

IHPs / 504s / IEPs

What is the difference?

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Who am I?

- ▶ Graduated from UWM School of Nursing in 2005
- ▶ First nursing job at Waukesha Memorial Hospital
 - ▶ CNA, Nurse Intern, RN
 - ▶ Surgical unit
 - ▶ 8.5 years at WMH
- ▶ First School Nurse job at Brown Deer School District 1/2013
- ▶ Currently District Nurse for Germantown School District
 - ▶ 4th year at Gtown
 - ▶ Approx 4000 students over 6 buildings
 - ▶ Only District Nurse
- ▶ 4 total school districts covering 9 years of school nursing

What are all the different plans used by school nurses?

- ▶ Individualized Healthcare Plans-IHPs
- ▶ Emergency Healthcare Plans-ECPs
- ▶ Generalized Emergency Healthcare Plans-GHPs (type of ECP)
- ▶ Section 504-504s
- ▶ Individualized Education Plans-IEPs



IHPs

What are they?

THIS IS YOUR NURISING CARE PLAN!

An IHP is a *plan of action* for the student with special health care needs.

It is the position of the US Department of Special Education and National Association of School Nurses that students whose *healthcare needs* affect or have the potential to affect safe and optimal school attendance and academic performance require the professional school nurse to write an Individualized Healthcare Plan (IHP), in collaboration with the student, family, educators, and healthcare care providers.

What does an IHP do?

- ▶ *Responds* to the healthcare needs of a student
- ▶ Utilizes the nursing process
- ▶ Provides student goals and expected outcomes to promote health, prevent disease or injury, & enhance academic achievement

In addition:

- ▶ Offers quality assurance documentation
 - ▶ “Judicious use of the IHP as a vehicle to ensure safe nursing services and continuity of care for students with special (health) needs is a standard of care against which a school nurse’s conduct can be judged in a legal proceeding” (Hootman, Schwab, Gelfman, Gregory, & Pohlman, 2005, p. 190).
- ▶ Serves as source or foundation of health information needed to develop other school plans
- ▶ Enables essential, coordinated care and evaluation
- ▶ Promotes communication between home, school, and physician office
- ▶ Provides quantifiable data about the outcomes that school nurses contribute to student success.
- ▶ Documents evidence of our practice in accordance with professional standards

Who writes IHPs?



The school nurse is the sole professional qualified to generate an IHP. Utilizing NASN's Framework for 21st Century School Nursing Practice™ (NASN, 2016) the school nurse, mobilizing the key principles of care coordination and quality improvement, initiates, develops, implements, evaluates and revises the IHP to maximize student health, support academic success, and optimize school attendance.

Which students need an IHP?

- ▶ The need for an IHP is *based on required nursing care*.
 - ▶ Students that may have multiple healthcare needs, require lengthy procedures or treatments, require routine or emergency contact with the school nurse or unlicensed assistive personnel during the school day, or require special healthcare services are students that require an IHP written for them.
 - ▶ *These nursing services are outside the parameters of health monitoring or standards of practice, that require delegation of nursing tasks and training from the school nurse.*
 - ▶ The IHP can also include medical orders implemented at school.



Standards of Practice

The registered professional nurse is required by law to carry out care in accordance with what other reasonably prudent nurses would do in the same or similar circumstances. Thus, provision of high quality care consistent with established standards is critical.



Health Monitoring

Health monitoring is the observation of a disease, medical condition, and other vital parameters over a period of time. These are stable health conditions that have predictable nursing outcomes.

- ▶ ADHD
- ▶ Mild Intermittent Asthma
- ▶ Medication Administration

Determining the need for an IHP

- ▶ In order to determine the need to develop and IHP, the following checklist is used: Yes/No
 - ▶ Special training of school personnel
 - ▶ Modification in school environment
 - ▶ Added safety measures
 - ▶ Measures to relieve pain
 - ▶ Self-care assistance
 - ▶ Rehabilitation measures
 - ▶ Treatment order for special procedures
 - ▶ Special diet
 - ▶ Medications or intervention for emergency treatment

- ▶ Having only the need for modification in the school environment or a special diet is not enough for an IHP to be written.

- ▶ https://docs.google.com/document/d/1Vn1bY6_eoCnZnSDeLQUkQUNYOHqdLcZyWTFMnJagbmg/edit?usp=sharing

www.cde.state.co.us/cdesped/nursehealth.asp

School nurse consultant for Department of Education Maine-
Nancy Dube

NASN-National Association of School Nurses Position statement-
Individualized Healthcare Plan

Kirsten Casale and Mitoaction.org www.ed.gov/eindex.jhtml

How is the IHP written?

What must be included in the IHP?

- ▶ There is no right or wrong way to write an IHP.
- ▶ Written in collaboration with the student, family, educators, and healthcare care providers.
- ▶ Medicaid services
 - ▶ The IHP identifies, by name, who performs the nursing task (delegation)
- ▶ Physician Orders may be included
- ▶ [DPI IHP Example](#)
- ▶ [My IHP Example](#)

ECPs

What are they?

A written plan that provides clear directions for actions to be taken in the event of an emergency.

- ▶ The nursing intervention step of your IHP.
 - ▶ The only part of the nursing process that is delegated.
- ▶ Can be included as a section of the IHP or can stand on its own if an IHP is not needed.
 - ▶ [Asthma Action Plan](#)
 - ▶ [Anaphylaxis Action Plan](#)
 - ▶ [Seizure Action Plan](#)
 - ▶ [Migraine Action Plan](#)
 - ▶ Anxiety Action Plan
- ▶ [DPI ECP Example](#)

GCPs

What are they?

- ▶ Germantown School District School Board Policy
 - ▶ 5335 - CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
 - ▶ Healthcare management activities may include:
 - ▶ B. a standard emergency protocol in place for students experiencing a distress reaction if they do not have a written health care action plan on site;

- ▶ Seizures
- ▶ Asthma
- ▶ Anaphylaxis
- ▶ Loss of Consciousness

These plans are reviewed and approved by our district medical advisor yearly-they are our standing orders to treat these emergency situations.

They are part of each buildings emergency response plan.

504 Plans

What are they?

A legal document/plan developed to remove barriers in the classroom for students with identified disabilities to be able to access their education as equally as a student that does not have a disability.

- ▶ A 504 plan forces a team of individuals familiar with the student to focus on all of the student's needs. It goes beyond just the health needs of the child and includes additional staff to be responsible for the student beyond the school nurse. This is when the health needs of the student affects their access to their education.

What does a 504 do?

Provides accommodations in the classroom to students with disabilities in order to access their education without penalty or consequences.

- ▶ Responds to the educational *and* health needs of the student

Accommodations

- ▶ Any technique that alters the academic setting or environment.
- ▶ Methods that help students produce work equal to classmates.

Who writes the plan?

- ▶ Each school district's process for 504 implementation is different.
 - ▶ Usually the school counselor is the case manager for the 504 and updates the plan yearly with the 504 team.
 - ▶ Sometimes a school psychologist conducts the initial evaluation and assists with the initial plan
- ▶ Who is on the team
 - ▶ Student
 - ▶ Parent
 - ▶ Case manager
 - ▶ Classroom teacher
 - ▶ School nurse
 - ▶ Any other individual involved in the student's school day

Which students need a 504?

- ▶ As defined by Section 504, a student is understood to have a disability if they have a mental or physical impairment (or a record of impairment).
- ▶ The federal government considers a student to be disabled if they are substantially limited in one of their major life activities and expanded to major bodily functions in 2008.



Determining the need for 504...

Major Life Activities

- ▶ caring for oneself
- ▶ performing manual tasks
- ▶ seeing
- ▶ hearing
- ▶ eating
- ▶ sleeping
- ▶ walking
- ▶ standing
- ▶ lifting
- ▶ bending
- ▶ speaking
- ▶ breathing
- ▶ learning
- ▶ reading
- ▶ concentrating
- ▶ thinking
- ▶ communicating
- ▶ working

Major Bodily Functions

- ▶ functions of the immune system
- ▶ normal cell growth
- ▶ digestive
- ▶ bowel
- ▶ bladder
- ▶ neurological
- ▶ brain
- ▶ respiratory
- ▶ circulatory
- ▶ endocrine
- ▶ reproductive functions

Does this mean every student needs a 504?

No! While a student may be identified as having a disability through section 504, the disability may not significantly interfere in the student's education.

How is a 504 written?

- ▶ The team together writes the plan.
 - ▶ Identifies the needs based on the students disability
 - ▶ Writes reasonable accommodations for the need
 - ▶ Identifies the individual responsible that accommodation
 - ▶ Could be anyone on the team including student and parent
- ▶ [ADHD 504](#)
 - ▶ [Anxiety 504](#)
 - ▶ [Allergy 504](#)

IHPs & 504s



IHPs are **NOT** a substitute for 504 plans; however they may be used in conjunction with each other.

Many schools have a practice of providing individual health plans (IHPs), but not §504 plans, to students with chronic health issues. The §504 process helps ensure better and more complete decision making (health plans only address medical needs, not classroom issues)

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Do all students with an IHP then require a 504 plan also?

Office of Civil Rights (OCR) has *not* taken the position that *all* students on health plans must be eligible under §504, or that all health plans must be developed under §504.

Factors schools can use to decide if students on IHPs need referral to §504:

- ▶ Degree of severity of health condition
- ▶ Degree of complexity of health plan
- ▶ Risk of health emergency
- ▶ Consequences of health emergency
- ▶ Frequency of need for health plan items
- ▶ Need for modifications in classroom
- ▶ Need for health plan to function
- ▶ Student's classroom performance/attendance

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IEPs

What are they?

A legal document/plan developed to provide a modified curriculum for students with identified disabilities that include specialized instruction, supports, and services in order to be successful in school.

- ▶ Responds to the educational needs but also can incorporate health needs of the students



What does an IEP do?

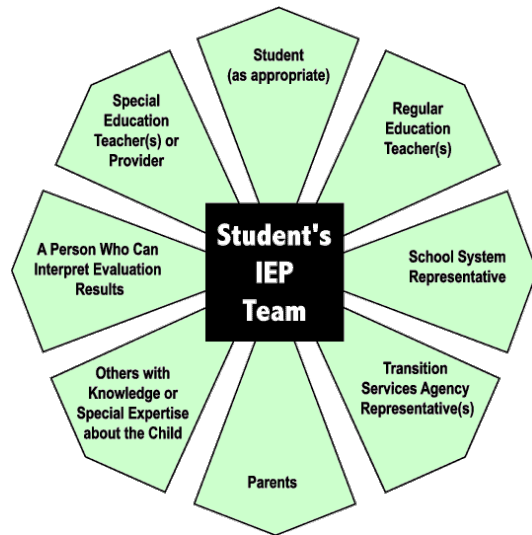
- ▶ Provides individualized special education and *related services* to meet a child's unique needs.
- ▶ Related Services include:
 - ▶ Speech and Language
 - ▶ Physical Therapy
 - ▶ Occupational Therapy
 - ▶ Nursing Services
 - ▶ Vision Therapy
 - ▶ Mobility Therapy
 - ▶ Hearing Services
 - ▶ Adaptative Physical Education
 - ▶ English Language Teacher (ELL)

Modifications

- ▶ Any technique that in some way alters the work required to make it different from the work required of other students in the same class.
- ▶ Used to change the rigor of the required assignments.

Who writes the IEP?

- ▶ The special education teacher is the case manager for the plan; however each related service is responsible for their own section of the IEP.



- ▶ An IEP is created by an IEP team that must include:
 - ▶ Student
 - ▶ Parent
 - ▶ Special Education Teacher
 - ▶ Regular Education Teacher
 - ▶ School psychologist or other specialist who can interpret evaluation results
 - ▶ A district representative with authority over special education services (LEA representative)
 - ▶ All related service providers
 - ▶ Any guest requested by the parent

Which students need an IEP?

Students that are identified as struggling academically or behaviorally in the classroom above and beyond classroom intervention, and those that need extra adult support above and beyond their peers may be in need of IEP services.

Determining the need for an IEP...

- ▶ Evaluation process determines if the student has any of the following that adversely affects their education performance:
 - ▶ Autism
 - ▶ Blindness or Visual Impairment
 - ▶ Emotional Behavioral Disturbance
 - ▶ Deaf or Hearing Impairment
 - ▶ Intellectual Disability
 - ▶ Significant Development Delay
 - ▶ Orthopedic Impairment
 - ▶ Other Health Impairment
 - ▶ Specific Learning Disability
 - ▶ Speech or Language Impairment
 - ▶ Traumatic Brain Injury
- ▶ The IEP team then determines if specialized instruction is needed based on the evaluation conducted and qualifying questions.

How is an IEP written?

- ▶ Different sections provide different information
 - ▶ Present levels of academic and functional performance
 - ▶ Each related service has their own section
 - ▶ Parent Concerns
 - ▶ Progress tracking-did the student meet their previous goals
 - ▶ New goals related to the students academic and functional needs
 - ▶ How much time the student will receive services-how long will they be pulled out of the regular education classroom
 - ▶ Testing accommodations

IHPs, IEPs, & 504s

Majority position of courts appears to be that IHPs, which contain health accommodations and services, are related services needed for participation, and thus must be in the IEP.

IEPs can include IHPs that contain plans for implementation of health-related services, accommodations, and precautions.

Students do not have 504s & IEPs together. If a student needs an IEP, accommodations that would be written into a 504, are part of the students supplementary aides and services section.

Lets compare side-by-side...

	IHP	ECP	504	IEP
What is it?	Nursing Care Plan Written in nursing language for the nurse	Emergency Care Plan written in lay language for the school staff	Written plan when a disability/health condition affects the access to their education	Written plan when a disability/health condition affects the students learning
What does it do?	Responds to the health care needs of the student	Provides clear directions for actions to be taken in the event of an emergency.	Provides accommodations in the classroom to students with disabilities in order to access their education without penalty or consequences.	Provides individualized special education and related services to meet a child's unique needs.
Who writes it?	School Nurse writes the plan	School nurse/Physician writes the plan	Team writes the plan where the school counselor case manages	Team writes the plan where the special education teacher or speech path case manages
Who needs it?	Based on required nursing care	Based on possible emergency situations that can occur during the school day	Based on disability/health condition affecting their ability to stay in the classroom	Based on struggling academically or behaviorally in the classroom above and beyond classroom intervention, and those that need extra adult support above and beyond their peers

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Questions?

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Thank you for joining me today!