

Collaborating for Effective Health Planning

Implementing 504 Support for Students with Special Health Care Needs
10.24.2012

Kathy Sartin, 2012

Objectives:

At the end of the session, nurses will be able to:

- Have strategies to eliminate the silo and bring team members to your table
- Explain how to implement Health Care 504 Plans
- Avoid costly mistakes



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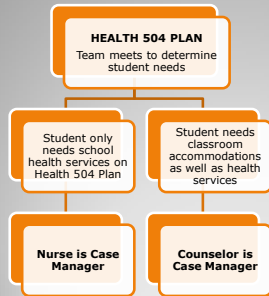


Collaboration = Teamwork

- IHCPs (IHP) are the 504 Plan when the services/accommodations are only health-related.
- They are subject to same regulations of Section 504.
- IHCPs (IHP) can also be part of the 504 Plan for eligible students who also need academic or other accommodations.

Individualized Health Care Plans

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Health Care 504's (IHCP)

- School Counselor is the facilitator of building 504
- IHCP students are 504 eligible
- IHCPs must follow same procedure as all 504 plans
- Nurses are the case manager
- If student's needs 'leave the health room', then the School Counselor creates the classroom accommodations

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Nurse's Case Manager Responsibilities

- Conducts evaluation of the student's health care needs.
- Monitors student's response to health services
- Communicates with parents and health care providers, (school nurse case manager)
- Modifies the IHP as needed
- Calls a meeting of the 504 team to make changes to the 504 Health Plan as needed.
- Law mandates that school districts reevaluate a student who has a 504 Plan whenever there is "any significant change in placement."

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Health Care 504 Plan Flow Chart- Initial evaluation

Referral - Student needs school health services
(procedural safeguards)

(obtain consent)

Evaluate the student - involve the team and parent

Develop a 504 Health Care Plan for the student

Parent signs Health Care 504 Plan
(obtain **consent** for initial placement, give parent **PWN**)

Place 504 Plan in confidential file

Annual review of Plan and Reevaluation every three
years

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Evaluation Process

- A team consisting of someone knowledgeable about the
 - Child (parent or teacher)
 - Meaning of evaluation data (nurse)
 - Accommodations/placement options (teacher, counselor or principal)
- Determines: Does the student have a:
 - **Physical** or **Mental Impairment**, which
 - **Substantially Limits** one or more
 - **Major Life Activities**

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504 Evaluation

Does evaluation mean a test?

Not always. Evaluations can consist of any of the following existing and/or available information:

- Teacher reports
- Informal observations
- Informal inventories
- Review of parent provided private evaluation
- Teacher observations
- Medical and health data
- Work samples
- Existing assessment data and results

Reasonable timeline applies

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- Nurse/case manager completes the evaluation
- Includes information from a variety of sources
- At a minimum, include the following:
 - Teacher input
 - Parent input
 - Physician input/information

Health Care 504 Evaluations

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Health Care 504 Plan Flow Chart – yearly review

Write Health Care 504 Plan
(give Procedural Safeguards)

Parent signs Health Care
504 Plan (give Prior Written Notice)

Place 504 Plan in
confidential file

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Health Care Records and Confidentiality

- Once a school receives health care records they become "education records"
 - FERPA governs education records, not HIPAA
 - District staff who have a "legitimate educational need" to access a student's educational records have a right to do so
- Always obtain signed and dated parental consent before speaking to a student's medical providers

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**GOOD NEWS! THE COURTS DON'T GENERALLY
SECOND GUESS A DISTRICT'S DECISION – AS LONG
AS WE FOLLOW PROCEDURES**

Initial 504

- Procedural Safeguards
- Consent to evaluate
- Evaluation
- Consent for placement (if eligible)
- 504 Plan (if eligible)
- Prior Written Notice

Yearly Renewal

- Procedural Safeguards
- 504 Plan
- Prior Written Notice

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Discipline

- 504 affords discipline protections
- The 10-day suspension rule applies
 - Manifestation Determinations need to be held
 - Involve your school psychologist
- Drug, alcohol related discipline?
 - Current use results in loss of 504 protections

*A student returning from treatment may qualify for 504 plan

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Health Care Services

- The plan should be limited to services that are related to the student's impairments, not just any services or accommodations that would be preferable.
- We are not required to change the fundamental nature of a program to accommodate a student with health care needs.
 - We provide an equal opportunity to participate
- Accommodations should be specific enough so anyone who reads the plan can implement them
- Avoid use of the term "as needed" on a 504 plan

*See also OSPI section 504 manual

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Arthritis

- Provide rest period during the day
- Provide assistive devices for writing (e.g., pencil grips, non-skid surface, typewriter)
- Adapt PE curriculum
- Extra time between classes
- Install handle style door knobs
- Extra set of books at home
- Access to elevator

Cancer

- Adjust attendance policies
- Limit numbers of classes taken
- Arrange for home tutoring following treatment
- Provide lessons using mastery learning techniques
- Provide awareness training to appropriate staff and students

Sample accommodations

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Chronic Infectious Diseases (i.e., AIDS)

- Apply universal precautions
- Adjust attendance policies
- Establish routine communication with health prof., area nurse, and home
- Provide staff training on confidentiality

ADHD

- Tolerate excessive movement
- Accommodate testing procedures
- Initiate frequent parent communication
- Extra time for assignments ex:
 - Till midnight the day it's due
 - 2 weeks from due date
 - Assigned to tutorial that day if missing assignment
- School/home behavior program
- Seat near teacher, away from distractions

Accommodations cont.

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504 Resources

- Section 504 : <http://www.k12.wa.us/Equity/Families/Section504.aspx>
- Prohibiting Discrimination in Washington Public Schools: <http://www.k12.wa.us/Equity/ProhibitingDiscrimination.aspx>
- U.S. Department of Education, Office for Civil Rights website: <http://www2.ed.gov/about/offices/list/ocr/aboutocr.html>

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