

SECTION C-6
SPECIALIZED HEALTH SUPPORT SERVICES
IN SCHOOL SETTINGS

The agency or the position of the person who performs the service (e.g. Champlain LHIN, 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: Champlain LHIN 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).

Champlain LHIN 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. LHIN, 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	Champlain LHIN	Health Card & Doctor's Orders Champlain LHIN Referral Process	Case Manager - Champlain LHIN	Goals met & independence Achieved Champlain LHIN Policy	Case Conference & Appeals Process. (Please see attached information package)
Occupational Therapy	Champlain LHIN	Assessment from Case Manager and Occupational Therapist - Champlain LHIN	Case Manager and Occupational Therapist input - Champlain LHIN	Champlain LHIN Policy	Champlain LHIN Appeal Process
Physiotherapy	Champlain LHIN	Assessment from Case Manager and P.T. Assessment Champlain LHIN	Case Manager and PT input - Champlain LHIN.	Champlain LHIN Policy	Champlain LHIN Appeal Process
Nutrition	CHAMPLAIN LHIN	Case Manager + nutritional assessment from Case Manager - Champlain LHIN.	Case Manager + nutritionist input - Champlain LHIN	Champlain LHIN Policy	Champlain LHIN Appeal Process
Speech and Language Therapy	CHAMPLAIN LHIN-SLP Board-SLP, CDF School Staff	Board SLP See attached criteria Champlain LHIN-SLP Assessment	Case Manager SLP Input Champlain LHIN	Champlain LHIN Policy	Champlain LHIN Appeal Process

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

Making a referral to the Champlain LHIN for School Health Support Services 2018-2019

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 LHIN
- 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>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>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</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:</p> <p>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

Complex/Long Term Needs

Student with one or more of the following functional problems:

Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability

Intervention will focus on prevention of deterioration and maximizing/maintenance of function.

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.

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.

Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.

Feedback to/from school staff/family/caregivers.

If experiencing an episodic need for intense short term intervention student may receive additional visits.

For example:

- Facilitation with transition within school system
- Facilitation with transition to adult services
- Intermittent difficulties associated with growth/equipment changes
- Change in caregiver (school setting)
- Supportive care needs
- Sudden change in functional status

Ongoing re-evaluation as needed to revise goals and intervention strategies

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 Champlain LHIN 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**