

Nursing Documentation in Special Education

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WISCONSIN DEPARTMENT OF
Public Instruction
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In this session I will ...

- **Review rationale and requirements for nursing documentation in Special Education .**
- **Review what, where, and how school nurses document during the special education evaluation and individualized education program (IEP) development process.**

By the end of this session, you will be able to...

- ✓ **demonstrate how to write a sample functional performance statement**
- ✓ **complete an OHI disability criteria sheet**
- ✓ **write a statement of effects of disability**
- ✓ **document services and support that teachers and school staff require so they can help student reach IEP goals.**

- **Review rationale and requirements for nursing documentation in Special Education .**

Child with a Disability

Two-part test:

- First, does the child meet the educational eligibility impairment criteria for one of the disability areas that adversely **affects his/her educational performance?**
- And, as a result of the disability, does the child **need special education and related services?**
- **BOTH!**



School Nurses and Special Education Evaluations



IDEIA and Section 504 Teams - The School Nurse as an Essential Team Member

Position Statement

NASN POSITION

It is the position of the National Association of School Nurses (NASN) that the registered professional school nurse (hereinafter referred to as a school nurse) is an essential member of a multidisciplinary education team that identifies, evaluates, and monitors students who may be eligible for services through the Individuals with Disabilities Education Improvement Act (IDEIA) (2004) or Section 504 of the Rehabilitation Act of 1973.

BACKGROUND & RATIONALE

Federal and state laws define and protect a student's right to education. Two, in particular, define how and what schools must do to support student learning when general education methods and supports are not enough. These are Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Improvement Act of 2004.

Section 504 of the Rehabilitation Act of 1973 (Pub. L. 93-112) as amended through the Americans with Disabilities Amendment Act (ADAA) in 2008 established legal support for individuals with disabilities, including students in federally funded programs and activities such as schools. This federal civil rights law ensures that every student is entitled to a free and appropriate public education (FAPE) (U.S. Department of Education, 2015). Under Section 504, FAPE provides a student with a physical or mental impairment that impacts one or more major life activities with related services and accommodations in the general education classroom. These services address the student's individual educational needs to achieve equity with nondisabled students. A physical or mental impairment under Section 504 standards can be from a chronic disease or condition, a disability, or an injury and necessitates an evaluation by and input from a school nurse to determine if access to learning is impacted.

In 1975, Congress enacted the Education for All Handicapped Children Act (Pub. L. 94-142), with numerous amendments that further define and effect the meaning of disability as it relates to learning. The latest amendment titled the Individuals with Disabilities Education Improvement Act (2004) often referred to as IDEIA or IDEA includes specific provisions for identifying and evaluating students who may need special education services; its components, as well as procedural safeguards for implementation.

School districts are mandated to identify and evaluate all children who experience difficulty in accessing their education, regardless of severity, to determine if they qualify for education accommodations (with a 504 plan) or special education services (with an individual education program). This mandate includes the related service of school nursing and health services as needed (134 C.F.R. 104.32). IDEIA mandates that students receive a comprehensive, multidisciplinary evaluation conducted by individuals with the appropriate expertise in the areas of concern.

The school nurse is the team member qualified to evaluate the health needs of the student, many of which may not be apparent without a thorough health assessment. If health-related barriers are not recognized, appropriately interpreted, and addressed those students risk academic failure. Caution must be taken when an education team chooses not to evaluate a student's health or chooses to have non-

Eligibility determination for special education services requires an individualized educational evaluation. This evaluation must draw upon a variety of sources and ensure that all information obtained is documented and carefully considered.

IDEA mandates that individuals with appropriate expertise in the area of concern should conduct the evaluation and determine additional data needed.

School nurses are the health care experts in schools

School nurses often serve an important role in explaining how the impairment categories and medical diagnoses relate to each other.

Requirements for Nursing Documentation in Special Education Evaluation

A student is to be assessed in all areas related to the suspected disability, including, as appropriate:

- health
- vision
- hearing
- social and emotional status
- general intelligence
- academic performance
- communicative status
- motor abilities

So need to document the results of these “assessments”

(IDEA 34, C.F.R. § 300.304)

- **Review what, where, and how school nurses document during the special education evaluation and individualized education program (IEP) development process.**

WHAT do school nurses document for Special Education **Evaluation?**

Findings address the severity and nature of the health disability and how it affects the student's involvement and progress in the general education curriculum.

WHERE to document

School nurses may document in these sections of Special Education forms:

- Information From Existing Data (ER-1)
- Information from Additional Assessments and Other Evaluation Materials (ER1)
- Determination of Disability Category and Need for Specially Designed Instruction (ER 1)
- Information About the Student -Functional Performance (I -4)
- Effects of Disability (I-4)
- Summary of Disability-Related Needs (I-4)
- Measurable Annual Goals (I-4) School nurse may or may not document goals
- Program Summary- Supplementary Aids and Services (I-4)
- Related Services Needed to Benefit from Special Education (I-4)
- Program Modifications or Supports for *School Personnel* (I-4)

ER-1 (Evaluation Form)

Revised
May 2022

EVALUATION REPORT INCLUDING:
DETERMINATION OF DISABILITY CATEGORY AND
NEED FOR SPECIALLY DESIGNED INSTRUCTION
Form ED-1 (Rev. 05/2022)

Page ____ of ____

_____ SCHOOL DISTRICT

Name of Student: _____ LEA's Student ID: _____

Type of Evaluation: Initial Reevaluation

Date when the determination of disability category and need for specially designed instruction was made: _____

The evaluation report must be sufficiently comprehensive to document the IEP team's determination of the disability category and need for specially designed instruction. The IEP team must include information about academic achievement and functional performance. For additional information, see [Guide to Special Education Forms](#).

Documentation regarding all areas of concern identified in the referral or during the review of existing data must be included under: *Information from Existing Data and/or Information from Additional Assessments*.

I. INFORMATION FROM EXISTING DATA (Refer to the Referral (R-1 Form) and Existing Data Review (Form ED-1) to ensure the data is reflected in this section. Must include information about the student's academic and functional **early literacy** or **reading** skills. Include information from any relevant areas identified **in consensus from the referral** or during the review of existing data related to **academic or functional skills** such as achievement in content areas, cognitive learning, communication, **independence** and self-determination, physical and health, social and emotional learning.)

A. Information provided by

Parent(s) Family:

Teachers, related service providers:

Other sources (e.g., postsecondary transition, medical, **Birth to 3**, etc.):

B. Summary of previous evaluations and assessments

Classroom-based, district-wide or state assessment results:

Other evaluations and assessments:

Information from Existing Data

Information provided by teachers, related service providers and others:

Document concise educationally relevant health history in language understood by educators. Known information before evaluation started

Might include:

- Hearing and/or vision screening results
- Attendance pattern
- Medication schedule (ex. how often comes to take on time)
- Level of self-care skills (requires assistance, totally dependent, independent, requires supervision)

Information from existing data Information provided by Teachers, related service providers (Before evaluation process starts)

- **Alejandro is a 5-year-old with cerebral palsy that affects his self-care and cognitive abilities and his communication. He is fed orally since his G- button was removed three years ago and tolerates a soft (mashed) diet. Alejandro requires assistance with oral feedings and daily cares. Alejandro has a known food allergy to tree nuts (cashews, pistachios, almonds, Brazil nuts, chestnuts, macadamia nuts, pecans, pine nuts, shea nuts, and walnuts) with history of anaphylaxis.**

INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER EVALUATION MATERIALS

Include any information collected during the evaluation related to areas of concern (e.g., academic or functional skills such as achievement in content areas, cognitive learning, **communication**, independence and self-determination, **physical and health**, social and emotional learning).

Functional:

- **Document information from your assessment of situation.**
- **Classroom observations done after evaluation process started**

Information from additional assessments


Functional (gathered during evaluation process)

- A home visit was made by the school nurse on _____. Present were Alejandro, his mother and 2 -year- old sister. Health records were reviewed at this visit. His food allergy to tree nuts was confirmed. Alejandro has emergency epinephrine ordered for any signs or symptoms of anaphylaxis or if tree nuts are inadvertently ingested. His hearing and vision have been professionally assessed and there are no concerns for either. Alejandro requires assistance with daily cares including feeding, diapering, and toileting. The school nurse was unable to understand Alejandro's verbalizations without interpretation by his mother. The school nurse did note Alejandro's frequent attempts to communicate and noted he did not seem frustrated but was observed smiling throughout the attempt. Alejandro was noted to walk using specially designed crutches. He also scooted on the floor on occasion.

Determination of Disability Category

School nurse may document on criteria sheet alone or in conjunction with other evaluation team members. Use criteria sheets.

Most common disabilities school nurse will be involved in an evaluation:

- Other Health Impaired (OHI)
 - Orthopedically Impaired (OI)
 - Traumatic Brain Injury (TBI)
 - Emotional Behavioral Disability (EBD)
- 

OHI Disability Checklist (Criteria Sheet)

Form
updated
5/2022

CRITERIA FOR DISABILITY CATEGORY OTHER HEALTH IMPAIRMENT Form ER-1-OHI (Rev. 05/2022)

Date form completed _____ LEA _____
Name of Student _____ WISEid _____ LEA's Student ID _____

Initial Evaluation (Must complete all sections) Reevaluation (Must complete all sections)

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under Chapter 115, Wis. Stats., and PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document whether or not the student meets the disability category criteria or continues to meet the criteria during a reevaluation. Attach the criteria form to the Evaluation Report, OPI sample form ER-1, that includes additional information to determine special education eligibility.

Other Health Impairment means having limited strength, vitality, or alertness, due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance. [PI 11.36\(1\)\(b\), Wis. Admin. Code](#)

Criteria for the disability category of Other Health Impairment may be documented as follows: **all yes/no questions must be checked Yes!**

SECTION I. HEALTH CONDITION

- Yes No Does the student have a health problem? (including, but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired brain injuries caused by internal occurrences or degenerative conditions.) **NOTE:** A prior diagnosis from a licensed physician is **not** required for the IEP team to consider OHI. *Explain or reference data or evidence.*
- Yes No Is the health problem chronic or acute? If yes, check ALL that apply.
- Chronic (long-standing, continuous over time, or recurring frequently). *Explain or reference data or evidence.*
 - Acute (severe or intense). *Explain or reference data or evidence.*
- Yes No Does the student's health problem result in limited strength, vitality, or alertness? If yes, check ALL that apply.
- Limited strength (inability to perform typical or routine tasks at school). *Explain or reference data or evidence.*
 - Limited vitality (inability to sustain effort or endure throughout an activity). *Explain or reference data or evidence.*
 - Limited alertness (inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including a heightened alertness). *Explain or reference data or evidence.*

Section I. Health Condition

Yes No Does the student have a health problem? (Including, but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired brain injuries caused by internal occurrences or degenerative conditions.) NOTE: A prior diagnosis from a licensed physician is not required for the IEP team to consider OHI. Explain or reference data or evidence:

School nurses can use the information from the ER-1 Functional Performance sections and from the Assessment and Diagnosis sections of an Individualized Health Care Plan.

Section I. Health Condition

Alejandro is diagnosed with cerebral palsy a condition most likely caused by his traumatic birth history. His cerebral palsy affects his self-care and cognitive abilities and his communication. Alejandro has a known food allergy to tree nuts (cashews, pistachios, almonds, Brazil nuts, chestnuts, macadamia nuts, pecans, pine nuts, shea nuts, and walnuts) with history of anaphylaxis. Alejandro has emergency epinephrine ordered for any signs or symptoms of anaphylaxis or if tree nuts are inadvertently ingested.

Acute or Chronic

Yes No Is the health problem chronic or acute? If yes, check ALL that apply.

Chronic (long-standing, continuous over time, or recurring frequently). Explain or reference data or evidence:

Alexandro was diagnosed with cerebral palsy during his first year of life after failure to meet developmental milestones and other neuromuscular concerns were noted by family and healthcare professionals.

Acute or Chronic

☒ Acute (severe or intense). Explain or reference data or evidence:

Alejandro experienced an allergic reaction later diagnosed as a tree nut allergy. He experienced a life-threatening reaction requiring emergency treatment and hospitalization.

Strength, Vitality, or Alertness

Yes **No** Does the student's health problem result in limited strength, vitality, or alertness? If yes, check ALL that apply.

Limited strength (inability to perform typical or routine tasks at school).
Explain or reference data or evidence:

Alejandro experiences spastic movements of both his arms and legs. This causes difficulty in grasping objects or using them as intended. For example, he is unable to direct a spoon to his mouth without help while eating. He is able to ambulate, but safety is a concern particularly as he enters kindergarten in a more crowded classroom with large numbers of other students.

Strength, Vitality, or Alertness

Limited vitality (inability to sustain effort or endure throughout an activity). Explain or reference data or evidence:

Alejandro requires rest breaks as his muscles tire particularly when he is standing or ambulating.

Limited alertness (inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including a heightened alertness). Explain or reference data or evidence:

Section II. Educational Performance

Yes

No Is the student's educational performance in *one or more* of the following areas adversely affected as a result? If yes, *check ALL that apply. Consider both academic and nonacademic skills and progress.*

Pre-academic or academic achievement

Adaptive behavior

Behavior

Classroom performance

Communication

Motor skills

Social/Emotional Functioning

Vocational skills

Other. *Describe:*

Explain or reference data or evidence (required):

Section II. Educational Performance

Alejandro requires additional assistance with activities of daily living not required of other kindergarten students (feeding, toileting, safety monitoring) Alejandro's verbal communication is often unintelligible to those unfamiliar with his communications. Alejandro is at risk for injury if he is exposed to his food allergens. Alejandro has a cognitive disability that affects his ability to self-advocate, protect himself from exposure to his allergens, or alert staff to symptoms of food allergy. Alejandro experiences spastic movements of both his arms and legs. This causes difficulty in grasping objects or using them as intended. He requires adaptations for holding objects such as a crayon or marker and needs assistance to direct his arm and hand movements.]

Special education teacher or other team members may document regarding academic achievement or also in other areas.

Section III. DISABILITY CATEGORY CRITERIA DETERMINATION

- Yes No The documentation of the criteria above demonstrates limited strength, vitality, or alertness, due to chronic or acute health problems which adversely affects the student's educational performance. The student meets the eligibility criteria under the disability category of Other Health Impairment. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).

Need for Specially Designed Instruction

1. Describe how the student's disability affects their access, engagement and progress in the grade-level general education curriculum, including how the disability affects academic or **functional skills** (e.g., achievement in content areas including early literacy/reading, cognitive learning, **communication, independence and self-determination, physical and health, social and emotional learning**).

Include:

Level of self care skills (requires assistance , totally dependent, independent in diabetic management, requires supervision)


Requires IHP or EAP

Health related needs

Can use statements from OHI or other criteria sheets

Need for Specially Designed Instruction

2. Based on a **root cause analysis** of the effects of the student's disability, describe the student's academic and/or **functional disability-related needs**. What **skills and/or behaviors does the student need to develop and/or improve** so the student can meet age/grade level standards and expectations (
(The student needs to develop/improve...)



Need for Specially Designed Instruction How the student's disability affects their access...communication, independence, physical and mental health and social and emotional learning

Alejandro experiences spastic movements of both his arms and legs related to his cerebral palsy. He requires assistance with self cares and feeding. Alejandro requires an emergency action plan to prevent and treat any exposure to tree nuts. Alejandro is at risk for injury if he is exposed to his food allergens. Alejandro has a cognitive disability that affects his ability to self-advocate, protect himself from exposure to his allergens, or alert staff to symptoms of food allergy. **Alejandro is not able to participate in his education if he is ill or injured after exposure to food allergens.**

Student's academic and/or functional disability-related needs (new section 2022)

The student needs to develop/improve...

- Ability to communicate symptoms of allergic reactions



School Nurses and IEPs



School nurses may be involved in:

- Providing in-service training for staff regarding the individual health needs of the child;
- Provide and/or supervise unlicensed personnel to provide specialized healthcare services in the school setting.
- Assist with transition planning related to chronic health conditions of a student.
- Documentation and billing for Medicaid school-based services.
- All services in IEPs must include a specific description of the frequency, amount and duration of services and link to a disability-related need.

WHAT do school nurses document for an IEP?

- Findings address the severity and nature of the health disability and **how it affects the student's involvement and progress in the general education curriculum. (Same as for evaluation.)**
- Contains enough health information to support allocation of resources, including services such as nursing, supplemental aids, support for school personnel, and accommodations.

____ SCHOOL DISTRICT

Name of Student _____ WJSEJ4 LEA's Student ID _____

I. INFORMATION ABOUT THE STUDENT

Information about the student, including strengths, effects of the disability/special factors, present level of academic achievement and functional performance, and any concerns must be considered when identifying the student's disability-related needs and developing goals and services to address those needs. Include strategies that have been effective in improving the student's academic achievement and functional performance and access to general education.
Parents are important members of the IEP team and are encouraged to share information throughout the process. The student should be included, whenever appropriate, and encouraged to provide input throughout the process.

A. Strengths

Describe the student's strengths that can be used to engage the student in learning (including academics, cognitive learning, communication, independence and self-determination, physical/health, social and emotional learning).

B. Current Academic Achievement and Functional Performance (including academics, cognitive learning, communication, independence and self-determination, physical/health, social and emotional learning)

Academic achievement generally refers to a student's performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include information about student achievement and/or progress compared to age/grade-level standards. Sources of information may include state, district-wide, or classroom assessments, rubrics, screeners, recent evaluations, etc.

1. Describe the student's present level of academic achievement (including reading achievement). For preschool children, describe the child's acquisition and use of knowledge and skills (including early language/communication and early literacy).

Functional performance includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning (including reading). Some examples include activities of everyday living, school/work/play habits, health-enhancing physical activity and social and emotional skills. Functional performance statements must include information about student achievement and/or progress compared to age/grade-level expectations.

2. Describe the student's present level of functional performance). For preschool children, describe the child's positive social and emotional skills (including social relationships) and use of appropriate behaviors to meet their needs and the impact on early literacy.

Look at
"2022
Sample 1-4
form"



Functional Performance

Functional performance includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning (including reading). Some examples include activities of everyday living, school/work/play habits, health-enhancing physical activity and social and emotional skills. Functional performance statements must include information about student achievement and/or progress compared to age/grade-level expectations.

2. Describe the student's present level of functional performance). For preschool children, describe the child's positive social and emotional skills (including social relationships) and use of appropriate behaviors to meet their needs and the impact on early literacy.

Functional Performance

- Can cut and paste from ER-1.
- Concise health history that is educationally relevant and written in language educators can easily understand.
- **Enough information needs to be documented to support allocation of resources (school nursing, school health and other aids and services).**

Functional Performance

Alejandro is a 5-year-old with cerebral palsy that affects his self-care and cognitive abilities and his communication. He is fed orally since his G- button was removed three years ago and tolerates a soft (mashed) diet. Alejandro requires assistance with oral feedings and daily cares including toileting. He wears a diaper as he does not have full bladder or bowel control and may have incontinence episodes between bathroom visits. Alejandro has a food allergy to tree nuts (cashews, pistachios, almonds, Brazil nuts, chestnuts, macadamia nuts, pecans, pine nuts, shea nuts, and walnuts) with history of anaphylaxis. Alejandro has emergency epinephrine ordered for any signs or symptoms of anaphylaxis or if tree nuts are inadvertently ingested. He has limited comprehension skills and limited ability to communicate which places him at increased risk of exposure and inability to communicate symptoms of an allergic reaction.

Alejandro requires an emergency action plan and accommodations while at school to prevent the exposure to his allergens and respond effectively and efficiently if an exposure occurs to prevent death or disability. These accommodations and emergency response may be performed by the classroom teacher, or various school staff under the direction of the school nurse and building administrator utilizing school health and school nursing services.

Effects of Disability

Effects of the disability identifies how the student's disability affects academic achievement and functional performance. The effects are what the IEP team observes when the student has difficulty accessing, engaging and making progress in the general education curriculum, instruction, and environments. This item must be addressed for all students, regardless of the areas of impairment, including students identified as speech and language only.

- **Identifies how the student's disability affects health and academic achievement and functional performance.**
- **Similar to *Need for Specially Designed Instruction* in Evaluation Report**
- **Nursing diagnosis from IHP (nursing assessment) may assist.**

Effects of Disability

What is a nursing diagnosis for Alejandro that would fit?

What happens if Alejandro is exposed to his food allergens?

Effects of Disability

What is a nursing diagnosis for Alejandro that would fit?

Alejandro is at risk for injury if he is exposed to his food allergens.

What happens if Alejandro is exposed to his food allergens?

Alejandro is not able to participate in his IEP programming if he is ill or injured after exposure to food allergens

Summary of Disability-Related Needs

A disability-related need:

1. Addresses the effect of the student's disability on access, engagement, and progress in the general curriculum and environment;
2. Addresses the root cause why a student is not meeting age/grade level academic standards and functional expectations; and
3. Specifies what skill/behavior the student needs to develop/improve so the student can meet age/grade level standards and expectations.

School nurse will document health related needs and why (root cause) they affect the students' ability to access and benefit from his/her education .

These needs then will be addressed with related services of school nursing, or school health services, or some other supplemental aid.

Summary of Disability Related Needs

Alejandro has a cognitive disability that affects his ability to self-advocate, protect himself from exposure to his allergens, or alert staff to symptoms of food allergy.

Nursing service and school health services are necessary related services for anaphylaxis management and prevention and emergency medication administration to maintain attendance patterns and attain his IEP goals.

Summary of Disability-Related Needs


A disability-related need:

1. Addresses the effect of the student's disability on access, engagement, and progress in the general curriculum and environment;
2. Addresses the root cause why a student is not meeting age/grade level academic standards and functional expectations; and
3. Specifies what skill/behavior the student needs to develop/improve so the student can meet age/grade level standards and expectations.

School nurse will document health related needs and why (root cause) they affect the students' ability to access and benefit from his/her education .

These needs then will be addressed with related services of school nursing, or school health services, or some other supplemental aid.

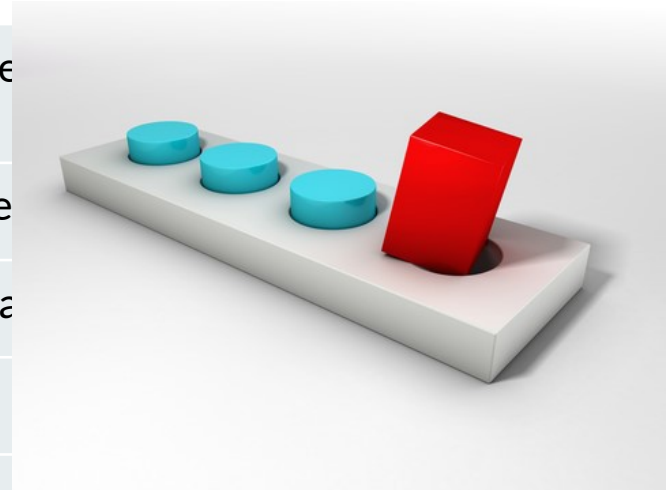
What are some other common (disability related) health needs of students?

- Organizational need
 - Need to maintain safe blood sugar levels in order to concentrate
 - Need to receive adequate nutrition
 - Injury prevention (seizures, cerebral palsy, food allergies)
 - Need to maintain breathing status (asthma, Cystic Fibrosis)
- 


Summary of Disability-Related Needs

The student needs to develop/improve...)

- 1 Ability to attend and concentrate which will be provided by the student's IEP and will receive under School Health Services
- 2 Adequate nutrition will be provided by G-tube
- 3 Consistent blood sugar levels so can concentrate
- 4 Maintain breathing status
- 5 Prevent injuries due to seizure activity



Measurable Annual Goals

- **Note: Some districts may ask school nurse to write annual goals. This is where you could put self-care needs/goals if learning to be independent is critical to their education. These can come from your IHP goals under self care nursing diagnosis.**
 - **Otherwise suggest address student health outcomes in IHP (nursing care plan).**
- 

Program Summary Supplemental Aids and Services

IV. PROGRAM SUMMARY

Include a statement for each of A, B, C and D below to allow the student to (1) access, be involved in and make progress in the general education curriculum, (2) be educated and participate with other students with and without disabilities to the extent appropriate, (3) participate in extracurricular and other nonacademic activities, and (4) advance appropriately toward attaining the annual IEP goals. Include frequency, amount, location, & duration (if different from projected IEP beginning and ending dates). The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parent(s) and other IEP team members. At least one special education service must be specified; include other services, if needed.

Projected beginning and ending date(s) of IEP services & modifications from _____ to _____.
 (month/day/year) (month/day/year)

A. Supplementary Aids and Services

Aids, services, and other supports (accommodations) that are provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. The amount of time specified for each service must be appropriate to the service and stated in a manner that can be understood by all involved in developing and implementing the IEP. *For each supplementary aid and service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s). If assistive technology devices are provided, specify the type that will be used.*

None needed

Describe	Frequency & <u>Amount</u> <i>(describe the circumstances, if appropriate)</i>	Location	Duration	Addresses Goal(s) # _____	Addresses Need(s) # _____
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Supplementary Aids and Services

Aids, services, and other supports (accommodations) that are provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

This section overlaps with Related Services Needed to Benefit from Special Education.

Most likely will not relate to a “goal” but instead related to a disability-related need.

If can't use hours or minutes, then describe the circumstances under which the aid or service will be provided. For example, “whenever the student feels symptoms of low blood sugar levels.”



Supplementary Aids and Services

List accommodations (similar to ones that could be on a 504 plan) that enable student with a disability to be educated with students without disabilities to the maximum extent appropriate. [34 C. F. R.§3000.34 and Wis. Stat. § 115.76 (16)].

Examples:

- extended time (when taking graded exams)
- alarm clock (to remind to come to office to take medication)
- permission to leave class randomly (to check blood sugar)
- ability not to take test (if blood sugar out of normal range)
- wearing of percussion vest for student with cystic fibrosis (addresses need for adequate respiration)

“Student will leave class early to provide safe mobility to class” frequency –daily every class period; amount -5 minutes; location- all classrooms- safety and fatigue prevention

Related Services Needed to Benefit from Special Education

C. Related Services Needed to Benefit from Special Education						
Transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. <i>For each related service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s).</i> <input type="checkbox"/> None needed						
Describe	Frequency	Amount	Location	Duration	Addresses Goal(s) #	Addresses Need(s) #
<input type="checkbox"/> Assistive Technology <i>Describe service or device:</i>						
<input type="checkbox"/> Audiology						
<input type="checkbox"/> Counseling						
<input type="checkbox"/> Educational Interpreting						
<input type="checkbox"/> Medical Services for Diagnosis and Evaluation						
<input type="checkbox"/> Occupational Therapy						
<input type="checkbox"/> Orientation and Mobility (<i>For students meeting criteria under Blind and Visually Impaired or Deafblind</i>)						
<input type="checkbox"/> Physical Therapy						
<input type="checkbox"/> Psychological Services						
<input type="checkbox"/> Recreation						
<input type="checkbox"/> Rehabilitation Counseling Services						
<input checked="" type="checkbox"/> School Health Services	Every day	45 minutes	Special ED classroom	IEP year		Totally dependent for tube feeding
<input checked="" type="checkbox"/> School Nurse Services	Once every week	45 minutes	Special Ed classroom	IEP year		Supervision of delegated procedure
<input type="checkbox"/> School Social Work Services						
<input type="checkbox"/> Speech / Language						
<input type="checkbox"/> Transportation <i>Describe details:</i>						
<input type="checkbox"/> Other: specify						

Related Services Needed to Benefit from Special Education

Related services can be *direct services* that involve hands on nursing interventions: medication administration, tube feeding, urinary catheterization, glucose testing, physical assessment or

indirect services which are provided on behalf of the student: calling parent to update IHP, communicating with medical provider to clarify orders, delegating nursing procedure to UAPs

- **School Nurse Services** – services provided by a qualified school nurse
- **School Health Services**- services that may be provided by either a qualified school nurse or other qualified person

Related Services

<input type="checkbox"/> Rehabilitation Counseling Services						
<input checked="" type="checkbox"/> <u>School Health Services</u>	Every day	45 minutes	Special ED classroom	IEP year		Totally dependent for tube feeding
<input checked="" type="checkbox"/> <u>School Nurse Services</u>	Once every week	45 minutes	Special Ed classroom	IEP year		Supervision of delegated procedure
<input type="checkbox"/> <u>School Social Work Services</u>						

Program Modifications or Support for School Personnel

D. Program Modifications or Supports for School Personnel

Services or activities for school personnel to meet the needs of the student. *Identify the goal(s) or need(s) addressed.*

None needed

Describe	Frequency	Amount	Location	Duration	Addresses Goal(s) #	Addresses Need(s) #
School nurse will train staff in seizure management including the use of rectal diastat	Before school start with repeat training at semester	40 minutes	All classrooms	IEP year		safety

Program Modifications or Supports for **School Personnel**

- Document services and support that **teachers and school staff require** so they can help student reach IEP goals.
- Statement of nursing interventions that support educational staff.
 - School nurse will train staff...*
 - *to follow EAP*
 - *to observe for medication side effects;*
 - *to use rectal diastat; in seizure management.*

Program Modifications or Supports for **School Personnel**

“School nurse develops and maintains an Individualized Health Plan (IHP-nursing care plan), Health Plan, or Emergency Action Plan (EAP) that addresses student health needs and the plan(s) is/are on file in the health office.”

As an EAP or Health Plan is directed to staff to support them in caring for the student, an additional statement “The school nurse has trained staff in the implementation of the Health Plan or Emergency Action Plan,” or “The school nurse has trained staff to respond to/manage students’ (seizures/diabetes/potential for anaphylaxis.” The school nursing and school health services provided should be documented under the Related Services section (C).

““The parents have been provided a copy of the health plan. The school nurse has reviewed with the teacher.”

Practice

Take 5 minutes to look at the case study and identify how Jim's health condition affects his academic achievement and functional performance. Your nursing diagnoses may help.

- What might a functional performance statement look like?
- What is an example of an effects of disability statement that could be written for Jim?

Anyone willing to share their statement?

Functional Performance

Jim is a sixth-grade student diagnosed with Diabetes Type 1 since kindergarten. Jim has continued throughout his educational career to experience difficult to manage blood sugar levels and emotional outbursts. His low blood sugar levels make it difficult for him to concentrate, can make him irritable, and at times obstinate. Jim misses significant class time due to these frequent and often extreme low blood sugar levels. His levels are often dangerously low and spends up to 90 minutes per day in the health office so he can be monitored as the school nurse and health staff follow the care plan to raise his blood sugar levels so he can safely return to and participate in class. Jim also misses school due to medical appointments.

Jim requires an emergency action plan so staff can quickly and effectively respond to severe life-threatening low blood sugar levels. He also has a more detailed health plan for health office staff to follow under the direction of the school nurse.

When Jim's blood sugar levels are low, he is not able to concentrate, he is irritable and is not able to respond appropriately as his brain is not receiving the energy it requires. His low blood sugar levels are life-threatening.

By the end of this session, ARE you able to...

- ✓ demonstrate how to write a sample functional performance statement
- ✓ complete an OHI disability criteria sheet
- ✓ write a statement of effects of disability
- ✓ document services and support that teachers and school staff require so they can help student reach IEP goals.

Lingering Questions?



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References

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National Association of School Nurses. 2023. IDEIA and Section 504 teams - The school nurse as an essential team member (Position Statement). Author.
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References

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Resources

Special Education Eligibility Areas of Impairment and Criteria: <http://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>

Special Education in Plain Language:
<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/spec-ed-plain-lang-english.pdf>