<p>Complex/Long Term Needs Student with one or more of the following functional problems:</p> <p>Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability</p> <p>Intervention will focus on prevention of deterioration and maximizing/maintenance of function.</p> <p>Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career. Situation may need annual review and upgrading of programming.</p>		<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility.</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p> <p>Feedback to/from school staff/family/caregivers.</p> <p>If experiencing an episodic need for intense short term intervention student may receive additional visits. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitation with transition within school system <input type="checkbox"/> Facilitation with transition to adult services <input type="checkbox"/> Intermittent difficulties associated with growth/equipment changes <input type="checkbox"/> Change in caregiver (school setting) <input type="checkbox"/> Supportive care needs <input type="checkbox"/> Sudden change in functional status <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>



School Health Support Services Service Guidelines –Physical Therapy

Conditions/Service Need	Role of PT/Model of Service
<p>Short Term</p> <ul style="list-style-type: none"> • physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs • non-deteriorating condition with minimal complications predicted • acute cardiorespiratory issues 	<p><u>Services include:</u></p> <ul style="list-style-type: none"> • Assess physical function and/or gross motor skills • develop intervention strategies, • teach school staff, family/caregivers review/feedback/upgrading of intervention/adaptation strategies as needed. • Evaluate safe implementation of program in school setting.
<p>Rehabilitation/Chronic</p> <ul style="list-style-type: none"> • Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement. • PT intervention to maximize progression of skills and optimize functional status. • Improve/Maintain mobility and orthopedic, gross motor and respiratory status. • Intervention may vary in response to changing needs and readiness. • Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (eg.: Borderline ambulatory vs wheelchair mobility). • Students may require additional visits post surgery/post botox. 	<p><u>Services include:</u></p> <ul style="list-style-type: none"> • Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting. • Intervention strategies developed and taught to school staff and family/caregivers. • Prescription of equipment • Collaboration with school staff in development of IEP plan/goals. • Ongoing evaluation of safe implementation of program in school setting. • Ongoing re-evaluation as needed to progress goals and intervention strategies.

Complex/Long term Needs

- Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status.
- PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status.
- Intervention may vary in response to changing needs and readiness.

Services include:

- Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting.
- Intervention strategies developed and taught to school staff and family/caregivers.
- Prescription of equipment
- Collaboration with school staff in development of IEP plan/goals.
- Ongoing evaluation of safe implementation of program in school setting.
- Ongoing re-evaluation as needed to revise goals and intervention strategies.

**** All guidelines include assessment, conferencing, consultation**

Program Criteria:

- **School support – appropriate physical environment/space is provided for gross motor activities , participation of volunteers or parents is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting**
- **Parent/caregiver involvement in physio program**
- **Motivation and consent of student to participate**
- **Adequate attention and behaviours for assessment/treatment sessions**
- **Consistent follow up demonstrated in supplemental program/homework/exercises provided by CCAC PT**
- **Service model is abilities based – based on goals of child, school and family – goals are task oriented**
- **An identified gross motor difficulty impacting on school participation and safety in the school setting.**

Discharge Criteria include one or more of the following:

- **Student has achieved treatment goals**
- **Student has strategies /program in place to be able to meet goals**
- **Lack of follow up in school or home program**
- **No practice/irregular attendance of student at sessions**
- **Degree of progress does not warrant ongoing intervention**
- **Student and/or family/caregivers do not feel need for treatment**
- **Student no longer demonstrates need for service**

Services:

- **Intervention may be consultative, one to one or via workshop or educational presentation to family/caregivers/school staff**

SECTION C-7

**STAFF
DEVELOPMENT**

SECTION C-7

STAFF DEVELOPMENT

The overall goal of the Special Education Staff Development Plan.

The overall goal of the Special Education Development Plan continues to be to provide all staff with up to date information regarding the latest research and subsequent changes in methodology, Ministry directives, and policy changes.

The following 2017-2018 Special Education Professional Activities offered this year to Educational Assistants and Special Education Teachers:

**A List of Professional Development Related to Special Education
from September 2017 to June 2018**

Renfrew County Catholic District School Board

Date	Participants	Details of Professional Development
September 7, 2017	New SERTs	<ul style="list-style-type: none"> • Coordinators provided an overview of the roles, responsibilities and duties of the Special Education Resource Teacher • Highlights included SERT resources folder on Google Drive, Success by Six, IEPs, CLEVR, assistive technology, and SE consent and referral forms
September 12, 2017	All SERTs	<ul style="list-style-type: none"> • an overview of The Role of the SERT • Functional Behaviour Analysis, Data Collection, and Structured Teaching (ASD Specialist, Jennifer Reid-Hudson) • an overview of Special Education Services for the 2017-18 school year, including psychological, behavioural, speech and language, and SEA services)
October 5, 2017	New SEA Trainers	<ul style="list-style-type: none"> • gap training for Educational Assistants and SERTs new to the SEA Trainer role • each new SEA trainer was connected to a mentor SEA trainer who provides consultation and support ongoingly throughout the school year • skills explicitly taught and practised included GAFE via the Chromebook platform, File Systems for Windows, Google Read and Write, Mindomo, Typing Club, the iPad platform, Readdle, Readiris, PDF Markup, iWordQ, and various apps for students with ASD
October 24-25, 2017	Superintendent of Special Education, Principal of Special Education, Coordinators of Special Education, ASD Specialist	<ul style="list-style-type: none"> • attended the 43rd annual 'Meeting the Needs' conference • guest speakers included Nancy Hall, a Neurobehavioral Specialist in Fetal Alcohol Spectrum Disorder (FASD) and Marian Small, author and Dean of Education at the University of New Brunswick who presented about teacher questioning to solicit important Math talk
November 7, 2017	Elementary and Secondary SERTs	<ul style="list-style-type: none"> • Hearing Awareness Workshop • Cathy Ruggirello, Ministry of Education • SERTs participated in hearing differences simulations • SERTs learned how to effectively 'read' audiogram reports

November 17, 2017	Elementary and Secondary EAs	<ul style="list-style-type: none"> EA staff participated in a full day of learning which included a one-hour session (keynote speaker) titled <i>Building Resilience, Understanding Challenges, Learning Strategies, and the Acceptance of Change</i>; participants were introduced to a variety of effective, practical tools to improve physical health, respect mental/emotional health, and cultivate a strong social support network EA staff then chose three workshops from the following list of workshops, based on their preference and current assignments: <ol style="list-style-type: none"> An Overview of Zones of Regulation High Tech ABC Data Collection Supporting Students Using Chromebooks Supporting Students Using iPads An Overview of Google Apps for Education (GAPE) Strategies for Supporting Indigenous Students Digging Deeper into BMS (RCCDSB Case Studies) Self Regulation- Strategies for Students Who Struggle with “Calm” Frameworks and Strategies to Support the Growth of Independence
December 7, 2018	SERTs involved in SERT Effective Practices Working Group	<ul style="list-style-type: none"> Coordinators and SERTs delved deeper into the research by Jennifer Katz on the changing role of resource teachers in universal design for learning
January 9, 2018 <i>(Renfrew and Arnprior schools)</i> January 23, 2018 <i>(Pembroke, Petawawa, and Madawaska schools)</i>	Newly hired EA staff and all Early Childhood Educators (ECEs)	<ul style="list-style-type: none"> gap BMS Training (Behaviour Management Systems Training) this course provides training and support systems for identifying the risk and protective factors in a student’s life, and emphasizes prevention by recognizing early warning signs of escalation participants learn calming/de-escalation techniques, as well as safety techniques to use in the rare instances that it may be required BMS is a full day of training (7 hours), and participants who complete the required hours will receive certification in BMS
February 2, 2018	Elementary and Secondary EAs	<ul style="list-style-type: none"> this day of professional activity focused on wellness through an Indigenous lens the day began and ended with Indigenous storyteller, Daniel Richer; Daniel gave two different presentations titled <i>“The Dream Catcher and the Wolf”</i> and <i>“Seven Tales for Seven Teachings”</i> the day also included two break-out sessions (1 hour each)- one with RCCDSB Mental Health and

		Wellness lead, Rebecca Paulsen, and another that focused on calmness through Indigenous art
February 28, 2018	SERTs involved in SERT Effective Practices Working Group	<ul style="list-style-type: none"> • SERTs updated the parent IEP brochure • SERTs worked collaboratively with curriculum SPAT to revise the Kindergarten parent questionnaire (used at registration)
April 17, 2018	Principals and Vice Principals	<ul style="list-style-type: none"> • Coordinators of Special Education provided principals and vice principals with an overview of BMS philosophy and strategies to support positive student behaviours
May 22, 2018	BMS Trainers	<ul style="list-style-type: none"> • BMS trainers for the Renfrew County Catholic District School Board were recertified as trainers by Master BMS Trainer Brian Ellerker
June 5, 2018	SERTs involved in SERT Effective Practices Working Group	<ul style="list-style-type: none"> • review and revise the Individual High Needs Safety Plan • brainstorm the components necessary for a Behaviour Plan • continue digging deeply into Jennifer Katz' work/book (Chapters 4-8)
Ongoing throughout 2017-18 School Year	Coordinator of Special Education, Coordinator of Literacy and Numeracy	<ul style="list-style-type: none"> • the Special Education "lens" is an important component of the EOSDN Math project • inquiry question with collaboration from 2 schools • hands-on sessions with Connie Quadrini (Provincial Math Lead) in order to further understand the profile of a student with a Learning Disability and how to leverage their strengths and accommodate for their needs • "digging deep" into the development of Mathematical Models in the Primary and Junior Grades with Heather Wark (Department of Education, Lakehead University)
Ongoing throughout the 2017-18 School Year	Coordinator of Special Education	<ul style="list-style-type: none"> • participation in the EOSDN Thinking Symposium • focus this year has been on co-constructing success criteria with students to help ensure learning, behavioural, classroom, etc. expectations are clearly articulated • Thinking Symposium learning facilitated by Sandra Herbst, CEO of connect2learning

SECTION C-8

**ACCESSIBILITY
(AODA)**

SECTION C-8
ACCESSIBILITY (AODA)

The Accessibility (AODA) section of the Special Education School Board Plan is located at the following separate link on the Renfrew County Catholic School Board website.

<http://rccdsb.edu.on.ca/>

Scroll to the bottom of the Board website, click on Accessibility Plan and Standards 2016-2019.

<http://rccdsb.edu.on.ca/accessibility-plan-and-standards/>