




An Introduction to the Role of the Licensed School Nurse in the Special Education Process

Slide 1

An Introduction to the Role of the Licensed School Nurse
in the Special Education Process




A Minnesota
Service
Cooperative


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The content of this module was completed working in collaboration with the MN Department of Education and the MN Department of Health and was made possible through COVID-19 Public Health Workforce supplemental funding from the CDC, administered by the MDH in collaboration with [Brightworksmn.org](https://brightworksmn.org). 2024





Slide Title

An introduction to the Role of the Licensed School Nurse in the Special Education Process

Slide Text and Image Description

Image: Brightworks Minnesota Service Cooperative logo, Minnesota Department of Education logo, Minnesota Department of Health logo

Text:

Mary Heiman, MS, LSN, NCSN

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Summary

This module is one of three modules developed to help provide information and guidance on the role of the Licensed School Nurse in Special Education. This is one of 3 training modules. The other 2 modules include:

1. Third Party Reimbursement for Nursing Services on an IEP (Individualized Education Program)
2. Third Party Reimbursement for Personal Care Assistance Services and the Role of the Qualified Professional

The content of this module was completed working in collaboration with the MN Departments of Education, Human Services and Health and was made possible through COVID-19 Public Health Workforce supplemental funding from the CDC, administered by the MDH in collaboration with [Brightworksmn.org](https://www.brightworksmn.org).

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Objectives

Participants will be able to:

- Describe the big picture role of the Licensed School Nurse (LSN) in the Special Education (SpEd) process.
- Describe Time and Effort requirements.
- Understand the role of the LSN in the steps of the SpEd process.
- Apply information gained to collaborate with other school team members.
- Understand best practices and realize the variability among district processes.

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Slide Title

Objectives

Slide Text and Image Description

Text only:

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

Participants will be able to:

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- Describe Time and Effort requirements.
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- Apply information gained to collaborate with other school team members.
- Understand best practices and realize the variability among district processes.

Summary

The primary audience for this introduction is designed for school nurses. With that in mind, invite other school staff that work in special education to take part in this to better understand the role of the school nurse.

The objectives include the following

1. Describe and understand the big picture role of the licensed school nurse (or LSN) in special education
2. Describe Time and Effort requirements,
3. Apply information to collaborate with other school team members,
4. Understand best practices and realize that there is variability among District processes.

Slide 3

Licensing and Regulations for the Licensed School Nurse (LSN)

- All persons using the title of LSN meet the following licensing and credentialing requirements:
 - MN Rule [8710.6100 SCHOOL NURSE](#)
 - [MN Board of Nursing](#)
 - [Nurse Practice Act](#) and [Board of Nursing Rules](#)
 - [Professional Educator Licensing Board](#) (PELSB)
- The LSN follows the professional and practice parameters set in the [School Nursing Scope and Standards of Practice, 4th edition](#). (National Association of School Nurses, NASN)
- The LSN follows the principles of professional school nursing practice in the [School Nursing Practice Framework](#)TM. (NASN)

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Slide Title

Licensing and Regulations for the Licensed School Nurse (LSN)

Slide Text and Image Description

Text only:

- All persons using the title of LSN meet the following licensing and credentialing requirements:
 - MN Rule [8710.6100 SCHOOL NURSE](https://www.revisor.mn.gov/rules/8710.6100/)
(<https://www.revisor.mn.gov/rules/8710.6100/>)
 - MN Board of Nursing – [Obtaining a School Nurse License](https://mn.gov/boards/nursing/practice/nursing-practice-topics/obtain-school-nurse-license.jsp)
(<https://mn.gov/boards/nursing/practice/nursing-practice-topics/obtain-school-nurse-license.jsp>)
 - [Nurse Practice Act](https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/) (<https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/>) and [Board of Nursing Rules](https://mn.gov/boards/nursing/laws-and-rules/rules/) (<https://mn.gov/boards/nursing/laws-and-rules/rules/>)
 - [Minnesota Professional Educator Licensing and Standards Board](https://mn.gov/pelsb/)
(<https://mn.gov/pelsb/>)
- The LSN follows the professional and practice parameters set in the [School Nursing: Scope and Standards of Practice, 4th Edition](https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards) (<https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards>)
- The LSN follows the principles of professional school nursing practice in the [School Nursing Practice Framework™](https://www.nasn.org/nasn-resources/framework) (<https://www.nasn.org/nasn-resources/framework>)

Summary

In developing this module, we focused on the foundational basics, role, and responsibilities. When we know our role, we do better. We must have a strong understanding of our practice.

This is a summary and review of MN licensing and regulations and professional practice for anyone using the title of License School Nurse.

In point one, the links describe state statutes for the school nurse in MN, including information on a Tier 3 and 4 license, license renewal and expectations on how to maintain licensure as a school nurse.

As an LSN, a nurse must be licensed as a registered nurse and certified as a public health nurse by the MN Board of Nursing and must also be licensed through PELSB.

The National Association of School Nurses (NASN) Scope and Standards of Practice book , and NASN's Framework for Practice describe the unique practice of nursing within the school

setting. The resources describe not only best practices based on the nursing process, but also professional performance.

Slide 4

Licensure: MN Licensed School Nurse

Baccalaureate degree in nursing from a regionally accredited college or university
+
Licensed as a Registered Nurse (RN) by the MN Board of Nursing
+
Certification as a public health nurse (PHN) by the MN Board of Nursing
=
School Nurse license issued by MN Professional Educator Licensing and Standards
Board (PELSB)

Adapted from MN Board of Nursing, [MN Administrative Rules \(8710.6100\)](#), PELSB

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Slide Title

Licensure: MN Licensed School Nurse

Slide Text and Image Description

Text only:

Baccalaureate degree in nursing from a regionally accredited college or university

+

Licensed as a Registered Nurse (RN) by the MN Board of Nursing

+

Certification as a public health nurse (PHN) by the MN Board of Nursing

=

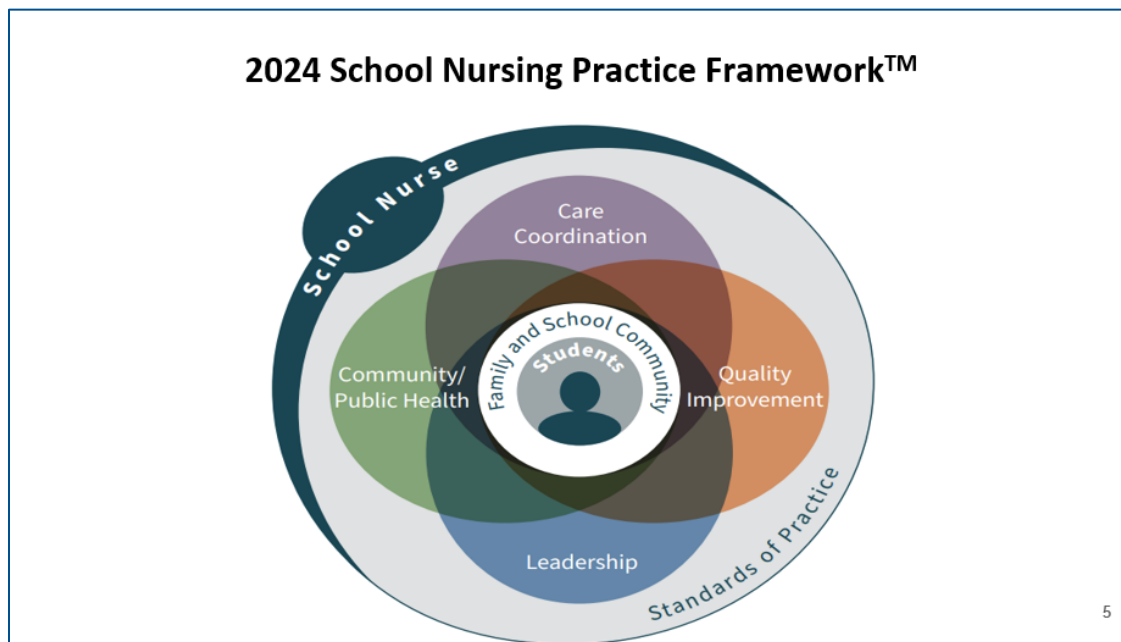
School Nurse license issued by MN Professional Educator Licensing and Standards Board (PELSB)

Adapted from MN Board of Nursing, [MN Administrative Rules \(8710.6100\)](#), PELSB

Summary

Here's another look at who is the licensed school nurse in MN based on baccalaureate in nursing, certification as a public health nurse, licensure by the MN board of nursing and PELSB. Make sure to identify yourself as a Licensed School Nurse.

Slide 5



Slide Title

2024 School Nursing Practice Framework™

Slide Text and Image Description

Image only:

Picture of school nursing framework:

Students in the center surrounded by family and school community.

4 tenants overlap: care coordination, quality improvement, leadership, and community/public health.

All surrounded by standards of practice which grounds nursing practice.

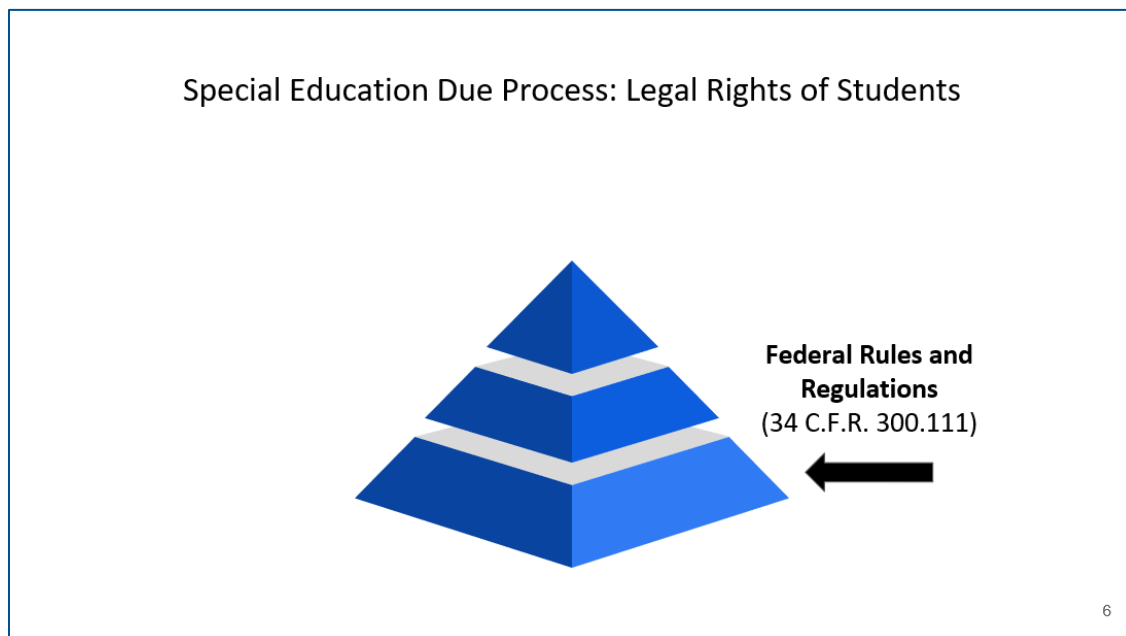
Summary

Another building block for our practice is The NASN framework of School Nursing Practice. This framework uses the principles of Care Coordination, Quality Improvement, Leadership, and

Community/Public Health. Standards of Practice are within each component. The school nurse working in special education intersects each of the key principles.

Students with the support of their family and school community are the center of our work, and for the purposes of this presentation, we will focus on how school nurses work within the SpEd process to meet the needs of students.

Slide 6



Slide Title

Special Education Due Process: Legal Rights of Students

Slide Text and Image Description

Image only:

Pyramid with three layers with an arrow pointing to the bottom layer that says Federal Rules and Regulations (34 C.F.R. 300.111).

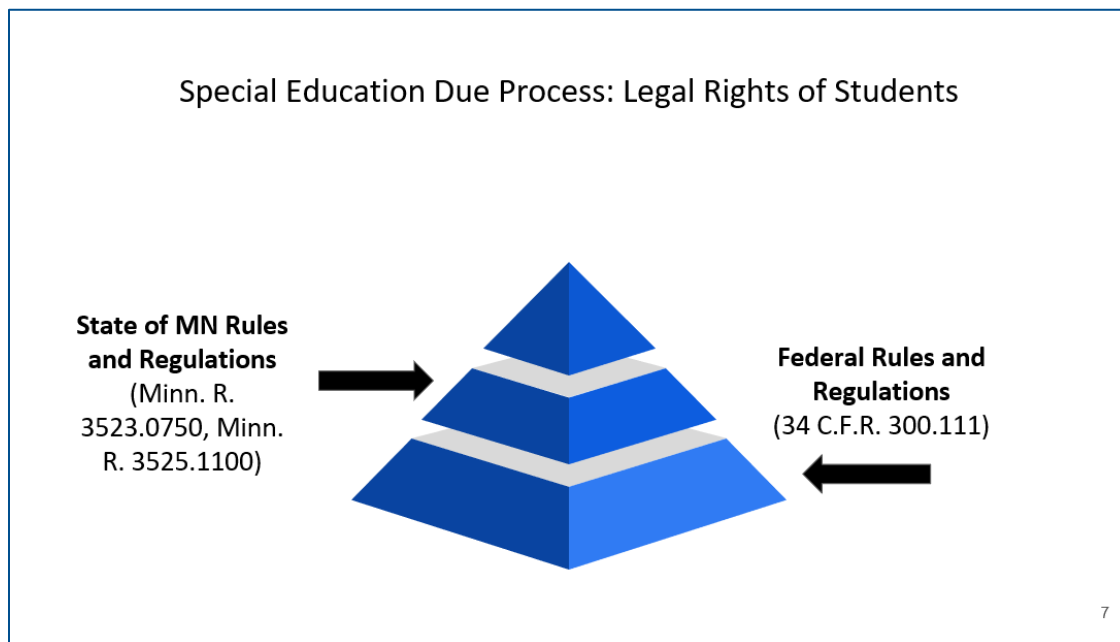
Summary

All students have legal rights. The pyramid is a look at the 3 levels of policies and procedures that ensure the legal rights of all students in special education.

At the base, Federal rules and Regulations require that states serve all children with disabilities and children who need special education and related services. It says that States must have policies and procedures to ensure that

(j) All children with disabilities regardless of the severity of their disability, and who need special education and related services, are identified, located, and evaluated; and states must have a method to determine special education and related services.

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Slide Title

Special Education Due Process: Legal Rights of Students

Slide Text and Image Description

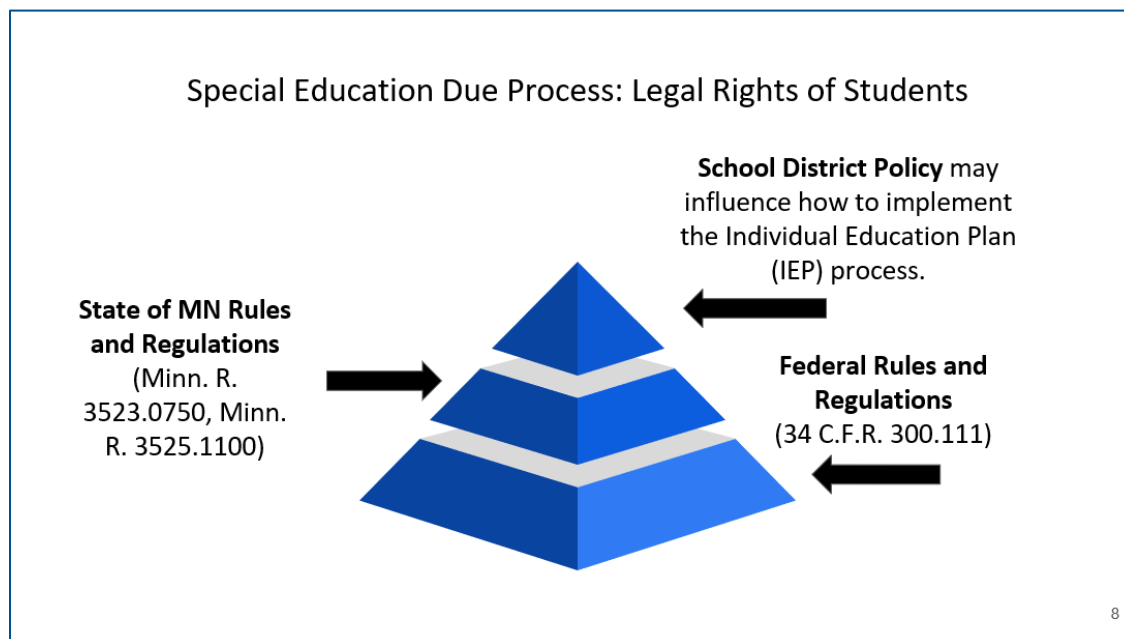
Image only:

Pyramid with three layers. One arrow pointing to the bottom layer that says Federal Rules and Regulations (34 C.F.R. 300.111). Another arrow is pointing to the middle section that says State of MN Rules and Regulations (Minn. R. 3523.0750, Minn. R. 3525.1100).

Summary

At the state level, it is MDE's responsibility to ensure that the federal rules that students with disabilities are identified and that districts are in full compliance with meeting student rights.

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Slide Title

Special Education Due Process: Legal Rights of Students

Slide Text and Image Description

Image only:

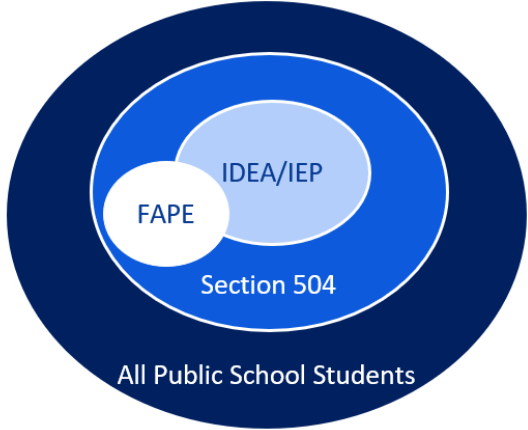
Pyramid with three layers. One arrow pointing to the bottom layer that says Federal Rules and Regulations (34 C.F.R. 300.111). Another arrow is pointing to the middle section that says State of MN Rules and Regulations (Minn. R. 3523.0750, Minn. R. 3525.1100). Third arrow pointing to the top layer that says School District Policy may influence how to implement the Individual Education Plan (IEP) process.

Summary

Lastly, school districts must develop and implement processes to identify, locate, and evaluate students with disabilities following state and federal regulations.

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Meeting the Needs of All Students



Section 504 - Federal statute that assures individuals will not be discriminated against based on their disability.

IDEIA* - Law that makes available FAPE to *eligible* students (special education) with disabilities in the LRE.
*Individuals with Disabilities Education Improvement Act
*Least Restrictive Environment (LRE)

FAPE - Free And Appropriate Education must be available to all children ages 3 through 22 for students with disabilities.

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Slide Title

Meeting the Needs of All Students

Slide Text and Image Description

Image:

Oval with 3 stacking layers.

Bottom layer says all public school students, middle layer says Section 504, and top layer says IDEIA/IEP. An oval with FAPE intersects both the top (IDEIA/IEP) and middle (Section 504) layers.

Text:

Section 504 (<https://education.mn.gov/mde/dse/504/>) - Federal statute that assures individuals will not be discriminated against based on their disability.

IDEIA* - Law that makes available FAPE to *eligible* students (special education) with disabilities in the LRE.

*Individuals with Disabilities Education Improvement Act

*Least Restrictive Environment (LRE)

FAPE - Free and Appropriate Education must be available to all children ages 3 through 22 for students with disabilities.

Summary

Education has many terms and acronyms that you will hear when working in Special Education.

To build on the big picture and your understanding of the process, this image encompasses all public school students to those students that receive specialized instruction in Special Education at the center. This includes terms that are used in education that it is important to become familiar with.

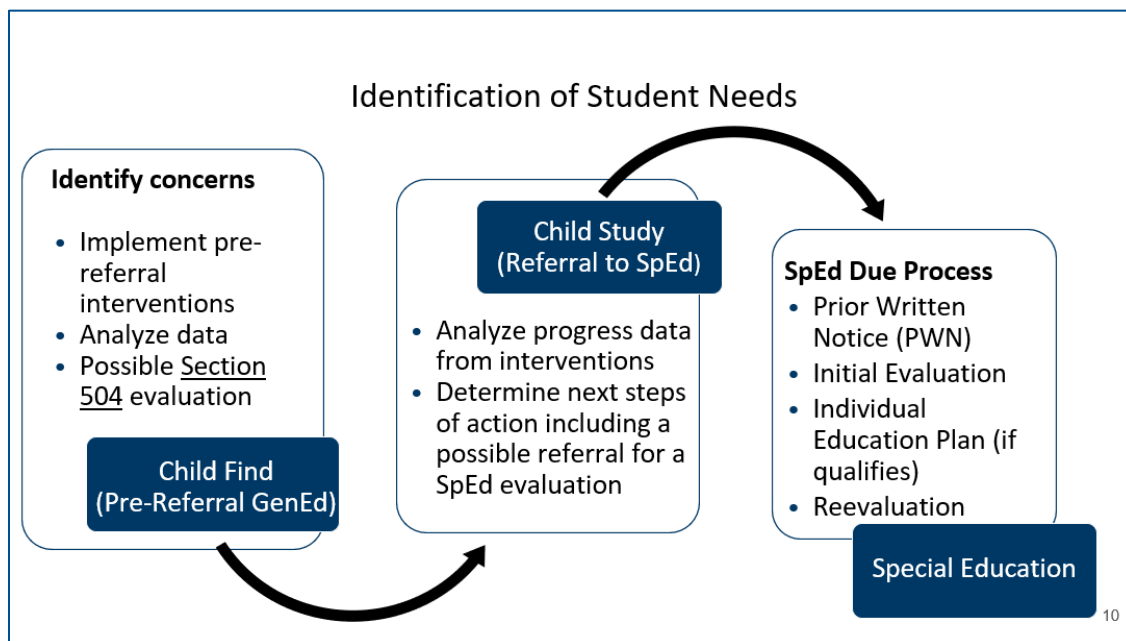
Narrowing from all PUBLIC students, is the Federal statute Section 504 of the Americans with Disabilities Act or ADA which prevents the discrimination of students with an impairment that limits a major life activity such as breathing, walking, or talking.

A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at school. A common 504 plan might be for anaphylaxis which impacts breathing.

The inner tier of students being served have a disability which interferes with their educational progress, and they need specialized instruction or an IEP. IDEA includes the provision that MN provide early intervention, special education and related services to children with disabilities in the least restrictive environment (LRE). LRE is the principle that anyone who has an IEP should be in the same general education classrooms as their peers as much as possible.

Another important term is FAPE or Free and Appropriate Education. ALL children ages 3 through 22 with a disability have the right to FAPE. FAPE applies to students with a 504 and IEP.

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Slide Title

Identification of Student Needs

Slide Text and Image Description

Text within shapes:

Shape 1: Identify Concerns (part of the Child Find (Pre-Referral GenEd) step)

- Implement pre-referral interventions
- Analyze data
- Possible [Section 504](#) evaluation

Shape 2: Child Study (Referral to SpEd)

- Analyze progress data from interventions
- Determine next steps of action including a possible referral for a SpEd evaluation

Shape 3: SpEd Due Process (part of the special education step)

- Prior Written Notice (PWN)
- Initial Evaluation
- Individual Education Plan (if qualifies)
- Reevaluation

Summary

There are three important *steps* in identifying student needs. The steps in the diagram are Child Find, Child Study and Special Education. School nurses play a role in each step.

Child Find is part of general education. The child find team collects and discusses student's concerns related to academics or a health need. Based on the data, a student might qualify for a 504 plan that will accommodate, for example, their need for shortened homework assignments, testing in a quiet room, or accommodating a physical or mental health condition.


If the prereferral interventions are unsuccessful, the child find team might refer the student to the Special Education child study team to determine the impact of the academic or health condition on learning and make a possible referral to special education.

In Special Education, a comprehensive evaluation will be completed to determine if the student is eligible for specialized instruction. As we move through this module, we'll review each step of the SpEd process.

Keep in mind that nursing services should be provided in both GenEd and SpEd. So, regardless if a student has an IEP or not, we must still provide them with any medically necessary services.


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Why Include the School Nurse in the IEP Process



Code of Federal Regulations

A point in time eCFR system



Title 34

§ 300.34 Related services.

(a) *General.* **Related services** means transportation and such developmental, corrective, and other supportive services as **are required to assist a child with a disability to benefit from special education**, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. **Related services also include school health services and school nurse services**, social work services in schools, and parent counseling and training.

(13) *School health services and school nurse services* means health services that are designed **to enable a child with a disability to receive FAPE as described in the child's IEP.** School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

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Slide Title

Why Include the School Nurse in the IEP Process

Slide Text and Image Description

Image only:

Screenshot of Code of Federal Regulations 300.34 Related Services with highlighted sections that point out where school nursing and health services is addressed.

Summary

This is the Federal code of Regulation of ‘why’ include the school nurse.

In the highlights you’ll see that Federal code defines related services that are required for a child to benefit from their special education, and school nursing is a related service. The regulation also states that school health services are designed to enable a child with a disability to receive FAPE as described in the child’s IEP.

In other words, the nurse must be involved to design or formulate a plan that will allow the child to attend school and benefit from special education.

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Why Include the School Nurse in the IEP Process

- State guidance / Rule: [MN Dept of Education - Special Education](#)
 - [MN Rule 3525.0210](#) Special education means any specially designed instruction and **related services** to meet the unique needs of a pupil as stated in the IEP.
 - [MN Rule 3525.2710](#) Determination of disability by a team of qualified professionals. Comprehensive evaluation to identify all special education and **related services** needs.
 - [MN Rule 3525.2810](#) IEP Team must include those with knowledge and expertise, including **related services** personnel.

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Slide Title

Why Include the School Nurse in the IEP Process

Slide Text and Image Description

Text only:

- State guidance / Rule: [MN Dept of Education - Special Education](#) (<https://education.mn.gov/mde/dse/sped/>)
 - [MN Rule 3525.0210 \(https://www.revisor.mn.gov/rules/3525.0210/\)](https://www.revisor.mn.gov/rules/3525.0210/) Special education means any specially designed instruction and **related services** to meet the unique needs of a pupil as stated in the IEP.
 - [MN Rule 3525.2710 \(https://www.revisor.mn.gov/rules/3525.2710/\)](https://www.revisor.mn.gov/rules/3525.2710/) Determination of disability by a team of qualified professionals. Comprehensive evaluation to identify all special education and **related services** needs.
 - [MN Rule 3525.2810 \(https://www.revisor.mn.gov/rules/3525.2810/\)](https://www.revisor.mn.gov/rules/3525.2810/) IEP Team must include those with knowledge and expertise, including **related services** personnel.

Summary

Moving to MN rules. Federal code defines what related services are, MN then refers to those related services. You'll see three bolded 'related services' in the three MN rules. Summarizing

the points, MN guidance notes that related services meet the unique needs of the student, related service needs are determined by a comprehensive evaluation and the IEP team must include those with knowledge and expertise including related services personnel.

Slide 13

Why Include the School Nurse in the IEP Process

- National Association of School Nurses
 - The LSN is uniquely qualified with the clinical expertise to identify and interpret how a medical condition will impact learning ([School Nursing Scope and Standards of Practice](#)).
 - Individual with Disabilities Education Act and 504 Teams - The School Nurse is an Essential Team Member ([NASN Position Statement](#)).

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Slide Title

Why Include the School Nurse in the IEP Process

Slide Text and Image Description

Text only:

- National Association of School Nurses
 - The LSN is uniquely qualified with the clinical expertise to identify and interpret how a medical condition will impact learning ([School Nursing Scope and Standards of Practice \(https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards\)](https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards)).
 - Individual with Disabilities Education Act and 504 Teams - The School Nurse is an Essential Team Member (IDEIA and Section 504 Teams – The School Nurse as an Essential Team Member Position Statement [IDEIA and Section 504 Teams - The School Nurse as an Essential Team Member \(https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-ideia\)](https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-ideia)).

Summary

In addition, The National Association of School Nurses Scope and Standards of Practice states that School nurses are uniquely qualified to be a member of the IEP team based on clinical expertise to identify and interpret how a medical condition will impact learning. NASN also has a position statement that states that the school nurse is an essential IEP and 504 team member.

Slide 14

Time and Effort

SEDRA (Special Education Data Reporting Application) is the **MDE system** to report special education expenditures.

- Based on SEDRA data, districts are reimbursed for a portion of staff salaries and benefits.
- MDE requires that staff who are paid from two different funding sources must complete a **daily time and effort** breakdown.
 - Example, when a nurse's salary is funded out of GenEd and SpEd, time and effort is required

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Slide Title

Time and Effort

Slide Text and Image Description

Image:

5 step process

1. Child Find (Pre-referral) for general education students
2. Child Study (Referral to SpEd)
3. Evaluation
4. Individual Education Program (IEP)
5. Re-Evaluation

SEDRA: Time and effort funding can be accessed from child study to re-evaluation

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

Text:

[Special Education Data Reporting Application \(SEDRA\)](https://education.mn.gov/MDE/dse/datasub/SEDRA/)

(<https://education.mn.gov/MDE/dse/datasub/SEDRA/>) is the **MDE system** to report special education expenditures.

- Based on SEDRA data, districts are reimbursed for a portion of staff salaries and benefits.
- MDE requires that staff who are paid from two different funding sources must complete a **daily time and effort** breakdown.
 - Example, when a nurse's salary is funded out of GenEd and SpEd, time and effort is required

Summary

SEDRA is the MDE system where schools enter their special education expenditures. Based on what is entered into SEDRA, schools can receive reimbursement for a portion of salaries and benefits. MDE requires that any staff who is paid out of 2 different funding sources complete a daily Time and Effort breakdown for the time worked within each funding source. For example, if a nurse is paid out of general education and special education, they **MUST** complete a Time and Effort breakdown.

The key takeaway related to SEDRA is to find out how your salary is funded from your supervisor or special ed director and determine if you are required to complete Time and Effort. This visual shows you that you can document all your time worked from Child Study through re-evaluation in your special education time.

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Daily Time and Effort Documentation

School		Name of School																						
Employee Name		First and Last Name																						
Employee Title:		School Nurse, RN																						
Time Period (Month/Year):		23-Sep																						
		Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mo	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Total Hour	%
SPED	IEP Nursing Services	2	2	2	2	2			2	2	2	2	2			2	2	2	2	2			30	
	SPED Meetings			2	1												1						4	
	SPED Assessments	1							1	1	1								1				5	
	SPED Paperwork					1						1								1			3	
Gen ED	GenEd Nursing Services	5	6	4	5	5			6	5	5	5	5			6	5	6	5	5			78	65.0%
	Total SPED hours	3	2	4	3	3			2	3	3	3	3			2	3	2	3	3			42	35.0%
	Total hours	8	8	8	8	8			8	8	8	8	8			8	8	8	8	8			120	
SAMPLE		Description of Activities																						
Date	Time, Activity, Student Initials																							
9/1/2023	8-10am IEP Svcs HT, LP, NB, SW, DR, BT																							
Mon, 1st	10:00 - 11:00 SPED Health/ Physical Assessment																							

Time and Effort - sample

- Percentage estimates of SpEd time or short-term time studies **Do Not Qualify** as Time and Effort.
- Time and Effort and Personnel Activity Record (PAR) might be used interchangeably.
- Time and Effort is not required if working in 100% GenEd or 100% SpEd.

Slide Title

Daily Time and Effort Documentation

Slide Text and Image Description

Image: Screen shot of an example of daily time and effort documentation separating nurse time in special education activities from general education activities.

Text:

Time and Effort – sample

(https://docs.google.com/spreadsheets/d/17xekzE_TRbvtvTD7aA5ZZODE8hFuYq3R/edit?gid=1175662785#gid=1175662785)

- Percentage estimates of SpEd time or short-term time studies **Do Not Qualify** as Time and Effort.
- Time and Effort and Personnel Activity Record (PAR) might be used interchangeably.
- Time and Effort is not required if working 100% GenEd or 100% SpEd.

Summary

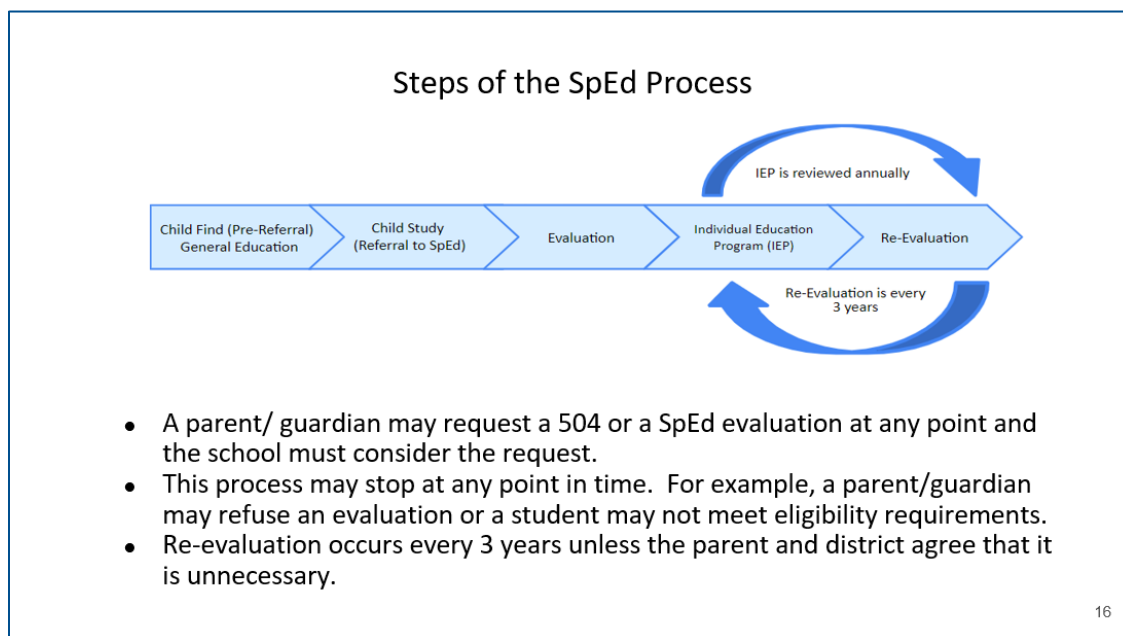
This is a clip of a partial month using MDE’s Time and Effort example for a nurse. In this example, it is an 8-hour work day and the time is broken down for general and special education funding sources. In addition to the time spent working in each area, there is further

breakdown for the special education time that includes student initials and the time frame spent working with or related to the student. This is where district variability comes in. Some districts utilize their Student Information System to document the description of activity breakdown in the student health record. Time and effort should be completed daily.

Key take-a-ways: Percentage estimates and short-term time studies do not qualify as Time and Effort. Time and Effort and Personnel Activity Record or PAR might be used interchangeably and if you work 100% in one funding source, Time and Effort is not required. An example might be if you work 100% in ECSE or a transition program.

We have provided a sample of a [Time and Effort form](https://docs.google.com/spreadsheets/d/17xekzE_TRbvtvTD7aA5ZZODE8hFuYq3R/edit?gid=1175662785#gid=1175662785) (https://docs.google.com/spreadsheets/d/17xekzE_TRbvtvTD7aA5ZZODE8hFuYq3R/edit?gid=1175662785#gid=1175662785) that was created from the MDE sample that includes instructions. Feel free to use this form if your district does not have one. The information that is entered into SEDRA determines the rate for Third Party Reimbursement. Time and Effort is related to, but different from TPR. For details on billing, please refer to the module on, The Role of the Nurse in Billing.

Slide 16



Slide Title

Steps of the SpEd Process

Slide Text and Image Description

Image:

Steps of the SpEd Process

1. Child Find (Pre-referral) for general education students
2. Child Study (Referral to SpEd)
3. Evaluation
4. Individual Education Program (IEP)
5. Re-Evaluation

Arrow between step 4 and 5 indicating that IEPs are reviewed annually and re-evaluations occur every 3 years

Text:

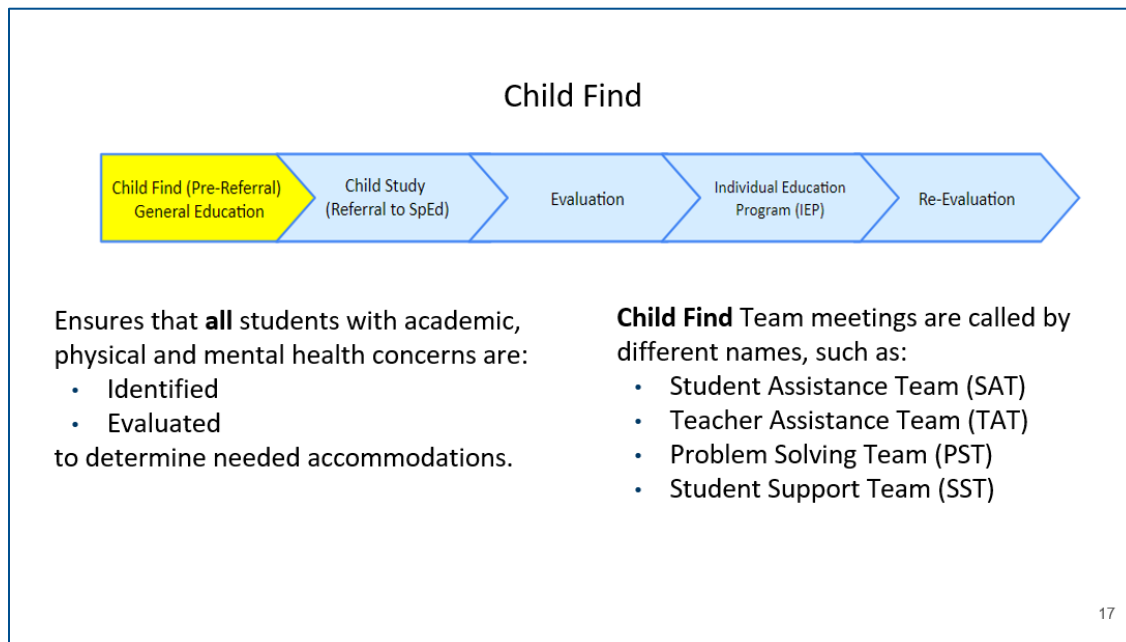
- A parent/ guardian may request a 504 or a SpEd evaluation at any point and the school must consider the request.
- This process may stop at any point in time. For example, a parent/guardian may refuse an evaluation or a student may not meet eligibility requirements.
- Re-evaluation occurs every 3 years unless the parent and district agree that it is unnecessary.

Summary

We are now moving from the overview of special education to the individual steps of the process. There are 5 big steps, each section of the diagram from Child find to reevaluation will be reviewed and include things such as definitions, the role of the school nurse, collaboration with team members and samples of documentation. The lightbulbs will note action steps for you and key take-a-ways.

Keep in mind that this process can be initiated and interrupted at any time. The process may start when a parent/ guardian requests a 504 or SpEd evaluation at any point and the school must consider the request. The process may stop at any point in time, when for example, a parent/guardian might refuse an evaluation or a student may no longer meet eligibility requirements and reevaluation occurs every three years unless the parent and district agree it is unnecessary. Remember that the school team's work is always centered around the needs of the student.

Slide 17



Slide Title

Child Find

Slide Text and Image Description

Image:

Continuum of the steps of the special education process. Child Find (Pre-Referral General Education) is highlighted as being discussed on this slide.

Text:

Ensures that **all** students with academic, physical and mental health concerns are:

- Identified
- Evaluated

to determine needed accommodations.

Child Find Team meetings are called by different names, such as:

- Student Assistance Team (SAT)
- Teacher Assistance Team (TAT)
- Problem Solving Team (PST)
- Student Support Team (SST)

Summary

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE
SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

As mentioned earlier, Child Find is part of general education. Federal laws require that all students with academic, physical, and mental health concerns are identified and evaluated to see if any accommodations are needed.

Child find teams are known by many names such as Student Assistance Team (SAT), Teacher Assistance Team (TAT), Problem Solving Team (PST), Student Support Team (SST) to name a few.

A key action step is to determine the name of your child find team AND the schedule of meetings and plan your attendance. You will likely have important information to share with the team regarding medical conditions or if a student is frequently seen in the health office.

Slide 18

Child Find

```
graph LR; A[Child Find (Pre-Referral) General Education] --> B[Child Study (Referral to SpEd)]; B --> C[Evaluation]; C --> D[Individual Education Program (IEP)]; D --> E[Re-Evaluation];
```

- The Child Find Team with input from the parent/guardian will determine pre-referral interventions to assist the student.
- Assess/evaluate for actual and potential health concerns that are impacting learning and/or attendance.
 - Mental or physical condition that may or may not require a Health Plan and/or [Section 504 Evaluation](#).

18

Slide Title

Child Find

Slide Text and Image Description

Image: Continuum of the steps of the special education process. Child Find (Pre-Referral General Education) is highlighted as being discussed on this slide.

Text:

- The Child Find Team with input from the parent/guardian will determine pre-referral interventions to assist the student.
- Assess/evaluate for actual and potential health concerns that are impacting learning and/or attendance.
 - Mental or physical condition that may or may not require a Health Plan and/or Section 504 Evaluation [IDEIA and Section 504 Teams - The School Nurse as an Essential Team Member Position Statement \(https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-idea\)](https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-idea)

Summary

Child find is being aware of the students that you are encountering. The child find team works to IDENTIFY, LOCATE and EVALUATE along with the parent/guardian when concerns such as attendance, struggling in the classroom or frequent visits to the health office are noted. When

a student has been recognized to have concerns in their school performance, the pre-referral process takes a preventative approach to address their academic or behavioral challenges.

For the school nurse, prereferral activities include assessing and evaluating for actual and potential health concerns that are impacting learning.

Health data can be found by reviewing the student record for a mental or physical condition that may or may not require a Health Plan and/or Section 504 Evaluation. An example might include the need for the awareness of a food allergy at school due to an anaphylaxis diagnosis, or for inattentiveness due to Attention Deficit Disorder. Data sources also include vision and hearing screening results. Make sure to follow your district consent process for screening. For more information on Section 504 we have references to the National Association of School Nurses website.

For this step, make sure to share your health information with the team lead if unable to attend a meeting. As noted earlier, find out who leads the child find team and locate the meeting schedule.

Slide 19

Child Study: LSN Role

If the GenEd interventions and/or 504 accommodations are not working, a referral will be made to the SpEd Child Study Team (CST) to consider a SpEd evaluation.

Purpose of attending: The LSN has the unique expertise to interpret the health condition(s) and how it impacts learning.

LSN Role:

- Prioritize your attendance at the meeting to share educationally relevant mental and/or physical health information.
- When unable to attend, review and share health information with the child study lead prior to the meeting.

19

Slide Title

Child Study: LSN Role

Slide Text and Image Description

Image:

Continuum of the steps of the special education process. Child Study (Referral Special Education) is highlighted as being discussed on this slide.

Text:

If the GenEd interventions and/or 504 accommodations are not working, a referral will be made to the SpEd Child Study Team (CST) to consider a SpEd evaluation.

Purpose of attending: The LSN has the unique expertise to interpret the health condition(s) and how it impacts learning.

LSN Role:

- Prioritize your attendance at the meeting to share educationally relevant mental and/or physical health information.
- When unable to attend, review and share health information with the child study lead prior to the meeting.

Summary

Now we move to child study. If the GenEd interventions in child find and/or 504 accommodations are not working, then a referral will be made to the SpEd Child Study Team to consider a special education evaluation.

A school nurse's training and knowledge of how a health condition impacts learning is the 'why' to prioritize your attendance at the child study team meetings. The nurse's role is to share educationally relevant mental and/or physical health information. This might include that the student has diabetes, or a history of a concussion.

If you are unable to attend a meeting, review and share health information with the child study team lead prior to the meeting.

For this step in child study, key action items include introducing yourself to the case managers and locating the child study meeting schedule and keep a log of your evaluations and the due dates.

Slide 20

Child Study: LSN Role

```
graph LR; A[Child Find (Pre-Referral) General Education] --> B[Child Study (Referral to SpEd)]; B --> C[Evaluation]; C --> D[Individual Education Program (IEP)]; D --> E[Re-Evaluation];
```

The LSN will interpret health data and determine if a nursing evaluation will be required.

- LPNs, RNs or unlicensed health personnel can assist the LSN in gathering health information.
- [Health Information Worksheet - sample](#) The worksheet includes areas such as screening results, attendance and visits to the health office.
- Additional sample forms can be found on MDE's Sharepoint. For access email, mde.special-ed@state.mn.us.

20

Slide Title

Child Study: LSN Role

Slide Text and Image Description

Image:

Continuum of the steps of the special education process. Child Study (Referral Special Education) is highlighted as being discussed on this slide.

Text:

The LSN will interpret health data and determine if a nursing evaluation will be required.

- LPNs, RNs or unlicensed health personnel can assist the LSN in gathering health information.
- [Health Information Worksheet - sample](#) (<https://docs.google.com/document/d/12qVMtx-hmJYfbyQKFzBvyK71CP243dTZ/edit>) The worksheet includes areas such as screening results, attendance and visits to the health office.
- Additional sample forms can be found on MDE's SharePoint. For access email, mde.special-ed@state.mn.us.

Summary

Continuing on, the LSN will interpret health data and determine if a nursing evaluation will be required. In best practice, the nurse would be involved in every evaluation but that isn't always the reality, so work with your district team on your guidelines. The nurse's clinical knowledge, collaboration and communication with the team, parent/guardian and outside partners is key in this step.

One way to gather health data is by using a health information worksheet. A sample worksheet with some of the data points such as screening results, attendance and the number of visits to the health office is linked. While LPNs, RNs or unlicensed health personnel (UAP) can assist in gathering health information, it is the school nurse that interprets the findings to determine if a nursing evaluation will be required.

Slide 21

Evaluation: LSN Role

The LSN will collaborate with the evaluation team to determine the areas of mental and/or physical health to be evaluated that may impact learning.

- Prior Written Notice (PWN) is required to begin the evaluation process.
- Only information included on the PWN can be evaluated.

A comprehensive nursing evaluation should include the following and be listed on the PWN:

- Obtain and review medical records.
- Review current health status and any relevant health history.
- Parent / guardian interview.
- Student observation (interview if appropriate).
- Hearing and vision screening.

21

Slide Title

Evaluation: LSN Role

Slide Text and Image Description

Image:

Continuum of the steps of the special education process. Evaluation is highlighted as being discussed on this slide.

Text:

The LSN will collaborate with the evaluation team to determine the areas of mental and/or physical health to be evaluated that may impact learning.

- Prior Written Notice (PWN) is required to begin the evaluation process.
- Only information included on the PWN can be evaluated.

A comprehensive nursing evaluation should include the following and be listed on the PWN:

- Obtain and review medical records.
- Review current health status and any relevant health history.
- Parent / guardian interview.
- Student observation (interview if appropriate).
- Hearing and vision screening.

Summary

Next is 'Evaluation'. The nurse and team work collaboratively to evaluate and determine areas of mental and/or physical health concerns that may impact learning. A Prior Written Notice (PWN) is required to begin the evaluation process, the PWN must be signed by the parent/guardian. It's important to remember that for compliance purposes only information included on the PWN can be evaluated. The areas for health and nursing that will be evaluated must be documented on the PWN. A comprehensive nursing evaluation should include:

- Obtain medical records from other health providers.
- Review current health status and any relevant health history.
- Interview with the parent/guardian
- Observe the student in the classroom or during a school activity and interview them if appropriate.
- Hearing and vision screening. Generally, districts will consider a screening done in the past year as valid, check your district guidelines. Also, the school nurse must consider if the student's health status has changed to determine screening parameters.

The LSN should collaborate with the case manager to determine due dates and timelines and ask the process for obtaining Release of Information (ROI) forms.

Slide 22

Evaluation Report: LSN Role

- The LSN interprets data and documents findings from the nursing evaluation in the evaluation report (ER).
- Information must be current and educationally relevant.
- Include a summary statement that indicates if the student's health needs impact learning and if the need requires nursing services. This summary statement will also be placed in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the IEP.

22

Slide Title

Evaluation Report: LSN Role

Slide Text and Image Description

Image:

Continuum of the steps of the special education process. Evaluation is highlighted as being discussed on this slide.

Text:

- The LSN interprets data and documents findings from the nursing evaluation in the evaluation report (ER).
- Information must be current and educationally relevant.
- Include a summary statement that indicates if the student's health needs impact learning and if the need requires nursing services. This summary statement will also be placed in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the IEP.

Summary

Continuing with the evaluation, after all the nursing information is gathered, the school nurse will interpret the data and document the findings in the evaluation report (ER). It is important

that all the information is current and educationally relevant. This means summarizing the health information that impacts the students' learning and if the need requires nursing services. The educational label isn't relevant. If the student requires nursing services to attend school, then the need should be addressed on the evaluation report. An example might include a student with the diagnosis of a developmental delay who also has a seizure disorder. The summary statement of the evaluation report will also be placed in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the IEP. We've provided you with examples of case studies that include sample evaluation and PLAAFP statements. Action items include asking for access to your district's SpEd software and asking how you can receive training.

Slide 23

Evaluation Report: Diabetes Sample

Health record review was completed by (insert name and credential) on MM-DD-YY. Medical records note the diagnosis of Type 1 Diabetes at age 5. (Student) is followed by (insert name of endocrinologist or provider) and medical orders were received on MM-DD-YY. Parent reports (student) requires assistance with checking blood sugars, counting carbs for snacks and meals, administering insulin multiple times each day. Blood sugars have been recently fluctuating and insulin dosage has been changed frequently.

Passed hearing and vision screening on MM-DD-YY. Other than for diabetes, has no visits to the health office. Visits the health office 5-7 times each day for management of diabetes. 5 days absent from school due to clinic appointments.

23

Slide Title

Evaluation Report: Diabetes Sample

Slide Text and Image Description

Text only:

Health record review was completed by (insert name and credential) on MM-DD-YY. Medical records note the diagnosis of Type 1 Diabetes at age 5. (Student) is followed by (insert name of endocrinologist or provider) and medical orders were received on MM-DD-YY. Parent reports (student) requires assistance with checking blood sugars, counting carbs for snacks and meals, administering insulin multiple times each day. Blood sugars have been recently fluctuating and insulin dosage has been changed frequently.

Passed hearing and vision screening on MM-DD-YY. Other than for diabetes, has no visits to the health office. Visits the health office 5-7 times each day for management of diabetes. 5 days absent from school due to clinic appointments.

Summary

Here's an example of a nursing evaluation for diabetes. The first paragraph documents the record review by the license school nurse with the date, it indicates the review of medical records including recent provider statements and information received from the parent/guardian.

The second paragraph gives screening results, the number of visits to the health office and attendance records.

Keep in mind that all areas evaluated need to be included on the PWN.

Slide 24

Evaluation Report: Diabetes Sample continued

In summary, nursing services are required to provide chronic disease management related to diabetes. Services include monitoring blood glucose levels, providing medication and treatments as ordered and facilitating communication between the licensed providers, parents and school staff to include training regarding the plan of care and emergency response for hypoglycemia.

24

Slide Title

Evaluation Report: Diabetes Sample continued

Slide Text and Image Description

Text only:

In summary, nursing services are required to provide chronic disease management related to diabetes. Services include monitoring blood glucose levels, providing medication and

treatments as ordered and facilitating communication between the licensed providers, parents and school staff to include training regarding the plan of care and emergency response for hypoglycemia.

Summary

The summary statement of student needs related to diabetes.

Think that the summary statement describes the story or 'why' the student needs nursing services.

Also, when writing any report use full sentences and avoid the use of abbreviations, health care or other jargon. Write so that the parent/guardian and academic team members can understand the health-related information.

Slide 25

Other Health Disabilities (OHD)

m DEPARTMENT OF EDUCATION

OTHER HEALTH DISABILITIES

A. Health Condition Documentation

Written and signed documentation of a medically diagnosed chronic or acute health condition by a physician or licensed health care provider acting within the scope of their practice. For initial evaluations, all documentation must be dated within the previous 12 months.
List Health Condition here: _____

OR

In the case of a diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD), written and signed documentation of a medical diagnosis by a licensed physician, an advanced practice registered nurse, a physician assistant, or licensed psychologist is required for purposes of identifying a child with a disability. (Minn. Stat. 125A.02 Subd.1.)

For an initial evaluation, documents must be dated within the past 12 months. The documentation must show the student meets DSM criteria in items A-E. DSM criteria documentation must be provided by a licensed physician, mental health or medical professional licensed to diagnose the condition.

25

Slide Title

Other Health Disabilities (OHD)

Slide Text and Image Description

Image Only:

Screenshot of what the Other Health Disabilities page looks like. Highlighted in the screenshot is that other health disabilities need a documentation from an approved licensed medical provider.

Link for image: [Minnesota Department of Education Other Health Disabilities \(https://www.mnlowincidenceprojects.org/documents/ohd/OHD MDE Criteria Checklist 2023.pdf\)](https://www.mnlowincidenceprojects.org/documents/ohd/OHD_MDE_Criteria_Checklist_2023.pdf)

Summary

Eligibility for Other Health Disabilities requires a different process for medical documentation. You may be asked to complete the OHD medical documentation form. This slide shows a clip with the link to the MDE OHD checklist. Note that for a chronic condition it must be signed by a licensed medical provider and for the diagnosis of ADHD, the documentation must be signed by a licensed medical provider, PA, APRN, or licensed psychologist.

Medical documentation is required at the initial evaluation, it does not need to be updated except if the condition changes.

Ask about your district process for OHD and medical documentation form.

Slide 26

What is an Individual Education Program (IEP)

```
graph LR; A[Child Find (Pre-Referral)  
General Education] --> B[Child Study  
(Referral to SpEd)]; B --> C[Evaluation]; C --> D[Individual Education  
Program (IEP)]; D --> E[Re-Evaluation]; style D fill:#ffff00
```

- An IEP is a written legal document that describes the child's educational needs and details the special education and related services the district will provide to address those needs.
- Based on the evaluation report, when the student has a health need that impacts learning and requires nursing services, the services must be documented on the IEP.
- The IEP should be driven by documented student need, not by the area in which they qualify for special education services. [MDE Individualized Education Program \(IEP\), Evaluations and Eligibility](#) – see “Needs Based Goals”

26

Slide Title

What is an Individual Education Program (IEP)

Slide Text and Image Description

Image: Continuum of the steps of the special education process. Individual Education Program (IEP) is highlighted as being discussed on this slide.

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

Text:

- An IEP is a written legal document that describes the child's educational needs and details the special education and related services the district will provide to address those needs.
 - Based on the evaluation report, when the student has a health need that impacts learning and requires nursing services, the services must be documented on the IEP.
 - The IEP should be driven by documented student need, not by the area in which they qualify for special education services. [Individualized Education Program \(IEP\), Evaluations and Eligibility \(https://education.mn.gov/MDE/dse/sped/caqa/IEP/\)](https://education.mn.gov/MDE/dse/sped/caqa/IEP/)
- See "Q&A Needs Based Goals"

Summary

What exactly is an IEP? An IEP is a written legal document that describes the child's educational needs and details the special education and related services or actions the district will provide to address those needs. Based on the evaluation report, all the academic and physical and mental health needs that impact the students learning are documented on the IEP.

The IEP should be driven by documented student need, not by the area in which they qualify for special education services. [Individualized Education Program \(IEP\), Evaluations and Eligibility \(https://education.mn.gov/MDE/dse/sped/caqa/IEP/\)](https://education.mn.gov/MDE/dse/sped/caqa/IEP/) See "Q&A Needs Based Goals"

There are many components in the IEP, and it's important for the school nurse to be aware of all the support that a student receives during the school day.

For example, a student with anxiety and school avoidance may have a behavior plan. If the student with the plan is seen in the health office, the health office staff should be consistent with the interventions and be a part of the consistent collaborative approach outlined in the behavior plan.

Slide 27

IEP: Service Grid

All required nursing services can be documented on the IEP in two areas:

- Service Grid
- Accommodations

Service Grid: Organizes and approximates the time needed to provide services. Direct and Indirect Nursing minutes on the Service Grid.

- Direct Nursing: face to face services with the student.
- Indirect Nursing: non face to face services provided such as planning, consultation, training, delegation and supervision and management of medication and chronic disease.

27

Slide Title

IEP: Service Grid

Slide Text and Image Description

Continuum of the steps of the special education process. Individual Education Program (IEP) is highlighted as being discussed on this slide.

Text:

All required nursing services can be documented on the IEP in two areas:

- Service Grid
- Accommodations

Service Grid: Organizes and approximates the time needed to provide services.

Direct and Indirect Nursing minutes on the Service Grid.

- Direct Nursing: face to face services with the student.
- Indirect Nursing: non face to face services provided such as planning, consultation, training, delegation and supervision and management of medication and chronic disease.

Summary

On the IEP, all required nursing services can be documented in two areas, the service grid and the accommodations section. The Service Grid organizes and approximates time for the services that are anticipated. There are two types of time, Direct and Indirect. Direct Nursing is the face-to-face services with the student. This might include your time spent giving a daily formula feeding and medication into a feeding tube or other skilled nursing treatments. Indirect Nursing is the non-face to face services provided such as planning, consultation, training, delegation and supervision, and management of medication and chronic disease.

Keep in mind that some districts do not document nursing time on the service grid and if your time that is documented on the grid deviates consistently from your actual time spent on activities, contact the case manager. The time spent on treatments and procedures is often underestimated, make sure to capture all of your activity time on the grid

Slide 28

IEP: Service Grid

Child Find (Pre-Referral) General Education → Child Study (Referral to SpEd) → Evaluation → Individual Education Program (IEP) → Re-Evaluation

Special Education and Related Services (primarily direct instruction and services)

Order #	Service	Location	Frequency	Minutes per session	Anticipated duration	Start date	End date	Direct minutes	Indirect minutes	Service hours
1	School Nursing Services	School building	1 x week	30	year	09/01/2023	09/01/2024	924	16	
2	School Nursing Services	---	7 x day	10	year	02/17/2023	02/16/2024	10850	181	

Slide Title

IEP: Service Grid

Slide Text and Image Description

Image only:

Continuum of the steps of the special education process. Individual Education Program (IEP) is highlighted as being discussed on this slide.

Screenshot of IEP service grid with top arrow pointing to indirect time, second black arrow pointing to box with direct nursing time.

Summary

This is an example of a special education and related service grid. All instructional and related services staff should complete time on the grid and accommodations when providing services. In this example, the top black arrow indicates 30 minutes of indirect nursing service per week. The second arrow indicates 10 minutes of direct service time 7 times per day. This might be an example of a younger student with diabetes who requires frequent assistance with monitoring.

Slide 29

IEP: Accommodations Section

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graph LR; A[Child Find (Pre-Referral) General Education] --> B[Child Study (Referral to SpEd)]; B --> C[Evaluation]; C --> D[Individual Education Program (IEP)]; D --> E[Re-Evaluation]; style D fill:#add8e6
```

Accommodations Section:

- Describes the nursing services that will be provided.

[IEP Nursing Case Studies – sample](#)

- Services on the grid must be described in the accommodation section.
- Districts are responsible for providing the services needed, regardless of where they are documented on the IEP.
- A goal statement is not required for nursing services.

29

Slide Title

IEP: Accommodation Section

Slide Text and Image Description

Image:

Continuum of the steps of the special education process. Individual Education Program (IEP) is highlighted as being discussed on this slide.

Text:

Accommodations Section:

- Describes the nursing services that will be provided.

IEP Nursing Case Studies - sample

(https://docs.google.com/document/d/1DJ_g9AhQW_9tHYVNrpIJv7uKgNRjWcll/edit)

- Services on the grid must be described in the accommodation section.
- Districts are responsible for providing the services needed, regardless of where they are documented on the IEP.
- A goal statement is not required for nursing services.

Summary

The Accommodations Section describes the nursing services that will be provided and provides rationale for nursing time if minutes are documented on the service grid. We've provided case study examples that include accommodation statements for a few chronic conditions. Use the sample statements as you learn how to write nursing accommodations.

Notable information includes that districts are responsible for providing the services needed, regardless of where they are documented on the IEP and a goal statement for nursing services is not required.

Slide 30

Sample Accommodation Statement

Due to diagnosis of diabetes, (name of student) will receive nursing services to provide chronic disease management. The Licensed School Nurse (LSN) will provide medication management to monitor blood glucose levels, administer daily medication, count and monitor carbohydrate intake, administer emergency medication following medical orders, communicate with parents, staff, and health care providers. The nurse will provide training and supervision of delegated tasks, including monitoring for symptoms of high/low blood sugar, counting and monitoring carbohydrate intake, administering daily and emergency medication. A health assessment will be completed annually and when changes of health status occur.

30

Slide Title

Sample Accommodation Statement

Slide Text and Image Description

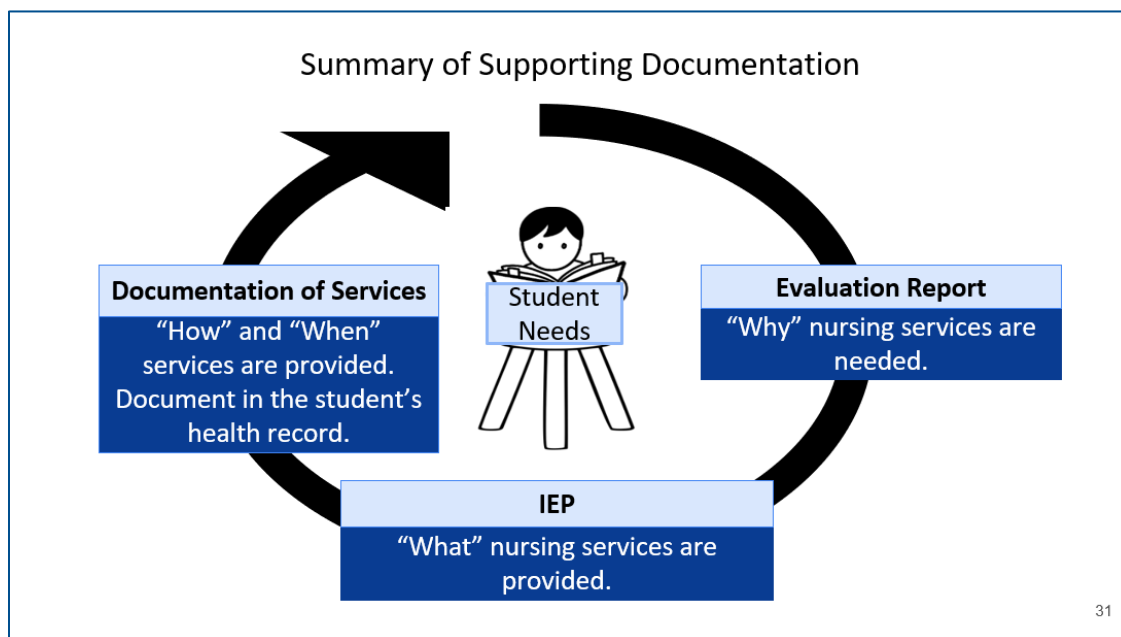
Text only:

Due to diagnosis of diabetes, (name of student) will receive nursing services to provide chronic disease management. The Licensed School Nurse (LSN) will provide medication management to monitor blood glucose levels, administer daily medication, count and monitor carbohydrate intake, administer emergency medication following medical orders, communicate with parents, staff, and health care providers. The nurse will provide training and supervision of delegated tasks, including monitoring for symptoms of high/low blood sugar, counting and monitoring carbohydrate intake, administering daily and emergency medication. A health assessment will be completed annually and when changes of health status occur.

Summary

Here's an example of an accommodation statement using the information in the evaluation report sample on slide 22. The information all relates back to the student's diabetes, chronic disease management, how the diabetes relates to their education and about what the student needs at school. The statement reflects the indirect chronic disease management and medication management the school nurse will provide and the direct face-to face services provided to the student such as carbohydrate counting. The accommodation statement is the broad statement of the nursing services that will be provided. The details will be captured in the student health record.

Slide 31



Slide Title

Summary of Supporting Documentation

Slide Text and Image Description

Image with text:

An arrow circling an icon of student on a 3-legged stool reading a book, titled Student Needs.

Text as it follows the direction of the arrow:

Upper right text: Evaluation Report – “Why” nursing services are needed

Bottom center text: IEP – “What” nursing services are provided

Upper left text: Documentation of Services – “How” and “When” services are provided.
Document in the student’s health record.

Summary

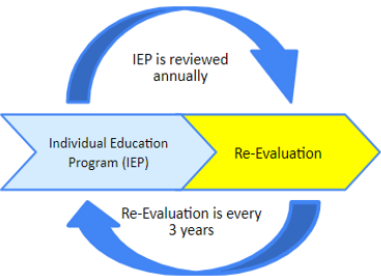
Documenting students' health needs must be reflected in three places.

The evaluation report documents the ‘why’ nursing services are needed. The IEP documents the ‘what’ nursing services will be provided and then, the last step is documenting the ‘how and when’ services are provided and documenting them in the students health record.

Remember the phrase, if it’s not documented, it’s not done. This holds true for the school setting. The three areas of documentation, just like a three-legged stool, provide the support and evidence that the students' needs are being met.

Slide 32

Annual IEP and Re-evaluation: LSN Role



- Annual IEP**
 - PWN
 - Review to determine if student's needs and nursing services are accurate on the IEP.
 - If changes are needed, contact the student's case manager and update the services on the IEP.
- Re-evaluation**
 - PWN
 - Comprehensive nursing evaluation must be completed.

32

Slide Title

Annual IEP and Re-evaluation: LSN Role

Slide Text and Image Description

Image:

The two last steps of the special education process: individual education program (IEP) and re-evaluation with an arrow at the top from IEP to Re-evaluation that says "IEP is reviewed annually" and an arrow from the bottom going from re-evaluation to IEP that says " re-evaluation is every 3 years"

Text:

Annual IEP

- PWN
- Review to determine if student's needs and nursing services are accurate on the IEP.
- If changes are needed, contact the student's case manager and update the services on the IEP.

Re-evaluation

- PWN
- Comprehensive nursing evaluation must be completed.

Summary


The last section in the process is the Annual IEP or the three-year re-evaluation. The annual IEP is completed yearly and requires a PWN. In this step the school nurse must assess the students' needs to determine if changes are required. An example might be that a daily nursing treatment or medication was added since the initial evaluation was completed. If a change is needed, contact the student's case manager and update the services on the IEP.

A three-year Re-evaluation is conducted every 3-years.

This step also includes the completion of a PWN. Unlike the annual IEP, a comprehensive nursing evaluation must be completed.

Keep in mind that the annual IEP and three-year reevaluation determine the need for continuing specialized instruction. Essential nursing services will continue whether the student has an IEP or not. Nursing assessment is an ongoing process throughout the school year. It's not just completed once per year. If a student's status changes outside of the annual or three-year reevaluation review, it is called a significant change which is handled by the case manager.

Slide 33

<p>Considerations</p>  <p>The illustration shows a simple line drawing of a student with dark hair, wearing a white shirt, sitting at a desk. On the desk is a blue rectangular sign with the words 'Student Needs' written in white. The student's hands are resting on the sign. The desk has four legs.</p>	<ul style="list-style-type: none">• LSN should document their own assessment on the evaluation, PLAAFP and services on the IEP.• Student health plans are an essential component of chronic disease management and should be referenced in the accommodation section.• Consider a health plan and/or a Section 504 evaluation to meet the needs of the student if they did not meet eligibility requirements for an IEP. <p>33</p>
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Slide Title

Considerations

Slide Text and Image Description

Image:

Image of student on a 3-legged stool reading a book, titled Student Needs.

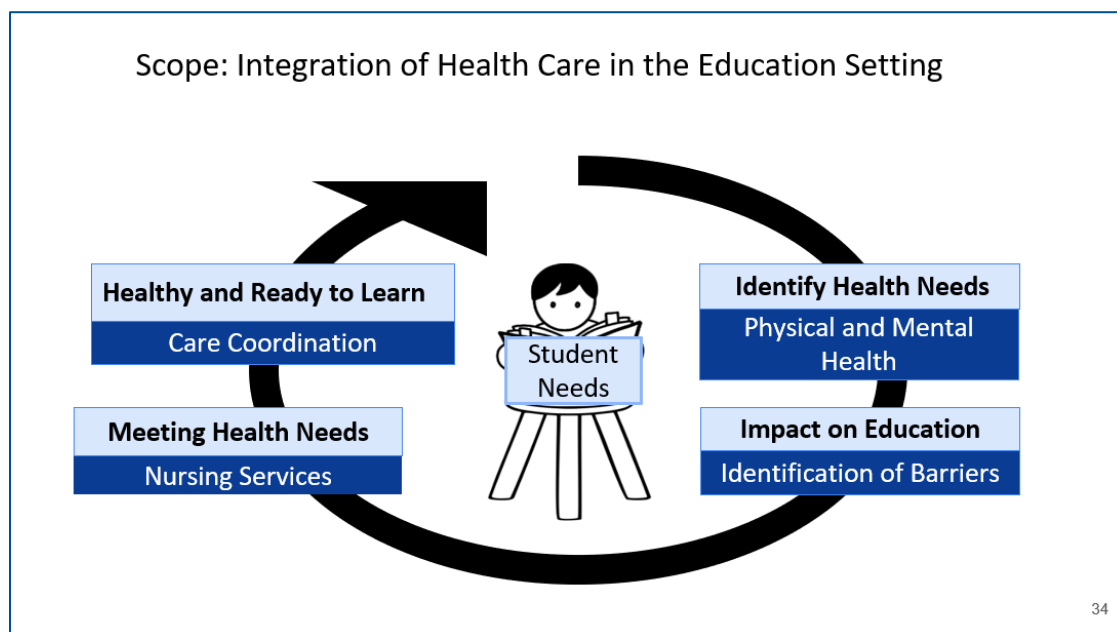
Text:

- LSN should document their own assessment on the evaluation, PLAAFP and services on the IEP.
- Student health plans are an essential component of chronic disease management and should be referenced in the accommodation section.
- Consider a health plan and/or a Section 504 evaluation to meet the needs of the student if they did not meet eligibility requirements for an IEP.

Summary

There are some special considerations: Best practice is that the LSN should document their own assessment on the evaluation, PLAAFP and services on the IEP. Keep in the mind that student health plans are an essential component of chronic disease management and should be referenced in the accommodation section. Lastly, if a student did not qualify for an IEP, consider a health plan and/or a Section 504 evaluation to meet their health needs.

Slide 34



Slide Title

Scope: Integration of Health Care in the Education Setting

Slide Text and Image Description

Image with text:

An arrow circling an icon of student on a 3-legged stool reading a book, titled Student Needs.

Text as it follows the direction of the arrow:

Upper right text: Identify Health Needs – Physical and Mental Health

Lower right text: Impact on Education – Identification of Barriers


Lower left text: Meeting Health Needs – Nursing Services

Upper left text: Health and Ready to Learn – Care Coordination

Summary

School nurses are the bridge between healthcare and the school setting and we integrate them in the following ways: we Identify physical health and mental health needs, we Identify how health barriers may impact the students education, we Meet the health needs by providing nursing services and lastly, we coordinate care with the students' school team, parent/guardian and the health care team to ensure that the student is healthy and ready to learn.

Slide 35

Summary of Key Take-Aways From Presentation					
	Child Find GenEd	Child Study	Evaluation	IEP	Re-Evaluation
Care Coordination	Introduce yourself to the Child Find team.		Collaborate with the case manager and related services staff.	Communicate with the case manager when student needs vary from what's documented.	
Leadership	Locate the Child Find meeting calendar.	Locate the meeting calendar and due dates/timelines.			
Quality Improvement	Review physical and mental health data to identify and evaluate needs.		Summarize health needs that impact learning and if nursing services are needed.	Determine district SpEd documentation practices.	Determine if student's needs and nursing services are accurate on the IEP.
Standards of Practice			Enter health / physical data in your districts SpEd software.	Document services provided in student health record.	

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Slide Title

Summary of Key Take-Aways from Presentation

Slide Text and Image Description

Table depicted in slide:

	Child Find Gen Ed	Child Study	Evaluation	IEP	Re- evaluation
Care Coordination	Introduce yourself to the Child Find team.		Collaborate with the case manager and related services staff.	Communicate with the case manager when student needs vary from what's documented.	
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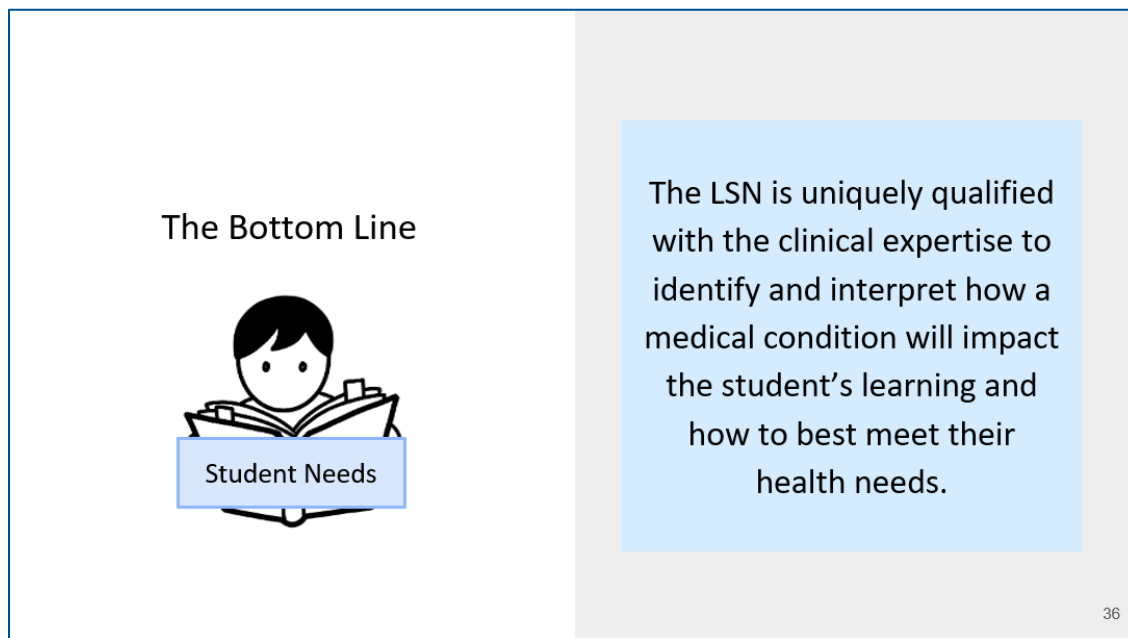
Summary

This is summary of important take-aways from the presentation. They are organized by the steps from Child Find to Reevaluation across the top, and the components of the NASN Framework for School Nursing Practice on the left column.

As you grow in confidence and knowledge in the Special Education process, you will have your

own 'light bulb' moments and action steps to fill in the open boxes. This module was just an introduction to the multifaceted process. For reference, we recommend that you post a copy of the Framework for School Nursing Practice in your office.

Slide 36



Slide Title

The Bottom Line

Slide Text and Image Description

Image:

Icon of student reading a book titled, student needs.

Text: The LSN is uniquely qualified with the clinical expertise to identify and interpret how a medical condition will impact the student's learning and how to best meet their health needs.

Summary

As you've heard throughout this module, as LSNs we are uniquely qualified to assess a student's physical and mental health needs and have the clinical expertise to identify and interpret how the condition will impact the students learning and how to best meet their health needs. We believe that the knowledge gained in the module will help to empower and inspire your work with the IEP team to continue to meet the needs of the student.

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE
SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

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Resources

- [Code of Federal Regulations 300.34 Related Services \(https://www.ecfr.gov/current/title-34/section-300.34\)](https://www.ecfr.gov/current/title-34/section-300.34)
- [Code of Federal Regulations 300.111 Child Find \(https://www.ecfr.gov/current/title-34/section-300.111\)](https://www.ecfr.gov/current/title-34/section-300.111)
- [Sec. 300.101 Free appropriate public education \(FAPE\) \(https://sites.ed.gov/idea/regs/b/b/300.101\)](https://sites.ed.gov/idea/regs/b/b/300.101)
- [IDEA Individuals with Disabilities Education Act \(https://sites.ed.gov/idea/\)](https://sites.ed.gov/idea/)
- [MN Department of Education](#)
 - [Special Education \(https://education.mn.gov/MDE/dse/sped/caqa/IEP/\)](https://education.mn.gov/MDE/dse/sped/caqa/IEP/)
 - [MN Administrative Rule 3525.0210 DEFINITIONS. \(https://www.revisor.mn.gov/rules/3525.0210/\)](https://www.revisor.mn.gov/rules/3525.0210/) – includes definitions of direct and indirect services
 - [Section 504 \(https://education.mn.gov/mde/dse/504/\)](https://education.mn.gov/mde/dse/504/)
 - [Special Education Funding Guide \(https://education.mn.gov/MDE/dse/schfin/sped/guide/\)](https://education.mn.gov/MDE/dse/schfin/sped/guide/)
 - SharePoint (email mde.special-ed@state.mn.us)
 - [School Health Services \(https://education.mn.gov/MDE/dse/health/svcs/\)](https://education.mn.gov/MDE/dse/health/svcs/)
- [Pacer Center \(https://www.pacer.org/parent/\)](https://www.pacer.org/parent/)

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Slide Title

Resources

Slide Text and Image Description

Text only:

- [Code of Federal Regulations 300.34 Related Services \(https://www.ecfr.gov/current/title-34/section-300.34\)](https://www.ecfr.gov/current/title-34/section-300.34)
- [Code of Federal Regulations 300.111 Child Find \(https://www.ecfr.gov/current/title-34/section-300.111\)](https://www.ecfr.gov/current/title-34/section-300.111)
- [Sec. 300.101 Free appropriate public education \(FAPE\) \(https://sites.ed.gov/idea/regs/b/b/300.101\)](https://sites.ed.gov/idea/regs/b/b/300.101)
- [IDEA Individuals with Disabilities Education Act \(https://sites.ed.gov/idea/\)](https://sites.ed.gov/idea/)
- [MN Department of Education](#)
 - [Special Education \(https://education.mn.gov/MDE/dse/sped/caqa/IEP/\)](https://education.mn.gov/MDE/dse/sped/caqa/IEP/)
 - [MN Administrative Rule 3525.0210 DEFINITIONS. \(https://www.revisor.mn.gov/rules/3525.0210/\)](https://www.revisor.mn.gov/rules/3525.0210/) – includes definitions of direct and indirect services
 - [Section 504 \(https://education.mn.gov/mde/dse/504/\)](https://education.mn.gov/mde/dse/504/)

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

- [Special Education Funding Guide \(https://education.mn.gov/MDE/dse/schfin/sped/guide/\)](https://education.mn.gov/MDE/dse/schfin/sped/guide/)
- SharePoint (email mde.special-ed@state.mn.us)
- [School Health Services \(https://education.mn.gov/MDE/dse/health/svcs/\)](https://education.mn.gov/MDE/dse/health/svcs/)
- [Pacer Center \(https://www.pacer.org/parent/\)](https://www.pacer.org/parent/)

Summary

General resources

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LSN Practice Resources

LSN licensing and credentialing requirements:

- [MN Rule 8710.6100 SCHOOL NURSE. \(https://www.revisor.mn.gov/rules/8710.6100/\)](https://www.revisor.mn.gov/rules/8710.6100/)
- [Obtaining a School Nurse License \(https://mn.gov/boards/nursing/practice/nursing-practice-topics/obtain-school-nurse-license.jsp\)](https://mn.gov/boards/nursing/practice/nursing-practice-topics/obtain-school-nurse-license.jsp)
- [Nurse Practice Act \(https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/\)](https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/)
- [MN Statute 148.171 DEFINITIONS; TITLE. \(https://www.revisor.mn.gov/statutes/cite/148.171\)](https://www.revisor.mn.gov/statutes/cite/148.171)
- [MN Rule 6301.0100 DEFINITIONS. \(https://www.revisor.mn.gov/rules/6301.0100/\)](https://www.revisor.mn.gov/rules/6301.0100/)
- [Professional Educator Licensing and Standards Board \(PELSB\) Related Services Licensure \(https://mn.gov/pelsb/aspiring-educators/firstlicense/relatedservices/\)](https://mn.gov/pelsb/aspiring-educators/firstlicense/relatedservices/)
- [National Association of School Nurses \(NASN\) \(https://www.nasn.org/home\)](https://www.nasn.org/home)
- [IDEIA and Section 504 Teams - The School Nurse as an Essential Team Member Position Statement \(https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-idea\)](https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-idea)
- [School Nursing: Scope and Standards of Practice, 4th Edition \(https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards\)](https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards)
- [School Nursing Practice Framework™ \(https://www.nasn.org/nasn-resources/framework\)](https://www.nasn.org/nasn-resources/framework)

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Slide Title

LSN Practice Resources

Slide Text and Image Description

Text only:

LSN licensing and credentialing requirements:

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- [Obtaining a School Nurse License \(https://mn.gov/boards/nursing/practice/nursing-practice-topics/obtain-school-nurse-license.jsp\)](https://mn.gov/boards/nursing/practice/nursing-practice-topics/obtain-school-nurse-license.jsp)

AN INTRODUCTION TO THE ROLE OF THE LICENSED SCHOOL NURSE IN THE
SPECIAL EDUCATION PROCESS: PRESENTATION SUMMARY

- [Nurse Practice Act \(https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/\)](https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/)
- [MN Statute 148.171 DEFINITIONS; TITLE. \(https://www.revisor.mn.gov/statutes/cite/148.171\)](https://www.revisor.mn.gov/statutes/cite/148.171)
- [MN Rule 6301.0100 DEFINITIONS. \(https://www.revisor.mn.gov/rules/6301.0100/\)](https://www.revisor.mn.gov/rules/6301.0100/)
- [Professional Educator Licensing and Standards Board \(PELSB\) Related Services Licensure \(https://mn.gov/pelsb/aspiring-educators/firstlicense/relatedservices/\)](https://mn.gov/pelsb/aspiring-educators/firstlicense/relatedservices/)

[National Association of School Nurses \(NASN\) \(https://www.nasn.org/home\)](https://www.nasn.org/home)

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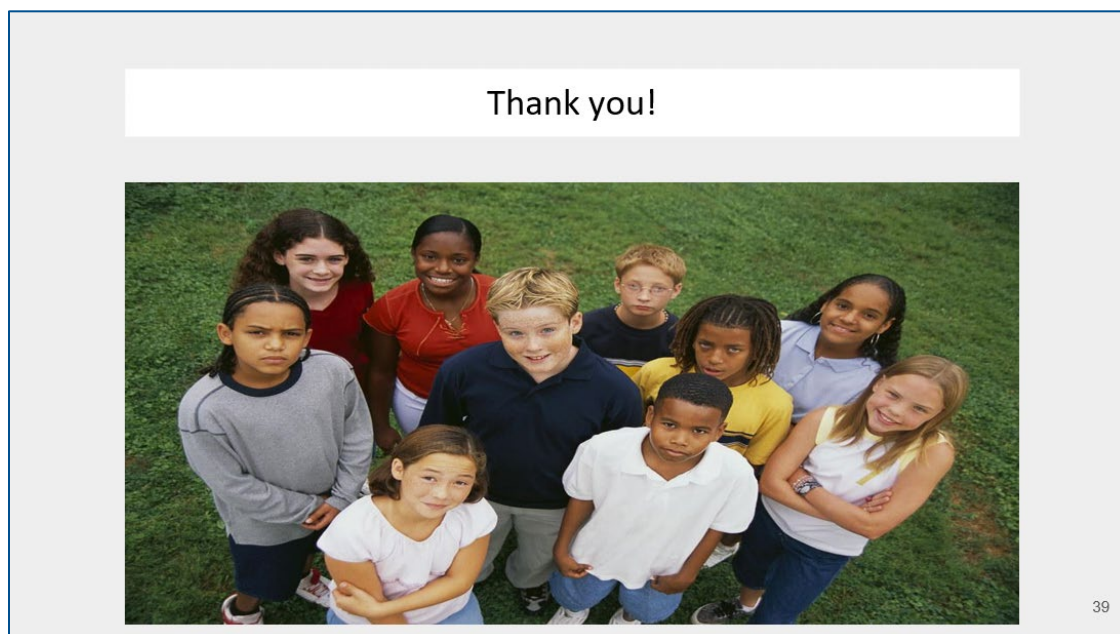
[School Nursing: Scope and Standards of Practice, 4th Edition \(https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards\)](https://www.nasn.org/nasn-resources/resources-by-topic/scope-standards)

[School Nursing Practice Framework™ \(https://www.nasn.org/nasn-resources/framework\)](https://www.nasn.org/nasn-resources/framework)

Summary

LSN specific practice resources

Slide 39



Slide Title

Thank You

Slide Text and Image Description

Image only:

Group of school-aged children

Summary

This PowerPoint was prepared in consultation with the Minnesota Department of Health and the Minnesota Department of Education. Thank you again for your attention, interest and for your work with students.

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Arden Hills, MN 55112
612-638-1500
info@brightworksmn.org

08/09/2024

To obtain this information in a different format, email: mde.healthyyouth@state.mn.us

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