

Essential Tools for Success at School



**School
Support Plans**



Educational Achievement Partnership Program

School Plan Comparison Chart

	Individualized Healthcare Plan (IHP)	Section 504 Plan (504) – Broader eligibility, less supports	Individualized Education Plan (IEP) – Narrower eligibility, more supports
Description	Provides guidelines and health supports for a child whose health condition(s) may affect safe/optimal school attendance, educational performance, and activity participation.	Ensures a child identified with a disability (under the ADA law) receives equal access to quality education and academic success by making changes to the learning environment through accommodations that remove barriers and enable the child to learn alongside peers.	Ensures a child identified with a disability (under the IDEA law) receives equal access to quality education, academic success, and the learning environment through customized goals, specialized instruction (special education), related services, and supplementary aids and services.
Laws	None, in Wisconsin.	Section 504 of the Rehabilitation Act of 1973 & Americans with Disabilities Act Amendments Act of 2008 are federal civil rights law that prevent discrimination against people with disabilities.	The Individuals with Disabilities Education Act (IDEA) is a federal special education law for children with disabilities.
Eligibility <i>Details on next pages</i>	Children with health problems that may potentially affect health, attendance, or performance at school.	<i>Any</i> disability that interferes with the child's ability to learn in a general education classroom.	The disability is one or more of the 13 qualifying conditions and affects the child's educational performance and/or ability to learn and benefit from the general education curriculum.
Author & Team	Developed by a school nurse in collaboration with the child's family & medical team, and shared with teachers.	Developed by an educational team familiar with the child. The team <i>may</i> include: the child, parent, general/special education teachers, and the school principal or another administrator.	Developed by an educational team who must attend the IEP meeting and <i>must</i> include: the child's parent, one of the child's general education teachers, special education teacher, school psychologist or another similar specialist, and district special education representative.
Contents	– Medical diagnoses & history – Medications & equipment – School nursing services – Attendance plan – Transportation plan – Symptom/response guidelines – Health accommodations – Medical provider contact info	– Present level of performance – Areas of need – Accommodation strategies – Persons responsible for implementing – Assessment accommodations	– Present level of performance – Disability related needs – Annual goals & progress measures – Supplementary aids & services – Specially designed instruction – Related services – Program modifications/supports for school staff – Extent of regular education participation – Assessment accommodations – Transition planning

Section 504 Plan Eligibility (Wisconsin)

All questions must be marked **YES**

☐ Yes ☐ No Does the student have a mental or physical health impairment?

☐ Yes ☐ No Does the health condition limit a major life activity?

- | | | | | |
|----------------------------------|-----------------------------------|-----------------------------------|---|---|
| ☐ Seeing | ☐ Standing | ☐ Sleeping | ☐ Concentrating | ☐ Performing manual tasks |
| ☐ Walking | ☐ Working | ☐ Eating | ☐ Breathing | ☐ Operation of a major bodily function |
| ☐ Bending | ☐ Hearing | ☐ Learning | ☐ Communicating | (i.e. cardiac/circulatory) |
| ☐ Lifting | ☐ Speaking | ☐ Reading | ☐ Caring for oneself | ☐ Other (i.e. executive functioning) |

☐ Yes ☐ No To what **degree** does the health impairment limit major life activities?

- ☐ Negligible ☐ Mild ☐ Moderate ☐ Substantial ☐ Extreme

☐ Yes ☐ No Does the student **require** accommodations and/or related aids or services to provide the student access to educational programs, service, and activities (i.e. curriculum, facilities, etc.)?*

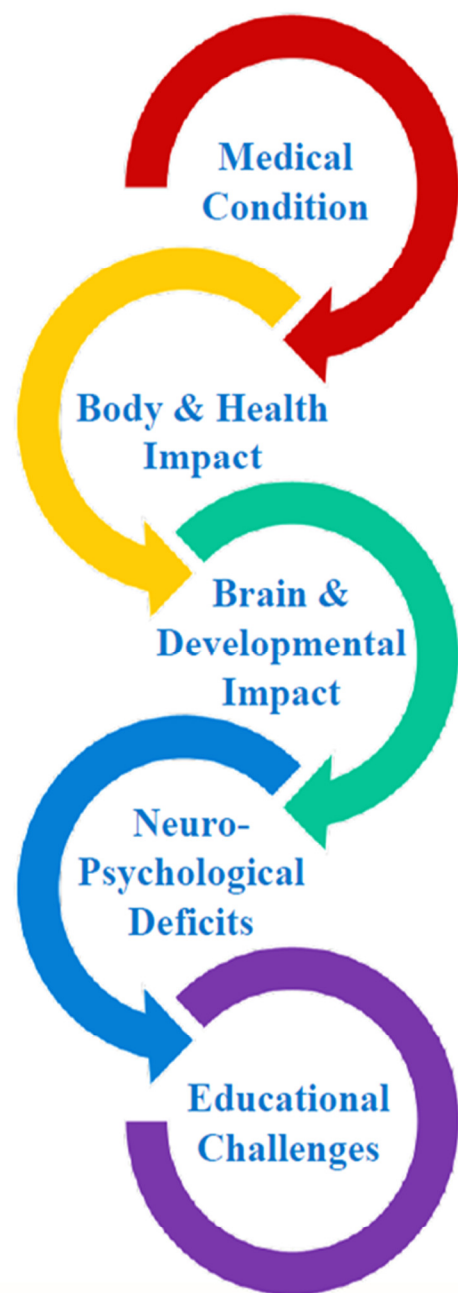
Individualized Education Plan (IEP)

Other Health Impairment (OHI) Qualification Category – Eligibility Criteria (Wisconsin)

All questions must be marked **YES**

- ☐ Yes ☐ No Does the student have a health problem?
- ☐ Yes ☐ No Is the health problem chronic **OR** acute?
☐ Chronic ☐ Acute
- ☐ Yes ☐ No Does the student's health problem result in limited strength, vitality, **OR** alertness?
☐ Strength ☐ Vitality ☐ Alertness
- ☐ Yes ☐ No Is the student's educational performance in one or more of the following areas adversely affected **as a result** (of the limitation(s) above)?
- | | | |
|---|--|--|
| ☐ Academic Achievement | ☐ Behavior | ☐ Adaptive Behavior |
| ☐ Communication | ☐ Motor Skills | ☐ Classroom Performance |
| ☐ Social/Emotional Functioning | ☐ Vocational Skills | ☐ Other (<i>describe</i>) |
- ☐ Yes ☐ No Does the student need special education?*

Health-Brain-Body Connection



Congenital Heart Defects (CHD) and other pediatric heart diseases...

...affect blood-oxygen circulation in the body, and may cause symptoms such as irregular heart rate, breathing disturbances, low energy, fatigue, and impact strength, vitality, and alertness (limitations).

Pediatric heart diseases are known to affect normal blood and oxygen flow, potentially delaying pre-and post-natal brain development.

Children with heart disease often score lower in these areas as compared to their typically developing peers:

- Hand-eye coordination
- Fine and gross motor skills
- Social-emotional functioning
- Language development
- Behavior
- Attention
- Learning, comprehension, & retention

Extensive research with children with heart disease demonstrates that:

- Educational concerns can arise at different stages of development from preschool through adulthood.
- New concern may emerge when age level expectations increase in areas of independence, organization, attention, and academic skills.
- Subtle neuropsychological deficits affecting multiple domains are extremely common and often result in more substantial academic concerns over time.
- Neuropsychological deficits do not self-correct and these children cannot simply “catch-up” on their own.