



## Supporting Children and Youth with Special Health Care Needs at School

# Introduction



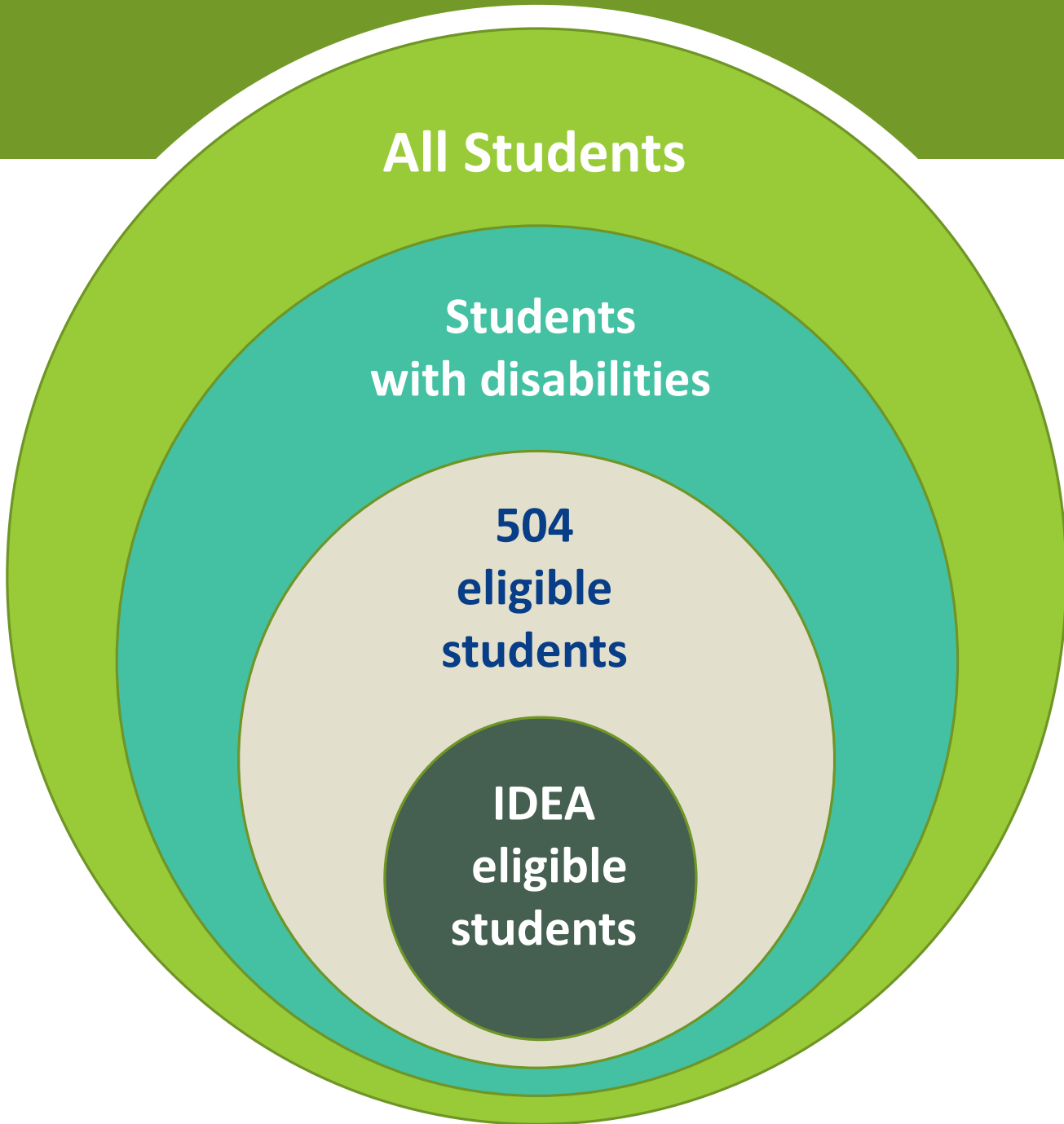
**PATTIE ARCHULETA** served as the F2F/FV coordinator at the Parents' Place of Maryland for 6 years. She is active on a variety of local, state, and national initiatives to improve services for CYSHCN and behavioral health needs *and* to increase parent professional collaboration. She was a gubernatorial appointee to the Maryland State Autism Workgroup and served two terms on the Advisory Committee of the American Academy of Pediatrics Coordinating Center on Epilepsy. Pattie currently works as the Family Engagement and Training Specialist at MD Coalition of Families. She is the parent of a young man with an autism spectrum disorder and a history of epilepsy.

# Objective

To provide information on how health care relates to an Individualized Health Care Plan (IHP), a 504 Plan and an Individualized Education Plan (IEP) for child and youth with special health care needs.

# Addressing Health Needs in School

- Individual Health Plan (IHP)
- Emergency Action Plan
- 504 Plan
- IEP



**All Students**

**Students  
with disabilities**

**504  
eligible  
students**

**IDEA  
eligible  
students**

# Individual Health Plan

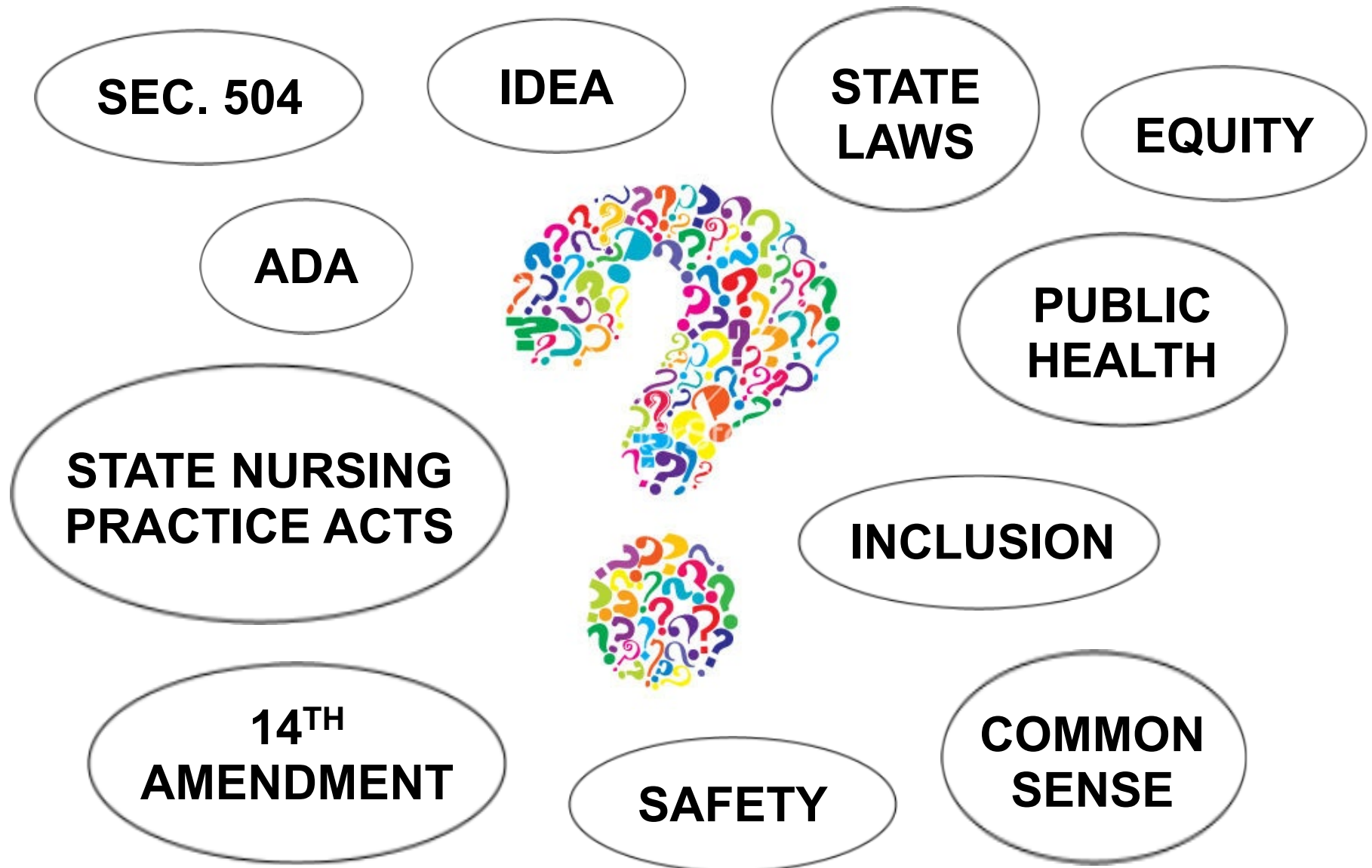
Is a written plan of care for a student whose special health care needs:

- Require attention and services during the school day
- May require emergency or crisis intervention
- Impact the student's performance or presence at school

# Individual Health Plan

- Communicate health/medical safety needs in school, including field trips and extracurricular activities
- Specify emergency interventions
- Consider the range of interventions to support student success
- Articulate the expected actions of school personnel and expected outcomes

# Basis for an IHP





# Why have an IHP?

- Ensures that the school has needed information and authorization
- Addresses family & school concerns
- Clarifies roles & responsibilities
- Establishes a basis for ongoing teamwork, communication, & evaluation
- Ensures access to education for students with special health care needs, whether or not the student is classified as eligible for special education

# Consequences of not having an IHP

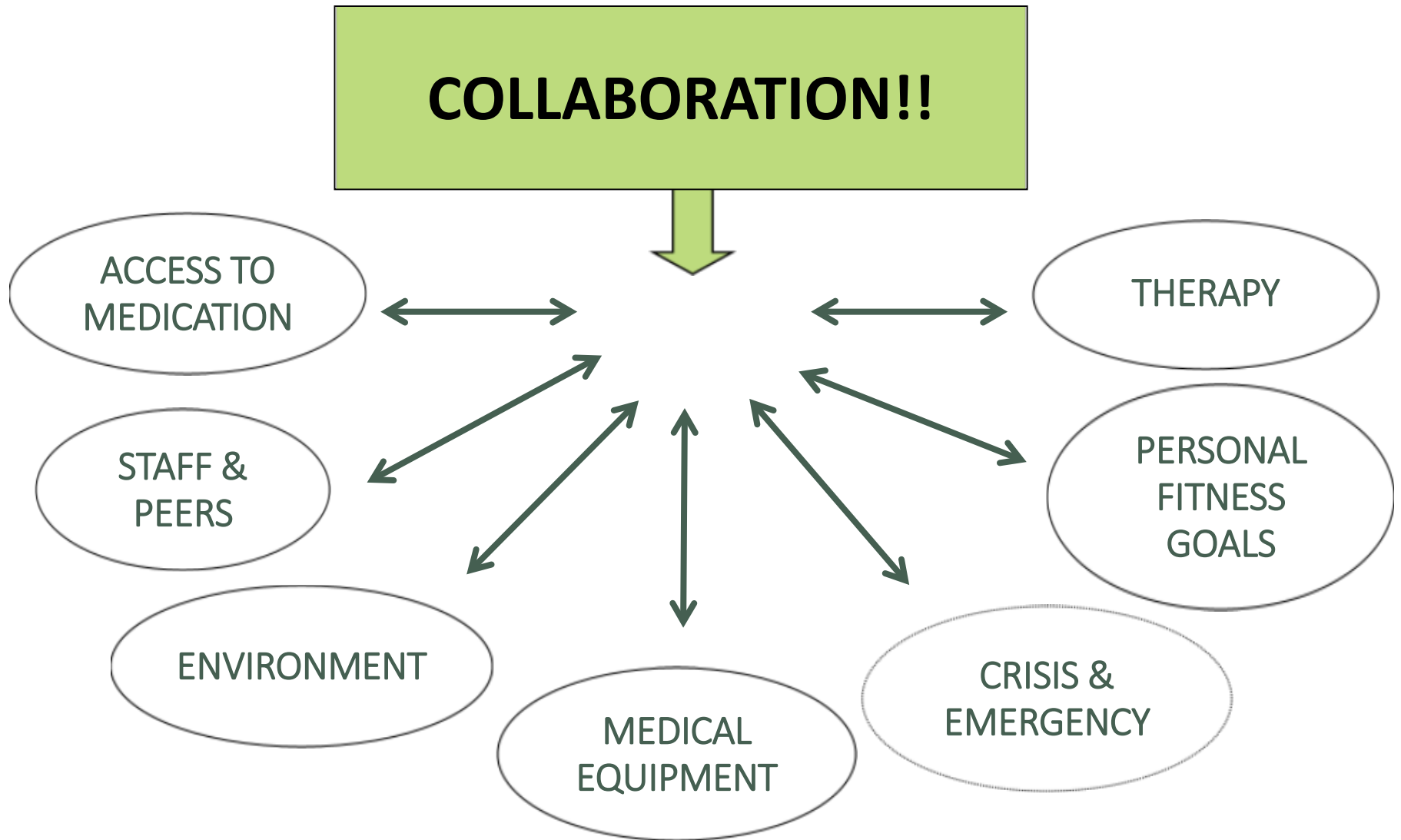
- Students can't reliably access medication as needed
- Staff do not understand the precautions necessary to avoid hazardous or life-threatening situations
- Staff can't assist students to overcome obstacles to participation & achievement

# Who might need an IHP?

## STUDENTS WITH:

- Asthma
- Serious allergies
- Chronic conditions (diabetes, seizures, etc.)
- Physical disabilities
- ADD/ADHD
- Medication needs
- Need for catheterization
- Need for toileting assistance

# IHP needs to address



# The IHP: Role of the School Nurse

- Plans are typically developed by school nurse in partnership with health care provider and parents
- Focused on health-related needs ONLY
- Plan can include:
  - ✓ Monitoring of students' special health care needs
  - ✓ Provision of treatment and medications including preventive care (infection control, exercise)
  - ✓ Health education
  - ✓ Supervision of health aides
  - ✓ Interagency and interdisciplinary coordination (reinforcement of self management treatment regimen)
  - ✓ Provision of health-related accommodations

# Developing the IHP

- Speak with your child's health care provider about your child's school experiences and the potential threats to their health in the school environment
- Seek information from your child's health care provider about your child's specialized needs in the school environment
- Request that your child's health care provider document your child's needs and necessary supports, services, etc. in writing to share with the school
- Request a meeting with your child's school to discuss development of an Individualized Health Plan
- Identify key times of day, activities, places, etc. that require special attention

# The IHP should contain:

- Description of child's special health care needs & how they are impacted by the school environment
- Description of the specific services, supports, etc. that will be provided to child to address their special health care needs
- Identification of parties responsible to provide services, supports, etc.
- Description of training/professional development needed and how and when it will be provided
- Specify ongoing services as well as protocols for emergencies
- How and how often will the family be informed of status of implementation?
- Describe the responsibilities of all parties, including principal, school nurse, teacher, aide, family, and student, including back-up plans when the trained teacher is absent, etc.
- Set starting date for implementation
- Set dates for periodic review of the plan to ensure it is effective

# Once the IHP is developed:

- Sign and date the IHP document
- Copy the IHP document
- Disseminate the document to all relevant school and district staff, family members, student if appropriate
- Meet as needed with staff who have responsibilities under the IHP to explain their responsibilities & set training



# Emergency Action Plan

Developed by school nurse for school personnel who come into contact with students with special health care needs, such as:

- Teacher
- School Counselor
- Coach
- Janitor
- Bus Driver
- Cafeteria Worker
- Aide
- School Secretary

# Emergency Action Plan

- Lists emergency contact information
  - ✓ Parents
  - ✓ Health care providers
- Specifies what school personnel should do in emergency situations
  - ✓ Recognition of signs and symptoms of untoward reactions/complications
  - ✓ Initiation of emergency measures

# IHP Relationship with 504 Plan

- The IHP may be the basis of need for a 504 Plan
- IHP establishes medical necessity and appropriateness of accommodations
- Educational accommodations beyond the scope of the IHP need to be addressed in a 504 plan such as:
  - Accommodations to leave to test blood sugar and return, like timed testing in all school assessments
  - Accommodations during classroom activities due to medical need
  - Addressing excessive absence due to medical need

# Meet Jack



Jack has a genetic disorder which causes developmental delays, sensorineural hearing loss, sensitivity to warm or cold, and autistic features. He also has decreased tone, hypermobility of the joints, decreased muscle strength, and decreased tolerance to physical exertion.

*How can Jack's doctor help address his at school?*

# Jack's Needs...

- Training of staff
- Freedom to eat in class and elsewhere
- Specific arrangements for temperature, including transportation
- School health services, including rest breaks with nurse
- Specific arrangements for field trips & special events
- Adaptive equipment
- Additional PT & OT



# Section 504

Under Section 504, students with disabilities must be given an equal opportunity to participate in academic, nonacademic, and extracurricular activities.

# Health reasons for a 504 Plan?

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# Accommodations/Modifications Examples

- Permission to use the bathroom or visit the school nurse at any time to attend to health condition.
- Immediate access to water or inclusion of a water bottle throughout the day.
- Permission to have snacks at certain times because of diabetes or other health problems.



# Accommodations/Modifications Examples

- Use of a laptop or iPad to keep track of medical data and schedules.
- Use of a picture schedule in order to keep track of daily routines and protocols.
- Use of an alarm watch to use in remembering medical schedules.
- Shortened school day or shortened class periods to accommodate health/stamina.

# Meet Jill

Jill is 14 and eager to learn. She has special health care needs—specifically, diabetes.

How can Jill's needs be addressed in school?



# Jill's Needs

- Staff training
- Participation in sports
- Freedom to eat in class and elsewhere
- Extra trips to the bathroom/  
water breaks
- Specific arrangements for  
field trips & special events
- Specific arrangements for absences  
from school



# IHP Relationship to IEP

- The IHP should be named and referenced in the IEP, but should stand apart from the IEP
- IHP must be available to parent and school nurse to revise as needed
- IHP available to IEP team to address related services on IEP
- Address areas of “overlap” on the documents
- Plans need to collaborate and coordinate to build trust and confidence

# Individuals with Disabilities Education Act (IDEA)

*Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) Adversely affects a child's educational performance. [§300.8(c)(9)]

# Individualized Education Plan

## The Need for a Modified Curriculum

- Student needs instructional modifications in order to access the curriculum.
- An IEP can include health related goals

# IEP Goals

The law also says the IEP must include a statement about program modifications or support for school staff that will help the child:

1. Make progress toward annual goals.
2. To the maximum extent appropriate, the child shall participate in the gen. ed. curriculum and regular education environment when appropriate.
3. To the maximum extent appropriate, the child will be part of any extra curricular and non academic activities as appropriate.

# Health can be a part of the IEP process and documented in:

- Present Level of Academic Achievement and Functional Performance
- IEP Goals
- Related Services
- Supplementary Aides and Services
- Program Modification and Supports for School Personnel



# Health Information in the Present Level

- Provides information in each area of need, including a clear descriptive statement of how the child is performing in specific areas.
- Includes the student's strengths, interests and disability-related area(s) of educational need.
- Serves as a starting point to measure progress related to annual goals – baseline.
- Any health issue or limitation can be incorporated into the present level if it describes how the child's disability affects the child's participation in school and recreational activities. (20 U.S.C. Section 1414 (d) (1) (A) of IDEA

# Sample Statements for IEP Present Level

*“John cannot verbally tell caregivers how to transfer him, making him reliant on his Ed. Asst. throughout the day.”*

*“This year, Latrice missed 10 school days because of pressure sores. She needs to learn ways to move in her wheelchair to reduce risk of pressure sores so she doesn’t miss school.”*

# Sample Health-Related IEP Goals:

*“Pat will learn to identify the side effects caused by his meds so he can choose employment/recreation options suited to his stamina and interests.”*

*“Stella will chart her migraine symptoms daily for 3 months to determine patterns of occurrence and contributing factors. Stella will share the chart with her physician.”*

# Related Services

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving.



# Sample Related Services IEP Goals:

*“Pat will demonstrate the ability to cut out triangles, squares, circles using a standard child’s scissors and verbal support.”*

*“Jen will demonstrate targeted expressive language skills of formulating utterances of increasing length, using appropriate syntax and grammar, increasing vocabulary and asking questions.”*

*Throughout the day with fading staff support, Carlin will identify, express and manage her feelings and behaviors.”*

# Who Provides Supports?

Related services are supports needed for a student to benefit from special education. Examples of related services might include:

- School nurse
- School health services
- Transportation
- OT/PT/speech
- Psychological services
- Therapeutic recreation
- Modified physical education
- Counseling

# How can a doctor help?

Engage pediatrician and specialists about concerns during the school day in order to get support for the child's specialized needs in the school environment.



# Doctor's Letter

## THE LETTER SHOULD CONTAIN

- A request for an 504/IEP meeting to define the school accommodations needed to address patient's health
- A diagnosis and key health issues related to the diagnosis
- Identify times of day, activities, places, etc. that require special attention
- A request for the 504/IEP Team to fax the accommodations back to the doctor.







# MSDE: School Health Services Guidelines

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## School Health Services Guidelines

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[Bloodborne Pathogens Control](#) (Revised 2007)



**Thank You!**