



**POLICY  
SUBJECT:**

**JHC  
PROVISION OF HEALTH CARE  
SUPPORTS**

**APPROVAL DATE:**

**October 19, 1999**

**REVISION DATE:**

**June 26, 2006, September 12, 2011**

**PAGE:**

**1 of 3**

## **1. INTRODUCTION**

According to the Unified Referral and Intake System (URIS) policy and procedure manual (1999), "Children requiring assistance with special health procedures need support to participate safely in community programs." The Winnipeg School Division will attempt to provide support services for students with special health care needs who require health or personal care procedures in order to attend and benefit from an accessible educational program.

### **1.1 Health and Personal Care Interventions**

The provision of health and personal care requires that:

- students with special health care needs are accepted in the school setting;
- there is a plan identifying strategies for successful integration of students with special health care needs;
- school staff have knowledge about the implications of special health care requirements;
- the family/student are partners in the planning and service delivery with health, educational, and community professionals;
- roles, responsibilities, and criteria for service contracts are defined;
- the student-specific health care plan is consistent with medical standards and procedures;
- interventions are consistent with the student-specific health care plan;
- a change in the health care status of the child receives immediate and appropriate response;
- teachers, paraprofessionals, and health care professionals involved with children with special health care needs have the training to carry out their responsibilities;
- all parties understand, accept, and carry out their responsibilities;
- caregivers with student-specific training are available to carry out health care interventions when required;
- the health care plan includes an emergency plan for each student;
- there is a general emergency plan for each school;
- the physical environment is appropriate for all students with physical and/or sensory disabilities, to the extent possible.

## **2. PLANNING**

The number of children with special health care needs has increased dramatically over the past 35 years. The needs of the students we support are complex and range from mild to severe and potentially life-threatening. These children are students who have the right to access a public education. With this in mind, school staff members play a role in ensuring the safety and well-being of these students during school hours. The Unified Referral and Intake System (URIS) developed a standard means to classify the complexity of health care procedures along with a level of qualification required by staff members that support these students.

Providing appropriate supports to student with special health care needs requires careful planning and implementation. The classification of health care procedures and the means to access appropriate support is described briefly in this section.

### **2.1 Assessing the Level of Health Care Need**

Medical information, in combination with the guidelines provided from the Unified Referral and Intake System (URIS) are used to determine the level of support required. They are classified as Group A, B or C interventions.

#### **2.1.1 Group A Interventions**

Group A interventions are complex medical procedures which require the clinical judgement, skill, and knowledge of a registered nurse. Children classified as having a Group A health care need have a long-term disability and require support from a medical assistive device or technology for at least part of the day. This technology replaces



**POLICY  
SUBJECT:**

**JHC  
PROVISION OF HEALTH CARE  
SUPPORTS**

**APPROVAL DATE:**

**October 19, 1999**

**REVISION DATE:**

**June 26, 2006, September 12, 2011**

**PAGE:**

**2 of 3**

or augments a vital bodily function without which the child would be at risk of further disability or death. Children who require assistance to accomplish Group A health care interventions are eligible to receive URIS support. Parents/guardians are required to complete the URIS Group A application (*Exhibit 2*). The Special Education Department can be contacted for assistance in the process to enable support for a student identified with a Group A need.

### **2.1.2 Group B Interventions**

Group B interventions are those which require specific training and monitoring by a registered nurse. Students classified as having a Group B health care need often have a disability or life-long medical condition requiring special health care interventions and emergency response planning. Parents/guardians are required to complete the URIS Group B application (*Exhibit 1*) when requesting support for their child at school. It is the school's responsibility to ensure a URIS Group B application is offered to the family/guardian and once completed, submitted to the URIS Service Provider. Once the application is received by the URIS Service Provider, she/he will develop the required health care plan in partnership with the parent/guardian and contact the school to make the necessary arrangements for staff training and support.

### **2.1.3 Group C Interventions**

Group C interventions include activities of daily living (personal care) and medication administration during school hours. These interventions are carried out by non-health care personnel oriented to the student's needs. The interventions in the Group C classification are not eligible for URIS funding.

A student in this category may have a special health need that may require additional support or staff training when attending school. Schools can contact the Nurse Educator at P.C.E.R.C for assistance with this need.

The only intervention in this group that requires a school Division documentation record is assistance with the administration of medication that is required during school hours (*Exhibit 3 & 4*). For assistance with this process, review *JHC-R(1), Administering Medication to Students*. This administrative rule outlines the procedure to follow to enable safe and appropriate support related to medication administration during the school day.

## **3. ROLES AND RESPONSIBILITIES**

Roles and responsibilities must be defined in order to ensure that student special health care needs in the school setting are adequately and safely met. Successful delivery of these services requires collaboration with the students, parents/guardians, administrators, educators and support staff, as well as health and social service agencies in the community. A comprehensive approach to school health care supports is essential.

### **3.1 The Parents/Guardians**

It is the responsibility of the parents/guardians, along with the involved agency, to make the school/Division aware of the student's special needs and return all necessary documentation. For a student entering the Division, information should be shared with Division personnel at the time of initial contact. The school should be notified immediately when the health care needs of a student change.

### **3.2 The Student**

The student with the health care need is required to assume as much responsibility as possible in self-management. Self-management will vary with age and maturity level and to different physical properties and organizational structures of the programs to which they are registered.



**POLICY  
SUBJECT:**

**JHC  
PROVISION OF HEALTH CARE  
SUPPORTS**

**APPROVAL DATE:**

**October 19, 1999**

**REVISION DATE:**

**June 26, 2006, September 12, 2011**

**PAGE:**

**3 of 3**

---

### **3.3 The Principal**

When a student is registered in a school with an identified health care need, it is the responsibility of the school administrator to obtain relevant medical information from the parents by obtaining a completed written release of information (*Exhibit 1, 2, or 3*) which allows the Division to request information and direction in writing from an appropriate health care professional as required. The principal will share the necessary information with staff who may be directly involved with the student.

### **3.4 The Special Education Department.**

The decision to involve the Special Education Department is dependent upon the educational needs of the student and the health care supports required. For all students requiring Group A and C health care interventions, contact should be made with the Division's Nurse Educator to ensure arrangements are made for health care planning support and training.

### **3.5 The URIS Service Provider**

The URIS Service Provider will provide information, consultation and support to school personnel for all students who qualify for URIS Group B support. To access this support, schools must submit a completed URIS Group B application (*Exhibit 1*) to the URIS Service Provider.