



Family Matters PTIC

Effective Individualized Education Plans: Medical Support and Resources



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OSEP Disclaimer:

Specific to Power Point (2020-2025)

The contents of this Power Point were developed under a grant from the US Department of Education, #H328M200072. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer David Emenheiser.





What is Family Matters PTIC?

- **Education Advocacy Help Line**
- **Educational Surrogate Parent Program**
- **COMPASS**
- **DaSy Data Educational Program**
- **Special Education Advocacy Trainings**
- **Self Advocate Vlogs**
- **Quarterly Newsletters and TransitionBlast**
- **Monthly Podcast**



Family Matters PTIC employees two full-time Educational Support Coaches that provide evidence-based presentations to caregivers, self- advocates, and professionals.



Learning Objectives:

- **Explore two key components of qualifying for Special Education supports**
- **Identify three areas addressed in an Individualized Health Plan**
- **List four family navigation strategies to improve the school experience for students with complex needs**
- **Identify three family support resources**



Questions for Today

- **How can an IEP support a student with complex medical needs?**
- **How can an Individualized Health Plan (IHP) and an Individualized Education Plan (IEP) compliment each other?**
- **What resources are available to assist families navigating complex medical needs in the school environment?**
- **What are key questions families should be asking?**
- **What is an Individualized Health Plan?**



What are we NOT covering today:



- **Private Insurance or Medicare or Medicaid concerns**
- **Complex individual concerns (reach out to info@fmptic.org to review individual needs)**
- **Scope of practice for school health personnel (contact ISBE)**
- **Medicaid Waiver questions**



Key Terms to Know

- **IDEA: Individuals with Disabilities Education Act**
- **ESSA: Every Student Succeeds Act**
- **FERPA: Family Educational Rights and Privacy Act**
- **IEP: Individualized Education Plan**
- **FAPE: Free and Appropriate Public Education**
- **LRE: Least Restrictive Environment**
- **IHP: Individualized Health Plan**
- **PLAAFP: Present Level of Academic Achievement and Functional Performance**



What students might benefit?

Student with Cerebral Palsy and Assistive Technology Needs

The student has limited mobility and fine motor skills, requiring the use of a wheelchair and specialized communication devices to participate in class.

The student needs physical therapy and occupational therapy during the school day.



Student with Type 1 Diabetes and Health Monitoring Needs

The student requires regular blood sugar monitoring and insulin administration throughout the school day.

The student needs a 504 Plan in place to allow for extra time on tests and breaks during physical activities to monitor blood sugar levels.



Student with a Seizure Disorder (Epilepsy)

Needs:

The student experiences seizures multiple times a week, requiring supervision and intervention during episodes. The student needs a classroom environment with low visual stimuli, as bright lights and flickering can trigger seizures.



**Does a child with a medical condition always qualify for
Special Education services?**

**No. The child's condition must adversely impact their
education in order for them to qualify. BUT, that does
not mean that the school is not responsible for
supporting the management of their medical needs.**



Understand the Difference Between a 504 Plan and an IEP

Understood.org Difference Between IEP and 504 Plan

IEP v 504 Plan Chart Comparison

Understood.com IEP v 504 Chart

Note: One is not “better” than another; both offer supports and protections, but there are core differences to be aware of.

What conditions does IDEA mention in “Other Health Impairment (OHI)”?

The list provides examples - not an exhaustive list that would exclude a condition not listed. Examples shared include: Heart conditions, hemophilia, diabetes, and epilepsy

Essentially, OHI refers to diagnoses that require medical care and support



Want to know more about disability categories? Check out the ISBE Parent Guide:
[ISBE Parent Guide](#)



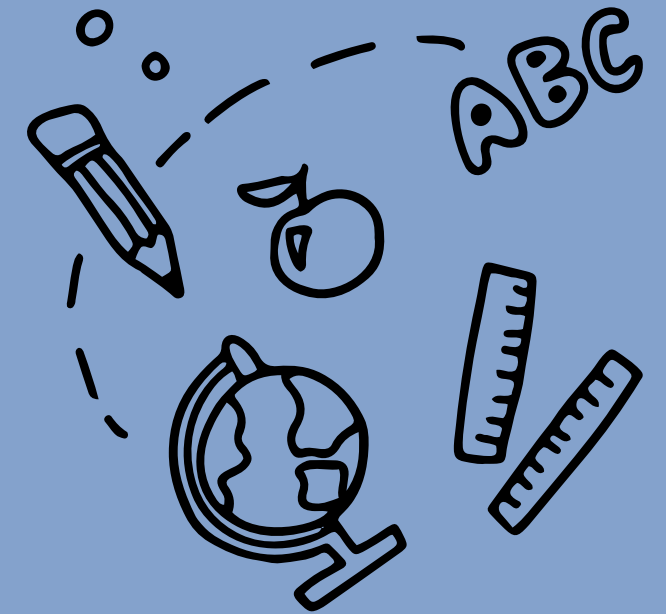


What does IDEA say about OHI?

“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)]What’s immediately clear from this definition is that there are quite a few disabilities and disorders that fall under the umbrella of “other health impairment.” And those disabilities are very different from one another. This makes it difficult for us to summarize “other health impairment” and connect you with more information and guidance on the subject.”



Core Related Services:



- **Medical Services**
- **School Health Services and School Nurse Services**

Are nurses responsible for all school health services?

What is the Role of an RN on an IEP Team?

“Evaluation: Part of a group [IEP team, PPS (Pupil Personnel Services) team, etc.] that conducts a complete and individualized assessment

Review the obvious; Then dig deeply for overlooked health impact of health and other issues, whether or not medically diagnosed

Planning:

Address all of a students’ needs in the PLAAFP (Present Level of Academic Achievement and Functional Performance)

Assign specific services and minutes

Review qualifications and level of credentials of persons to provide any identified services

Write student goals related to health and academics

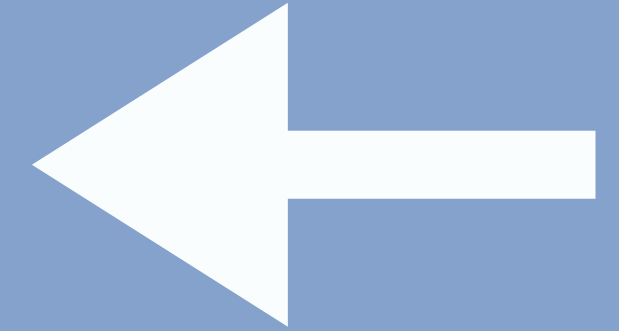
Write nursing goals in IHP or nursing care plan

Evaluate plan: Monitor outcomes, student goal achievement”

**Note: Shared directly from: Healthy Steps on the Path to Success Rebecca Doran, MSN, RN, NCSN, PEL/school nurse
Jessica Gerdes, MSN, RN, NCSN, PEL/School Nurse Illinois State Board of Education Principal Consultants School
Nursing, Health Issues; Adapted from “Avoiding Substantive Errors in Individualized Education Program
Development, October 2016**

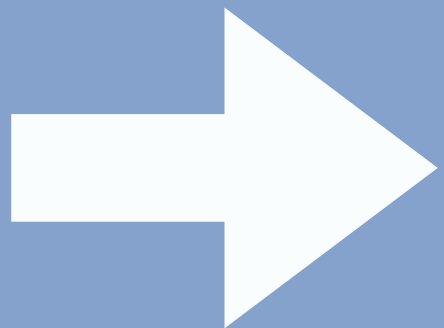
“A document that outlines health care to be provided to a student in the school setting, developed by the school nurse in conjunction with the student's parent(s) or guardian(s) and may contain the orders from the physician, certified registered nurse practitioner operating under a valid collaborative agreement, or physician assistant operating with a valid supervisory agreement.” (Safe at School Act #2014-437)

IHP



“A written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability. The IEP Team that develops the program, and what it must contain are governed by Part B of the Individuals with Disabilities Education Act (IDEA) and amendments to it. The IEP provides information on children's current levels of performance and directs the special services and supports that are provided to students who have an IEP. It includes provisions for defining annual goals, evaluating progress, and formalizing what is to be a free and appropriate public education (FAPE) for the student with the disability.” (education.com)

IEP



Source: Alabama Achieves - Bridging the Gap Between the IHP and the IEP



What is an Individualized Healthcare Plan?

Addresses:

- Unique healthcare support needs of student**
- Holistic perspective of student**
- Family needs**

Consider it a BLUEPRINT of school health services. Designed to be stand-alone, but is used in conjunction with IEP/504 dependent on student need



Who is eligible for a IHP?

“The professional school nurse determines which students require an IHP, prioritizing those students whose health care needs affect their daily functioning or safety. To be eligible for an IHP, a child should present with health needs that require:

- **Special training of school officials, staff, or personnel**
- **Additional required safety measures**
- **Interventions to relieve pain or promote comfort**
- **Self-care assistance**
- **Reinforcement instruction to correctly perform health tasks or procedures**
- **Orders for health device use, special procedures, or treatments**
- **A modified diet or dietary restrictions**
- **Medication administration during the school day**
- **Specific interventions for emergency treatment”**
 - **<https://undivided.io/resources/individualized-health-plan-ihp-in-an-iep-1380>**



What does an IHP look like?

Sample Individual Health Plan

Dependent on your child's needs, you may also develop an Emergency Action Plan. The EAP would document key steps to take in an emergency, medication, interventions, and detailed instructions



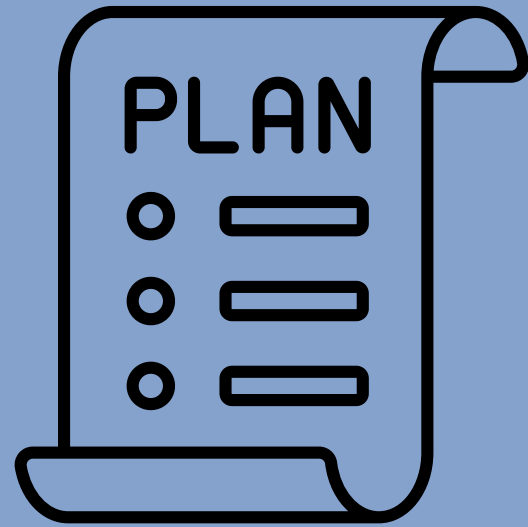


Where should an IHP/IHCP be kept?

- Home
- Student Records
- School Nurse Office
- Medical Home Provider/Pediatrician

Keep in mind, parents/guardians can share all necessary and relevant medical information and outside evaluations (to their comfort level), with the IEP team and the school RN. Share all information that will improve access to needed supports.





What does an IHP include? Determined by School Nurse



- **Diagnoses**
- **Emergency Plan**
- **Health Insurance Information**
- **Medication, Dosage, Time, Administration Route,
Person Responsible**
- **Allergies**
- **Medical Home Provider Contact Information**



What might be included in school health services?

- “special feedings;
- clean intermittent catheterization;
- suctioning;
- the management of a tracheostomy;
- administering and/or dispensing medications;
- planning for the safety of a child in school;
- ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child’s position frequently to prevent pressure sores);
- chronic disease management; and
- conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting.”
- *Source - Center for Parent Information & Resources, <https://www.parentcenterhub.org/ohi/>*

Who decides what related services are needed for a student, medical or otherwise?



The IEP Team



NOTE: The parent/guardian are full and equal members of the IEP team

**Who is on the IEP team? Read here:
[ISBE Parent Guide: IEP Team Members](#)**

What about when school attendance is impacted by health needs?

“During these times, the public school remains responsible for providing educational and related services to the eligible child with OHI. Because IDEA specifically states that special education can be provided in a range of settings, including the home or the hospital, states and school districts will have policies and approaches for addressing children’s individualized needs and circumstances.”

***Source: <https://www.parentcenterhub.org/ohi/>
Center for Parent Information and Resources***

“When must a district provide home/hospital services?”

Section 14-13.01(a) of the School Code indicates that services are to be provided when a homebound or hospitalized student is unable to attend school due to a condition certified by a medical statement that indicates that the student will or is anticipated, due to the student’s medical condition, to be out of school for a minimum of 10 days of school with at least two days at a time multiple times during the school year for two weeks or more or on an “ongoing intermittent basis,” which are expected to total 10 days or more. An “ongoing intermittent basis” means that the student’s medical condition is of such a nature or severity that it is anticipated that the student will be absent from school due to the medical condition for periods of at least two days at a time multiple times during the school year totaling at least 10 days or more of absences. There shall be no requirement that a student be absent from school a minimum number of days before the child qualifies for home or hospital instruction. In other words, two days of absence at a time may be “anticipated,” but those days do not need to occur before services begin. Home or hospital instruction may commence upon receipt of a written physician's statement, but instruction shall commence no later than five school days after the school district receives the medical statement. The medical statement must be signed by a physician licensed to practice medicine in all of its branches (as determined by the Medical Practice Act of 1987) or by a PA or by an APRN.”



Note: A Medical Statement serves the student for the current year and must be updated and resubmitted annually.



“When must the IEP team consider Home/Hospital Services?”

The IEP team for a student with disabilities shall consider the need for home or hospital services per Part 226.300 of the Special Education Administrative Rule. Such consideration shall be based upon a written statement from a physician licensed to practice medicine in all its branches, PA, or APRN that specifies: i. The child's medical condition, including diagnosis; ii. The impact on the child's ability to participate in education (the child's physical and mental level of tolerance for receiving educational services); and iii. The anticipated duration or nature of the child's absence from school. If an IEP team determines that home or hospital services are medically necessary, the team shall develop or revise the child's IEP accordingly. The amount of instructional or related service time provided through the home or hospital program shall be determined in relation to the child's educational needs and physical and mental health needs. The amount of instructional time shall not be less than five hours per week unless the physician, PA, or APRN has certified in writing that the child should not receive as many as five hours of instruction in a school week. Services required by the IEP.”

ISBE Home Hospital Services Center for Safe and
Healthy Climate Wellness Department

“Does a teacher have to be licensed in special education to provide home/hospital services if the student has an IEP?”

Yes. Teachers who provide home/hospital instruction to students with disabilities and a written IEP must possess a teaching license with an endorsement that is sufficient to completely fulfill the student’s IEP.”

https://www.isbe.net/Documents/Home-Hospital_QA.pdf#:~:text=When%20must%20a%20district%20provide%20home/hospital%20services?,the%20student%20will%20or%20is%20anticipated%2C%20due

ISBE Center for Safe and Healthy Climate, Wellness Department

“If the student who is eligible for home/hospital services is a special education student, must we reconvene the IEP team for a change of placement?”

The IEP team shall develop or revise the child’s IEP accordingly if it determines that home or hospital services are medically necessary, based on a written statement from a qualified medical provider. (See Part 226.300(c).) However, services can be rendered before the IEP team meets and makes the revisions.”

ISBE Home Hospital Center for Safe and Healthy School Climate, Wellness Department,

<https://www.isbe.net/Documents/Home->

[Hospital_QA.pdf#:~:text=When%20must%20a%20district%20provide%20home/hospital%20services?,the%20student%20will%20or%20is%20anticipated%2C%20due">Hospital_QA.pdf#:~:text=When%20must%20a%20district%20provide%20home/hospital%20services?,the%20student%20will%20or%20is%20anticipated%2C%20due](#)

Transition Planning is Core to Meeting Student Needs

- **Home-to-school**
- **Hospital-to-home**
- **School-to-hospital**
- **Hospital-to-hospital**
- **Hospital-to-community supports**

If you know your child will require frequent hospitalizations, consider meeting with the educational and social service team at the hospital that serves your child to put a plan in place



Who will do what? Who is responsible for progress monitoring? Who is responsible for communication across the team?



Resources for Planning:

Medical Home Portal

<http://www.medicalhomeportal.org/living-with-child/navigating-transitions-with-your-child>

Transitioning from pediatric to adult health care.

The Adolescent Health Transition Project.

depts.washington.edu/healthtr/

Transitions for youth with health care needs.

National Institute for Children's Health Quality.

<https://nichq.org/insight/preparing-children-special-healthcare-needs-transition-care>

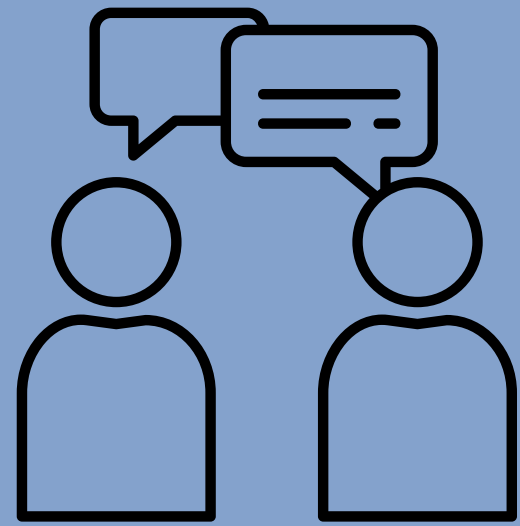


[DSCC Transition Toolkit](#)



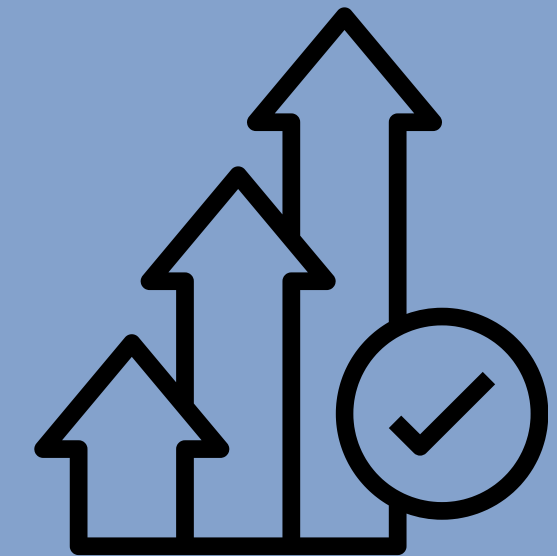
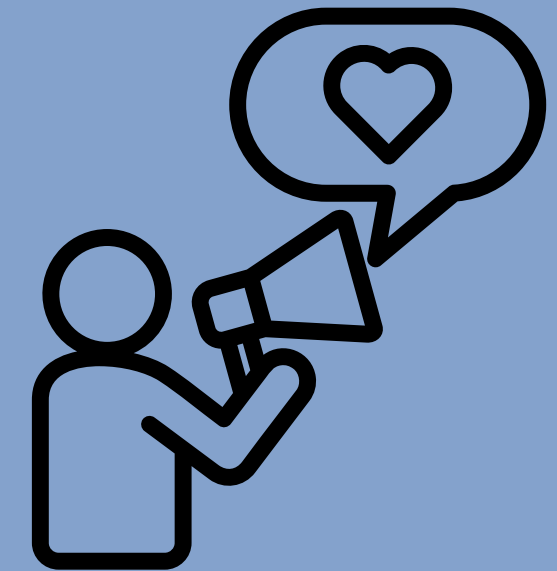
Keys to Navigation





The Basics:

- **High expectations**
- **Belonging**
- **Self-Advocacy**
- **Communication**
- **Safety**





Staff Training



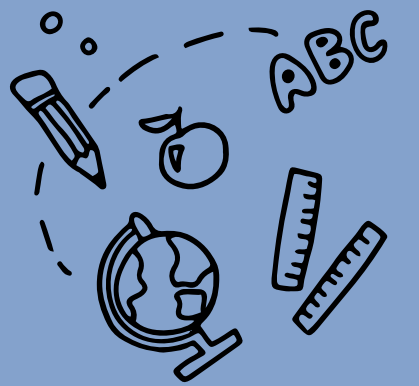
- **Ensure school staff has access to and completes training specific to your child's needs**
- **Consider looping in medical team members/Medical Home/Pediatrician**
- **Explore School Nurse role in planning and training specific to your child's needs**
- **Work with school to plan for ongoing training as needed; avoid "one and done"**



Focus on Communication

- **Build a system that works for home and school team**
- **Focus on consistent use**
- **Review system at start of year**
- **Develop a one-pager that addresses key needs, medical interventions, medications with dosage/time/administration route/person responsible; *ask for written confirmation that all team members have reviewed and initialed (Note - this is separate from IHP)***
- **Include ALL school team members who work with your child (Ex: cafeteria, school RN, OT/PT/SLP, bus driver, playground monitor)**

Review the IEP



- **Call your local Parent Training and Information Center to request IEP review**
- **Ensure “Related Services” reflect actual need**
- **Document concerns/gaps and request meeting to address**
- **Use this PACER Center “Parent Homework Sheet” to help you evaluate IEP**

Does your Child’s IEP match their needs?
Complete this assessment from PACER Center:
[PACER: From Needs to Services - Parent Homework Sheet](#)

Plan a Back-to-School Meeting (IEP/504)



- Discuss initial transition
- Develop plan for visiting the school, riding the bus, using the restrooms, going through the cafeteria, using locker, playing on playground - do a full practice run; from this develop a list of accessibility concerns.
- Openly discuss likely challenges and barriers; review goals and ensure they line up with anticipated challenges
- Remind school teams: Inappropriate disclosure/discussion of private student health information is an ethical and legal violation

Ask the right questions:



- How have you met the needs of students with similar support needs as ----?
- How can we make sure she has the most typical school experience possible?
- How can we make sure she spends most of her school day with her peers?
- How can we make sure she is a part of the school?
- If we run into a barrier in getting her needs met, how will we address the concern?
- Are there community resources that might assist us in getting appropriate services?
- How can we include her medical team providers on the IEP team?
- How we will ensure that she can meaningfully participate in school activities and events?
- How will transportation to and from school be managed?

When appropriate, consider IEP Health Management Goals:

- Amanda will learn how to sort her four daily medications and maintain a daily written chart with 90% accuracy by December 1.**
- George will learn skills to transfer himself from his wheelchair to other seating surfaces three out of four times per week with minimal assistance by the end of October**
- Henry will practice calling the pharmacy two times per week to get a prescription refill, successfully requesting a refill 4/5 times with minimal staff support by October 15.**

Modified from Parent-to-Parent of Georgia: Embedding Health Goals into the IEP

<https://familiestogetherinc.org/forms/IEP%20&%20LRE/examples%20of%20health%20goals%20in%20the%20iep.pdf>

Continued Examples -IEP Goals

- “Kailey will learn how to accurately monitor her blood glucose level with decreasing reliance on staff support over the course of a three month trial period, by which time she will be able to accurately monitor her blood glucose levels daily with 100% accuracy
- Jermaine will develop 5 interview questions and contact 2 adult care physicians to interview during first semester so he can choose an adult health provider before age 21.
- Mimi will independently use a programmed alarm watch 9 out of 10 times as a prompt to request a visit to the nurse’s office to take her medications by March 3.
- Using the Dynavox communication tool, Tedi will answer yes/no/I don’t know to a set of health-related questions in preparation before each doctor’s appointment 3 out 4 times by May 1.”

Source:

<https://familiestogetherinc.org/forms/IEP%20&%20LRE/examples%20of%20health%20goals%20in%20the%20iep.pdf>

Needs not being met?

Understand Dispute Resolution Options:

ISBE IEP Facilitation

Mediation

Due Process

RESOURCE: CADRE Resources for Families



In summary:

- **Review IEP, IHP, and evaluation records annually, at minimum**
- **Evaluate every 30 days - what is working? Where are the gaps? Are there safety and health concerns that are not being address?**
- **Always consider how a student's health impacts their access to a Free and Appropriate Public Education (FAPE)**



Sources:

IDPH School Health

**OSF Healthcare Guidelines for the Nurse in the School
Setting**

ISBE Parent Guide to Special Education

**Alabama Achieves: Bridging the Gap Between the IHP
and the IEP**

**Families Together Inc, IEP Forms Parent-to-Parent of
Georgia, Embedding Health Goals in the IEP**



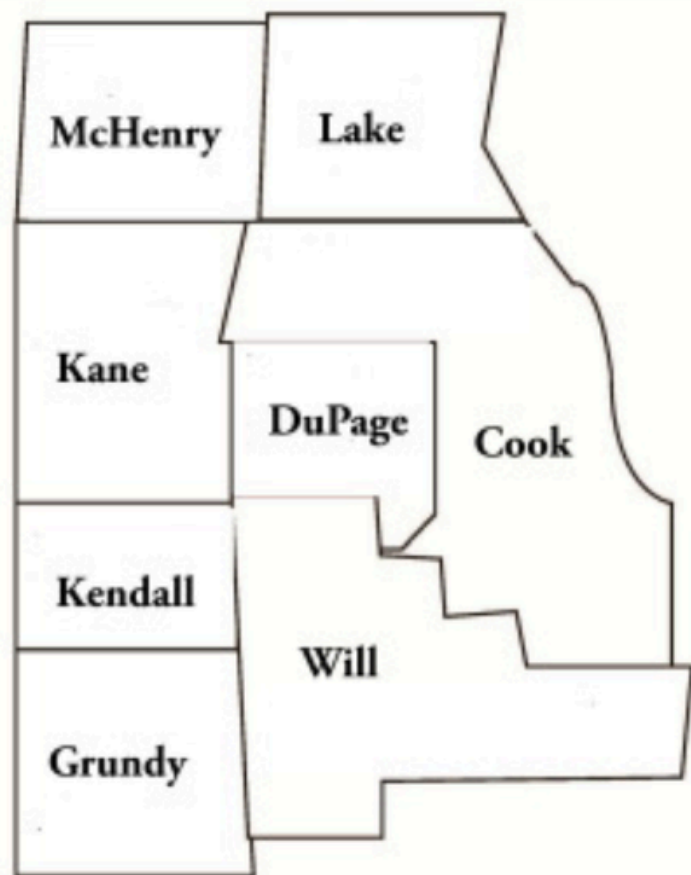
Does your Child's IEP match their needs?
Complete this assessment from PACER Center:
PACER: From Needs to Services - Parent
Homework Sheet

Check out Family Voices!
<https://familyvoices.org/>

Need more assistance?

**Illinois Guardianship & Advocacy Commission Special
Education Division**

Equip for Equality Special Education Division



312-939-3513 or FRCD.org



Questions?

Contact us at info@fmptic.org





FAMILY MATTERS

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