Guidelines for School Nurses Using SIRAS

The school nurse should consult their district procedures. The nurse has an important role as a member of the IEP team for all students, but particularly for students with health issues. Vision and hearing screening is normally conducted at certain grades, but in the case of an initial IEP or Triennial/Reevaluation vision and hearing results must be within one year of the meeting to be compliant (34 CFR 300.304(c)(4), 30 EC 56320(f), 30 EC 5632, 5 CCR 3027). The results of the vision and hearing screenings should either be sent directly to the case manager or entered onto either the Medical tab under Student Info/Student Profile/DisabilityMedical or directly onto the Present Levels page.

If indicated on the Assessment Plan, the school nurse will do a health assessment to determine whether or not health is an area of concern that needs to be addressed in the IEP. This assessment will normally consist of a Health and Developmental History summarized in a Summary of Health Status to be included as part of the Health and Development Information section of the Psychoeducational Assessment Report. Forms for the Health and Developmental History and Summary of Health Status can be found under Tools/Added Forms/ Health & Medical in SIRAS.

Initials/Triennials/Reevaluations:

The nurse's preparation and participation at IEP meetings may look different depending on the needs of the student. The school nurse should be a part of the assessment team conducting Triennial/Reevaluation for students with health concerns. The Summary of Health Status should be updated, and Health Assessment will be checked on the Assessment Plan. If there are no health concerns and only the vision and hearing screening needs to be updated to be current (within the last 12 months), Health Assessment does not need to be indicated on the Assessment Plan.

If the team decides not to conduct new assessment in preparation for a Triennial/Reevaluation and will be conducting a record review only, an Assessment Plan is not required to obtain permission to conduct the routine hearing and vision screening. Parent/guardian consent for routine screenings (vision, hearing, scoliosis, color, etc.) is typically part of the enrollment packet.

When assessment has been conducted and the student's Summary of Health Status does not reveal any health issues, the school nurse may be excused from attending the IEP meeting and the psychologist will review the health and development information in the Psychoeducational Assessment Report. In these cases, the school nurse will no longer be listed as a service provider in SIRAS for the student. If there are health issues, the nurse should attend the IEP Meeting to discuss and answer questions about the Health and Development section of the Psychoeducational Assessment Report, unless an Excusal of Team Member is completed and attached to the IEP.

<u>All other meeting types:</u>
Whenever the school nurse is or will be providing Health and Nursing Services to a student, the nurse should be invited to attend all IEP meetings for that student and directly participate in the development of the IEP. In these cases, the school nurse should be listed as a "service provider" for the student in SIRAS so that the name of the nurse will be entered automatically onto the IEP Notice. An IEP Team Member Excusal is not required for Related Service providers at Annual Reviews; however, it is a best practice for nurses to be in close communication with families regarding their child's needs.

If Health and Nursing Services are going to be provided to the student, the role of the school nurse in developing the IEP is as follows:

Prior to the IEP meeting:
- Update vision and hearing screening when required and enter under Student Info/Student Profile/DisabilityMedical or directly onto the *Present Levels* page. The Medical tab can be accessed even before the IEP meeting has been created. Once the meeting has been created under the IEP Manager, you may enter information directly onto the IEP pages.

- ***Student Information and Services*** (SIS)- Enter the required information.
    - Health/Behavior Box:
        - Mark Specialized Physical Health Care Services box if student will receive Specialized Physical Health Care Services under a doctor's prescription or orders.
        - Mark Health &/or Emergency Care plan (H/ECP) if the student requires a plan and enter the date the plan was last revised. If plan will be updated at the IEP, enter the date of the IEP.
    - Services Box: Any service provided to the student that is necessary for the student to participate in school and/or benefit from special education should be listed on the SIS page. Enter Health and Nursing services and the Location, Duration, Frequency, and Total Minutes using the attached chart of Possible Time Ranges for Services as a guide. Frequency may be listed as Daily, Weekly, Monthly, or Yearly, depending upon the student's needs.

        - 435 Specialized Physical Health Care Services
        Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).
        - 436 Health and Nursing: Other Services
        Health and Nursing: Other Services includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health

problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

− If the IEP team determines a licensed 1:1 health provider is needed, list the service as Intensive individualized services.

You must list services that require more supervision or assistance, even if they are done by a paraeducator because the school nurse develops the procedure for this service, trains the staff, and is legally responsible for ensuring that they are done correctly. When determining the amount of time, include time spent developing the plan and training staff. Indicate District of Service (or County Office for VCOE students) as the provider for all Health and Nursing Services. It is not necessary to list Other Health and Nursing Services for routine medications in the services box unless the nurse is otherwise involved with the student.

- **Present Levels** - Fill out the Health Status/Summary box. Vision and hearing screening results will already be on the page if entered on the Medical tab (located in SIRAS under Student Info/Student Profile/DisabilityMedical). An Additional Page can be used when needed for more extensive information. Indicate the reason(s) for the Health & Nursing services listed on the SIS page and/or describe the types of things to be done as a part of the Health & Nursing Service. This is especially important if billing Medi-Cal. Be sure to include all medications administered to the student both in and out of school. Also include the diagnosis, significant health history, allergies, and any other health information relevant to the school day.

  If a student is screened and results are unable to be obtained, include the date of screening attempt and note as Failed. A functional assessment may be administered for additional information. This information will be documented in the health summary or meeting summary notes.

  If parent has opted out of routine health screenings, that should be noted (on the additional page or meeting summary) as the reason why vision and hearing screening results are left blank or not current. There will be a form warning in SIRAS that the pass/fail fields are blank, which may be disregarded if you truly do not have any results.

- **Annual Goals** - Develop goals for the Health & Nursing services whenever the student can actively participate in the procedure and build independence. Goals are not required for medically necessary services if the student's permanent medical condition makes them unable to perform the procedure. Goals should be developed under the Next Year's Goals tab in the Goals Developer, not on the *Annual Goals* page. The Case Manager will open the Annual Goals page after the progress report of the current goals have been printed and archived.

- **Classroom Accommodations & Modifications** - Review the page and enter any accommodations needed as a result of the student's health issues, especially in the Personal Care/Equipment box.

- *Least Restrictive Environment* - If student is receiving Health & Nursing Services or 1:1 health provider (Intensive individualized services), add a statement to the Offer of FAPE describing the service(s) (e.g. "Health and nursing services provided by a paraeducator who is trained and monitored by the school nurse."). Do not put number of minutes in the Offer of FAPE. For students receiving Specialized Health Care Services, medications, or have a Health/Emergency Care Plan, add any supports for the student or teacher to be provided by the nurse or other health staff in the appropriate fields below the Offer of FAPE.
- *Health and/or Emergency Care Plan* – This form should be completed if needed. Make sure the H/ECP checkbox in the Health/Behavior area on the SIS page is marked and dated to match the current health plan. This page will be saved and be available for updating at the next IEP meeting. Keep logs of staff trained in the student file.

During the Meeting:
- For Initials and Triennial/Reevaluations, review the Health Assessment Summary portion of the Psychoeducational Assessment Report and any other information relevant to the report.
- Participate in the discussion of all IEP pages as appropriate (see above for details on each page).
- Participate in making decisions about goals, placement, and services for the student.

After the Meeting and Ongoing:
- Be sure Case Manager gets Medi-Cal Permission signed if your district is billing Medi-Cal.
- Upload relevant health information such as Specialized Physical Health Care Authorization, Health & Developmental History, physician's orders, and documentation of training on the Health and/or Emergency Care Plan to the student's Documents File (located in SIRAS under Student Info/Student Profile/Documents File). The Health Status Summary can also be uploaded if it contains more detail than was included in the Psychoeducational Assessment Report.
- Collect or assist in collecting data regarding student's progress toward goals. You may give teachers or paras a checklist than can be used to record student performance on a day to day basis.
- Report progress on goals/objectives at report card time (in SIRAS under Student Info/Data Collection & Progress / Progress Report)
- Add new information into the Notes (in SIRAS under Student Info/Student Profile/Notes), as appropriate. This is an optional feature that can be used to document referrals to agencies or providers, conversations with parents, etc.

Other Information
It is recommended that in most cases, changes to the Health and/or Emergency Care Plan be done as a part of the IEP process rather than by using the blank forms to ensure that the plan is reviewed by all IEP team members, including the parent, and a copy of the plan is saved within the IEP document.

If substantial changes are being made to the Health and/or Emergency Care Plan, it is advised that this be done as part of an Addendum or Other Review meeting, so the new plan will be communicated to all staff and saved in SIRAS as a part of that meeting once the meeting is finalized. Minor changes to the Health and/or Emergency Care Plan can be done as an "Administrative Amendment" with permission from an administrator or supervisor.

If the Health and/or Emergency Care Plan must be updated before the IEP meeting has been created, there is a blank form available in two places:

- A Word document can be downloaded from the Added Forms menu (in SIRAS under Tools/Added Forms/Health & Medical) and saved on your computer to be used for any student at any time. Some nurses actually fill out this form and keep a copy on their computer, then copy and paste the information onto the form in SIRAS so they will have a copy available in case they ever need to revise it between meetings. When the plan is updated, it should be uploaded into the student's Documents File.
- A blank PDF form can be opened under Tools/Download Library/Blank Emergency use Forms. If you check the name of the student, some of the demographic information will be filled in for you. This form is designed to be filled in and printed out. It will not be saved in the program unless you scan it and uploaded into the student's Documents File.

Ventura County SELPA
Chart of *Possible* Time Ranges for Health & Nursing Services

The time ranges listed below are offered *ONLY* as a guideline for reference. Those inputting data on the Student Information and Services page of an IEP for Health and Nursing Services must consider the individual student and his/her needs in relation to the service provided. It is expected that there will be cases in which the service provided will require more or less time than what is suggested below.

The service time is inclusive of prepping to provide the service, delivering the service, observation period after (if any) and documentation of the service provided. The list below is not all-inclusive.

For "PRN" (as needed) services, enter the best estimate of time that is provided, based on student's history and staff's experience with the student.

Service Provided	Approximate Minimum # minutes/procedure	Approximate Maximum # minutes
Other Health and Nursing Services		
1. Oral medication	5	10+
2. Topical medication	5	10+
3. Eye drops	5	10+
4. Ear drops	5	10+
5. Injectable medication	5	10+
6. Rectal medication	10	15+
7. Buccal mucosa medication	10	15+
8. Feeding	20	60+
9. Positioning/Use of mobility equipment	10	60+
10. Staff trained in Emergency &/or Health Care Plan for care and safety	# minutes for training provided until the next annual IEP	
Specialized Physical Health Care Services		
11. Inhaler	10	15+
12. Mechanical nebulizer treatment	20	30+
13. Pump infusion medication	5	10+
14. Diabetes care - blood glucose monitoring, counting carbohydrates, etc.	5	10+
15. Vagus nerve stimulation	5	10+
16. Gastrostomy tube/button/jejunostomy feeding-syringe	20	30+
17. Gastrostomy tube/button/jejunostomy feeding-continuous drip or continuous infusion pump	Actual # of minutes	Actual # minutes
18. Medication via g tube/button/jejunostomy	15	25+
19. Gastrostomy tube/button - replacement	15	30+
20. Suctioning - oral/nasal	5	10+
21. Suctioning - tracheostomy	5	15+
22. Tracheostomy tube - changing	10	15+
23. Tracheostomy - Care & cleaning of inner cannula & stoma	10	20+
24. Passy-Muir Trach Valve care	10	20+
25. Urinary or urostomy catheterization	20	30+
26. Colostomy/ileostomy care	20	30+
27. Oxygen delivery	Actual # of minutes	
28. Changing E- tank	5	10+