



Supporting Students with Special Health Care Needs

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Family TIES is a project at the federation for children with Special Needs, funded by and in collaboration with the MA Department of Public Health, Bureau of Family Health & Nutrition, Division for Children & Youth with Special Healthcare Needs

Federation for Children with Special Needs

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Presentation Goals

- ✓ Introduction to Family TIES of MA
- ✓ IEP Process & Eligibility
- ✓ 504 Eligibility
- ✓ IEP Document
- ✓ 504 Document
- ✓ IHCP, IEP or 504????
- ✓ Considerations for the School Nurse
- ✓ Healthcare Transition for Youth & Young Adults w/SHCN



Family TIES of Massachusetts

We are a parent-run statewide information and support network for families of children with special needs from birth to 22 years of age.

What We Do...

- **Family TIES** Regional Parent Coordinators provide information and resources
- Offer emotional support through its Parent-to-Parent Program
- Publishes a Directory of Resources for Families of Children and Youth with Special Needs
- Maintains the statewide Central Directory of Early Intervention programs
- Offers skill-building workshops, such as “Let’s Get Organized”



Some Context for Today ...



Who are Children and Youth with Special Health Care Needs (CYSHCN)?

Children who have or are:

- at increased risk for chronic physical, developmental, behavioral or emotional conditions
and also
- require health and related services of a type or amount beyond that required by children generally



CYSHCN Facts

- Nearly 20% of U.S. children under age 18 years of age have a special health care need.
- One in five U.S. families have a child with a special health care need.



What Can Parents Do to Support Their Child w/SHCN?

- Plan early for school, consider important issues, transportation, staffing, training needs, emergency planning
- Work with the school nurse to:
 - Visit the school to evaluate resources, access, facility layout, etc.
 - Get doctors orders and best practices
 - Help train staff - offer child-specific skills and information
- Know who the key partners are in the planning
 - Parent, Physicians, School Nurse, Team Leader, Principal, Community Partners , more.....



Role of the School Nurse



- Provide leadership in interdisciplinary team to meet the students' health and educational needs
- Assist in IEP planning, develop and implement IHCP
- Implement the IHCP by providing either direct or indirect care
- Ensure quality care and assessment
- Coordinate care between the home and school
- Train, monitor, and evaluate personnel who have been delegated to perform specific health care activities
- Monitor & evaluate progress toward identified health and educational goals
- Perform Health Assessment and Home visit (if appropriate)



School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

IDEA 300.34(c)(13)



Considerations for the School & District



General challenges are:

- Supporting student with SNCH is new and very individual requiring student-specific training needs
- How to provide full access and safety for students and staff
- Creation of appropriate medical and emergency measures
- Curriculum supports - before, during, and after-school and at school events
- Transportation
- Comfort care measures for students who are terminally ill
- Others?



So which one - IEP, 504 Plan & ICH

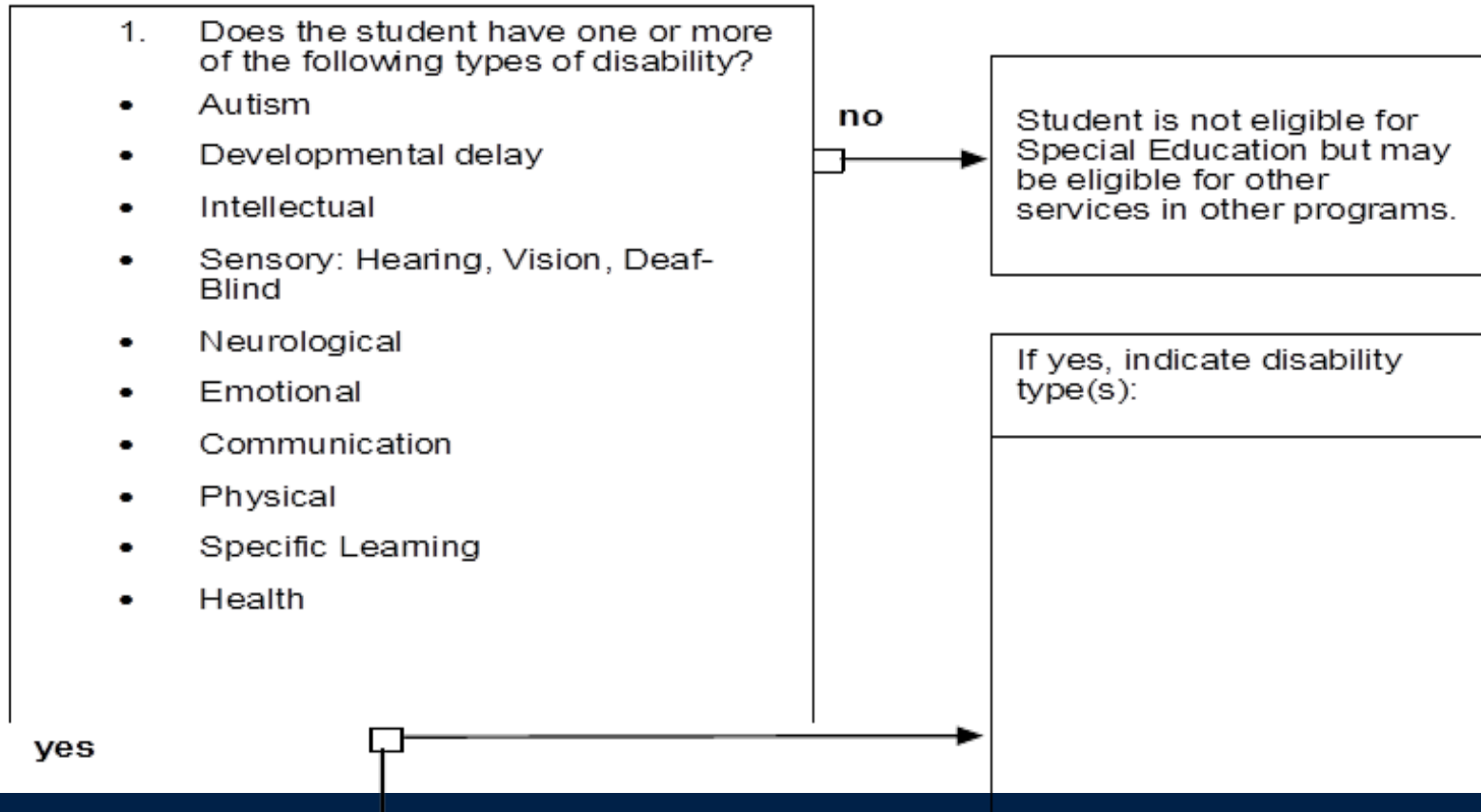


IEP Step 1: Does student have disability?

Special Education Eligibility/Initial and Reevaluation Determination

Student Name: _____ DOB: _____ ID#: _____ Date: _____

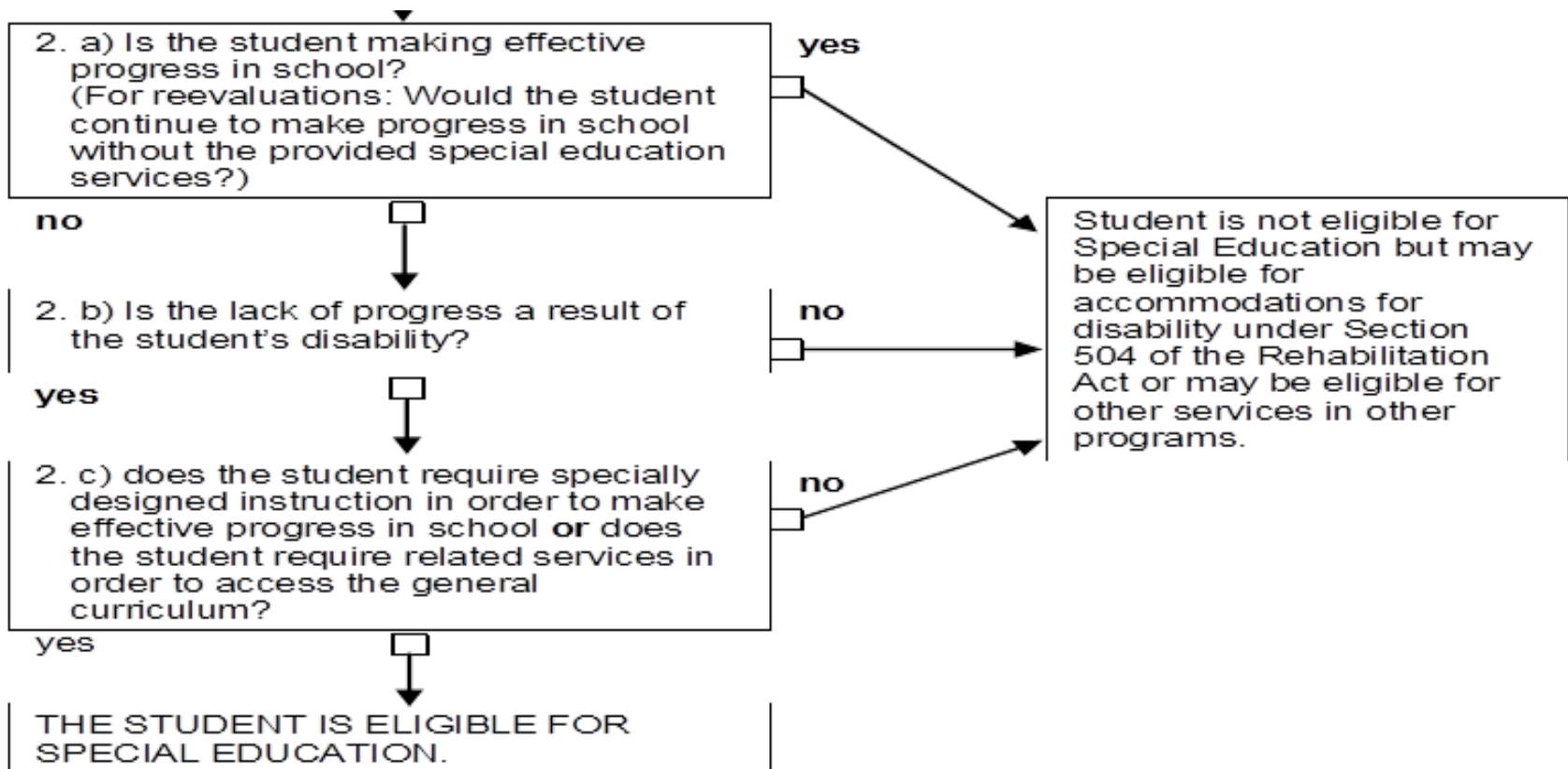
A. Proceed through the flowchart until an eligibility determination is reached..



Step 2(a): Is student making effective progress? Step 2(b): If not, is it due to disability?

Special Education Eligibility/Initial and Reevaluation Determination

Student Name: _____ DOB: _____ ID#: _____ Date: _____



FAPE-Free Appropriate Public Education in the LRE- Least restrictive Environment

IEP

Meaningful Access
Meaningful Benefit

*Effective
Progress*

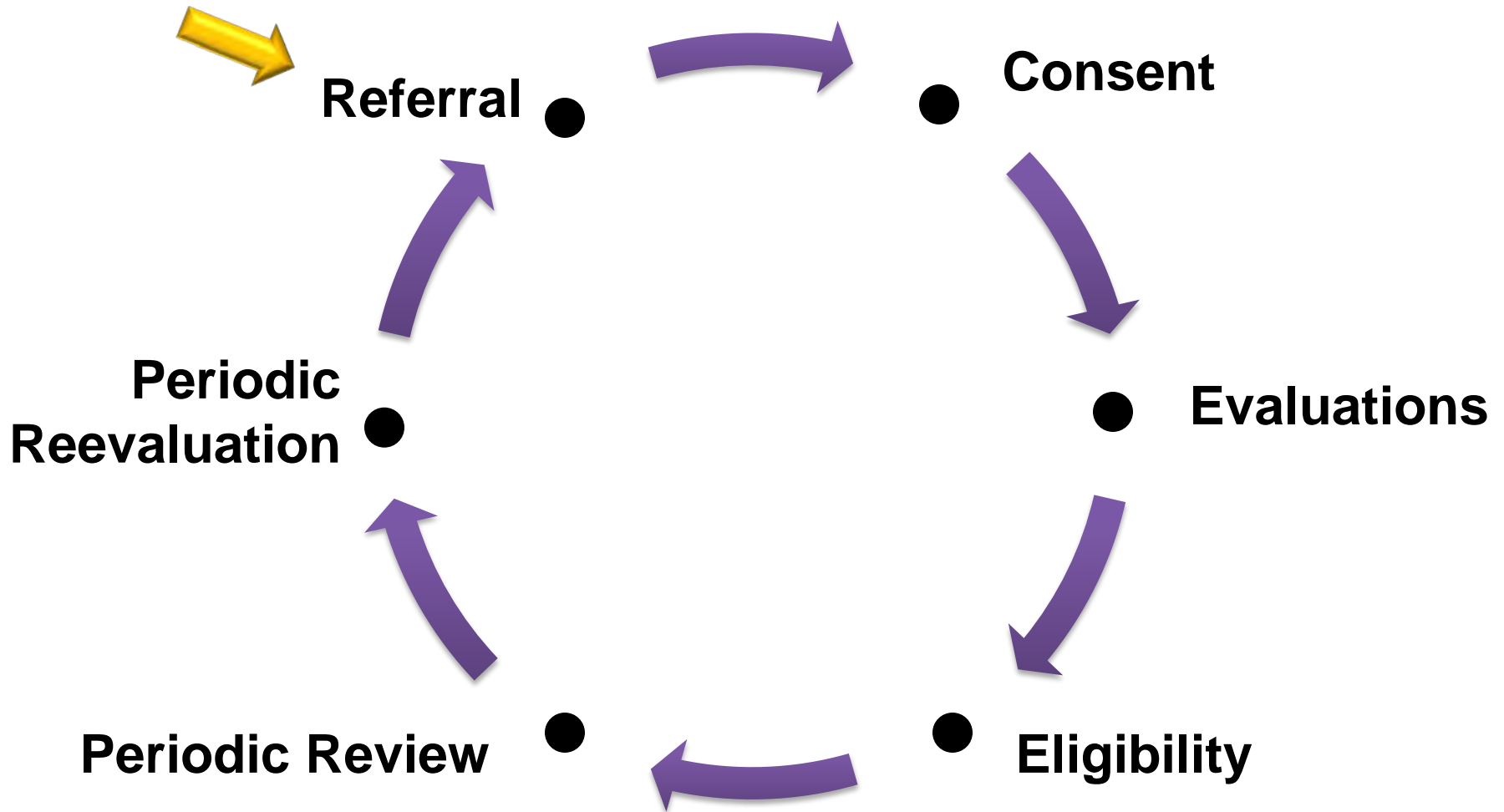
504 Plan

Access
Reasonable
Accommodations

*Same Access as
Non-Disabled Peers*



504 Process



The “Team”

504 Plans

**Knowledgeable
about Student**

**Understands
meaning of
Evaluations**

**Understands
Placement Options**



504 Eligibility

1. Does the child have or do they have a record of having a mental or physical impairment?
2. Does that impairment substantially limit one or more major life activity?



504 Eligibility

Physical or Mental Impairment

- anatomical loss affecting one or more of the following *body systems*:
 - neurological;
 - musculoskeletal;
 - special sense organs;
 - respiratory, including speech organs;
 - cardiovascular;
 - reproductive;
 - digestive;
 - genito-urinary;
 - hemic and lymphatic;
 - skin;
 - endocrine;
- any physiological disorder or condition
- cosmetic disfigurement
- any mental or psychological disorder,
 - such as mental retardation
 - organic brain syndrome
 - *emotional or mental illness*
 - *specific learning disabilities*



504 Eligibility

Major Life Activity

- Caring for one's self
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working
- Eating
- Sleeping
- Standing
- Lifting
- Bending
- Reading
- Concentrating
- Thinking
- Communicating

Or functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions

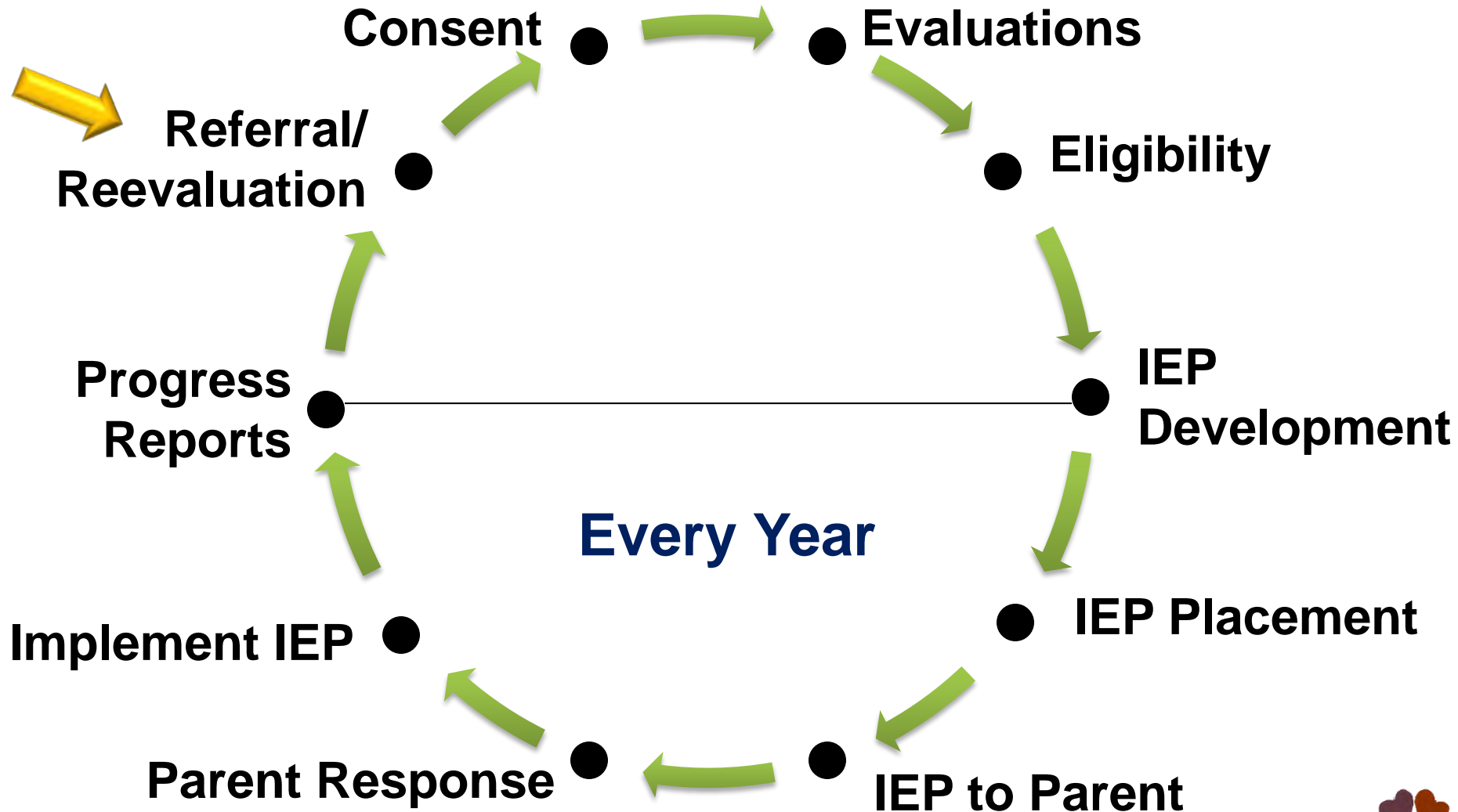


A 504 Plan should include

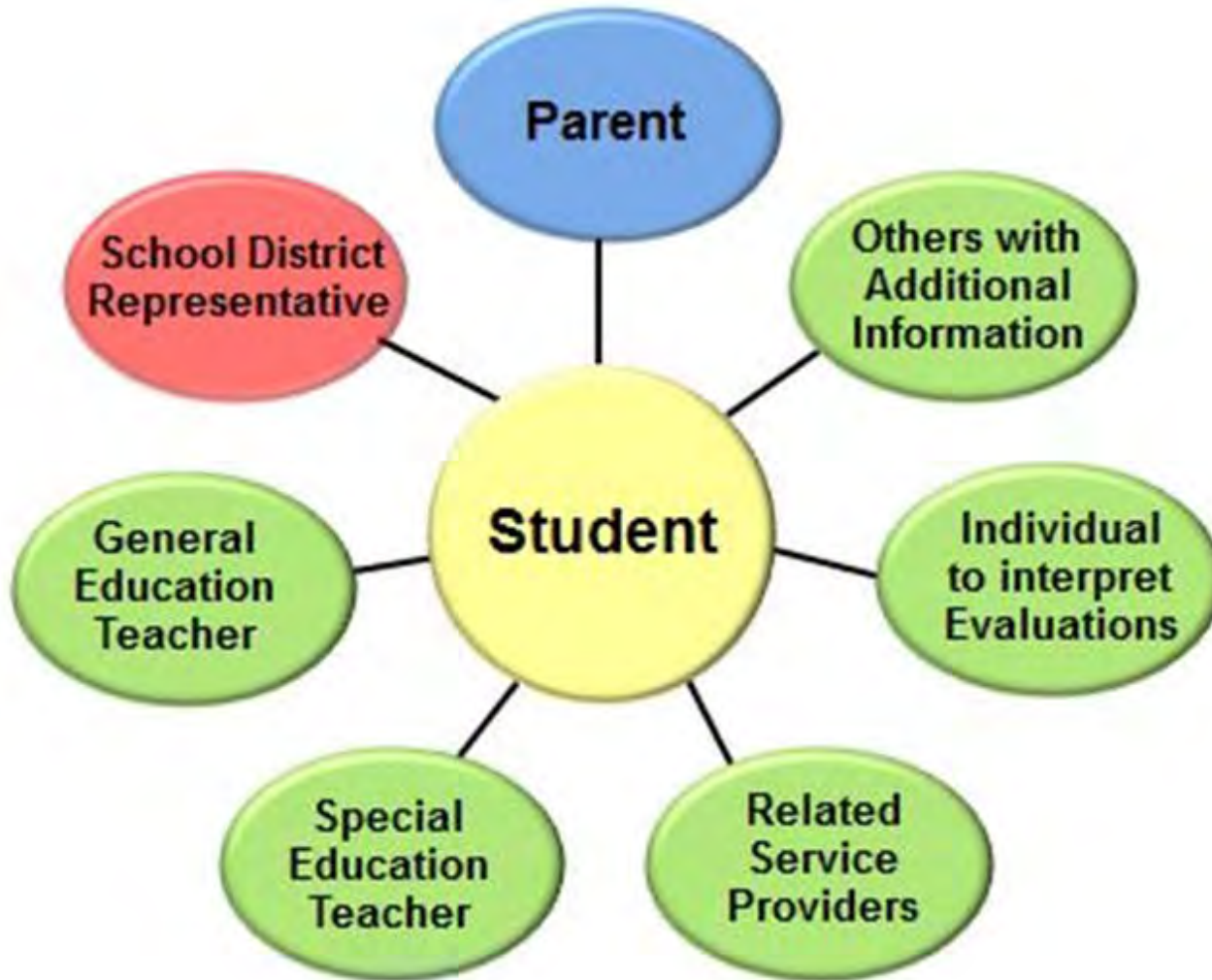
- School evaluations;
- Documentation from primary care provider describing the disability, related problems and needed medications and/or treatments;
- Accommodations to be provided — physical and instructional;
- An Individual Health Care Plan (IHCP);
- A copy of the Emergency Information Form for Children with Special Health Needs
- Names of the school professional that will provide each service
- Identify the person responsible for ensuring the 504 plan is implemented



IEP Process



The “IEP Team”



What are the Student's Health Needs?

The Health Assessment:

- Must be performed by a doctor or nurses , it can never be delegated to another person
- Data for the assessment usually includes:
 - Physical findings
 - Communication needs
 - Strengths/ Adaptations
 - Coping strategies
 - Social and emotional relationships
 - Family issues
 - Available or needed resources



Health Assessment may include a Home Visit by School Nurse

- Establish a relationship with family and child
- Determine the how the care needs have been met at home
- Opportunity to plan for school attendance
- Assess family strengths and needs
- Review doctor's orders, learn about technology, medications and procedures used for the child



The IEP: What to Consider

- Additional team members - For example, MASSTART, past school nurses, doctors, home nurse, PCA and others who know the child.
- The Health Assessment
- Home visits for children with complex medical needs
- Long term or periodic absences from school
If you expect this, develop a plan first and put it in the IEP.
Review -Question and Answer Guide on the Implementation of Educational Services in the Home or Hospital- 603 CMR 28.03(3)(c) and 28.04(4)



The IEP Form: IEP 1

School District Name:

School District Address:

School District Contact Person/Phone #:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____ Grade/Level: _____

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

Parent & Student Concerns

What are the _____ concerns?
What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

Student Strengths

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

Vision Statement



Present Levels of Performance (PLEPS A & B IEP 2 & 3)

Present Levels of Educational Performance

A: General Curriculum

Check all that apply.

- English Language Arts
- History and Social Sciences
- Science and Technology
- Mathematics
- Other Curriculum Areas

General curriculum area(s) affected by this student's disability(ies):

Consider the language, composition, literature (including reading) and media strands.

Consider the history, geography, economic and civics and government strands.

Consider the inquiry, domains of science, technology and science, technology and human affairs strand.

Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.

Specify:

How does the disability(ies) affect progress in the curriculum area(s)?

How does the disability affect progress in these areas?

Areas affected by disability

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

What accommodations are needed to make effective progress?

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- Content:
- Methodology/Delivery of Instruction:
- Performance Criteria:

Specially designed instruction/modification



Annual Goals: IEP 4

Current Performance Levels/Measurable Annual Goals

Goal #

Specific Goal Focus:

The subject or area of need goes here.

Current Performance Level: What can the student currently do?

This should include detail about the student's current performance.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

The goal is the focus of the specialized instruction under the IEP.

Benchmark/Objectives: What will the student need to do to complete this goal?

The benchmarks/objectives will measure if the student is making progress, and how close she or he is to reaching the goal..



Service Delivery Grid- IEP 5

Service Delivery

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: 5 day cycle 6 day cycle 10 day cycle other:

A. Consultation (Indirect Services to School Personnel and Parents)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Consults are indirect services: a speech therapist who meets with a teacher about a child, training of staff about medical issues

B. Special Education and Related Services in General Education Classroom (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Services in "B" grid take place in a general education classroom: an occupational therapist working on hand writing during class, a 1:1 nurse

C. Special Education and Related Services in Other Settings (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Services listed in grid "C" take place outside of general education classroom, a 1:1 nurse

IEP 6

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

No Yes If yes, why is removal considered critical to the student's program?

Schedule Modification

Shorter: Does this student require a *shorter school day or shorter school year*?

No Yes — shorter day Yes — shorter year If yes, answer the questions below.

Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and / or substantial difficulty in relearning skills?

No Yes — longer day Yes — longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?

If a longer day or year is recommended, how will the school district coordinate services across program components?

Transportation Services

Does the student require transportation as a result of the disability(ies)?

No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

Yes Special transportation will be provided in the following manner:

on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:



Additional Information IEP 8 partial

Individualized Education Program

IEP Dates : from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Additional Information

- Include the following transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.
- Document efforts to obtain participation if a parent and if student did not attend meeting or provide input.
- Record other relevant IEP information not previously stated.

Alternative place to document 1:1 nurse, staff training needs, ICHP and how often it will be reviewed and more



Individualized Health Care Plan (IHCP)

- Ensures the student receives the health services they may require during the school day without negatively impacting the learning process.
- Developed by parent/s, school nurse, student, healthcare providers, other staff
- Plan should be reviewed by physician, signed by parent, educational administrator and school nurse
- The IHCP should be noted in the IEP, and indicate the expectation for review, annually and with any significant health change
- Outlines the areas of training needed for this specific child, who requires training and who will provide that training
 - Trainers may be the school nurse, parents, Masstart, home nursing staff and others



Individualized Health Care Plan

- Child/Young Adult Health History
- Information on what health services and who will providing them at school such as baseline health status
- Procedures, treatments, medication that the child will receive at school
- May document schedule modification, building access, toileting needs..
- Transportation Needs including field trips i.e. monitor, nurse, medication etc.
- Emergency response Plans for school and transportation
 - List possible emergency and what to do whether it is medial or school related such a evacuation plans
- Include the local Fire Dept. and EMT in the planning process if needed.
- Document the important contact information such as parents, doctors



Individualized Health Care Plan (IHCP)

Tips for Parents

- Contact the school nurse to develop IHCP if appropriate
- Collaborate with the Special Education Dept. to ensure implementation of the services needed
- Share everything that needs to happen daily to keep your child healthy.
- Identify any problems at school that might impact your child's health.
- Decide what can be done at home and what must be done at school.
- Talk with your child's doctor about safety measures the school will need to address.
- Get doctor's orders for all medication and procedures, the school will require them in order to administer any medication or preform any procedure
- Tour the school and meet the staff.



IEP. 504 Plan & ICH



IEP, 504 Plan & IHCP: *Which one do we use?*

The Needs of the Student Determine This!

- ✓ IEP eligibility?
- ✓ IHCP can be used to support an IEP
- ✓ IHCP can be used to support a 504 Plan
- ✓ If there is no IEP or 504 Plan eligibility then an IHCP can stand alone





FEDERATION FOR CHILDREN WITH SPECIAL NEEDS



Family TIES is a project of the Federation for Children with Special Needs, funded by and in collaboration with the MA Department of Public Health, Bureau of Family Health & Nutrition, Division for Children & Youth with Special Health Needs.

Resources

Federation for Children with Special Needs

617-236-7210

www.fcsn.org

Office for Civil Rights

617-289-0111

OCR.Boston@ed.gov

FAQ About Section 504 and the Education of Children with Disabilities

<https://www2.ed.gov/about/offices/list/ocr/504faq.html>

Program Quality Assurance

781-338-3700

compliance@doe.mass.edu

PQA Compliance and Monitoring Question and Answer Guide on the Implementation of Educational Services in the Home or Hospital , 603 CMR 28.03(3)(c) and 28.04(4)

http://www.doe.mass.edu/pqa/ta/hhep_qa.html



Other Resources

The Administration of Prescription Medications in Public and Private Schools - Sample Policies and Procedures for the Administration of Medications at:

www.mass.gov

The Massachusetts Department of Public Health has a comprehensive manual for school nurses. Chapter 7 specifically addresses the needs of students with chronic illnesses and disabilities. www.mass.gov/dph/fch/schoolhealth

PACER's National Parent Center on Transition and Employment

<http://www.pacer.org/transition/learning-center/health/>

Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools

<http://www.wrightslaw.com/law/ocr/sec504.guide.ocr.2016.pdf>



Massachusetts Department of Public Health

Bureau of Family Health & Nutrition, Division for Children & Youth
with Special Health Needs

Community Support Line: 800-882-1435

Offers information, technical assistance, and referral for families of children with special health care needs – and makes referrals for all of these programs

Care Coordination Program

Links children with special health care needs with appropriate services and resources in a coordinated effort to achieve good health

Catastrophic Illness in Children Relief Fund

Financial assistance for families who have extraordinary out-of-pocket expenses relating to their child's special health care needs

MASSTART

Provides free technical assistance to schools, so they can meet the needs of students with complex medical concerns

Medical Review Team

Certifies medical and developmental eligibility for pediatric nursing home and skilled nursing facilities admissions through an evaluation and review process

Pediatric Palliative Care Program

Offers supportive services to family and child with a “life-limiting” health condition



WHAT IS HEALTH CARE TRANSITION?

“Health care transition is the process of getting ready for health care as an adult. During childhood, parents usually help with medical needs—they call for doctor appointments, fill out forms, and keep track of medications.

As youth get older, managing medical needs becomes their own responsibility. Achieving this independence requires an organized transition process to gain independent health care skills, prepare for an adult model of care, and transfer to new providers.”

[Got Transition Website - http://www.gottransition.org/](http://www.gottransition.org/)



HEALTH CARE TRANSITIONS RESOURCES

DPH Health Transition for Youth and Young Adults with SHCN-

<http://www.mass.gov/eohhs/gov/departments/dph/programs/family-health/health-transition-for-youth-and-young-adults.html>

Got Transition.org - <http://www.gottransition.org/>

The ARC of MA Health Care Position Statement -

<http://www.thearc.org/document.doc?id=3646>

Health Care Transition for Youth with Disabilities and Chronic Health Conditions - A Rhode Island Policy Brief-

<http://www.health.ri.gov/publications/policybriefs/HealthCareTransitionForYouthWithDisabilitiesAndChronicHealthConditions.pdf>



FAPE in the LRE

IEP

Meaningful Access
Meaningful Benefit

*Effective
Progress*

504 Plan

Access
Reasonable
Accommodations

*Same Access as
Non-Disabled Peers*



Legal Standard

**Individual
Education
Program**

**Special
Education**

Law

IDEA

MGL c. 71B

Entitlement

504 Plan

Civil Rights Law

**Section 504 of the
Rehabilitation Act of 1973**

Access &

Reasonable

Accommodations

**Individual Health
Care Plan**

Developed in compliance of state/federal and local health law; state/federal confidentiality and education laws and standards of practice for nursing and medicine.



Documents

IEP

**Written Plan
Required Sections
DESE Forms**

504 Plan

**NO Written Plan
required
BUT it is BEST
Practice**



Where are the Special Protections ?

IEP

- Transition Planning
- Discipline Protections
- MCAS/PARCC
- Stay Put Rights
- Progress Reports
- Timelines
- Written Plan (IEP)



504 Plan

- No Transition Planning
- Discipline Protections
- MCAS/PARCC
- No Stay Put Rights
- No Progress Reports
- No Timelines
- No Written Plan



Dispute Resolution

IEP

- IEE
- PQA
- OCR
- Mediation
- Facilitated IEP Meeting
- SpedEx
- BSEA Hearing

504 Plan

- PQA
- OCR
- BSEA Hearing

