

IEP: RCSN Responsibilities

| IEP | Timeline | RCSN Responsibilities |
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| IFSP (Individual Family Service Plan) | Case Managers have 15 days to respond to a request for an evaluation with a Referral and an Assessment Plan or a Prior Written Notice. Once the assessment plan consent has been received by SDUSD, the IEP Team must assess, develop and hold the IFSP within 60 days. | IFSPs are for children up to 35 months. Infant Program uses IFSP. Once the consent to assess has been received by SDUSD, the team must start the assessment process. RCSN receives referral from case manager to do a health assessment when children are suspected of having health concerns. When applicable, RCSN completes NAR template for an IFSP. RCSN is responsible to attach this document in the IEP system under the IFSP. If IFSP is locked, RCSN request that the case manager create an Amended IEP to attach the NAR. |
| Initial IEP (Individual Education Plan) | Case Managers have 15 days to respond to a request for an evaluation with a Referral and an Assessment Plan or a Prior Written Notice. Once the assessment plan consent has been received by SDUSD, the IEP Team must assess, develop and hold the Initial IEP within 60 days. | <p>Full NAR required for all Initial IEPs, to include visual acuity screening and hearing screening completed within one calendar year prior to the IEP meeting. RCSN will review health records to determine whether health concerns impact student’s learning. These educationally relevant health problems and services are noted in the NAR, and in the IEP. RCSN needs to complete <i>Evaluation/Eligibility (Educationally Relevant Health and Developmental Issues, Statement of Validity, and sign the Eligibility Document)</i> and attach the NAR, <i>PLAAPF 1, and PLAAPF 2</i>. Nursing services – Health Nursing Services (HNS) or Specialized Physical Healthcare Service (SPHCS) – are entered in PowerSchool Special Programs under <i>Services</i>.</p> <p>*The NAR is the only document that is attached to the IEP. Do not attach ISHP, Medical Orders or any other documents.</p> <p>If there are no health concerns which impact learning, write a summary of any findings into <i>Evaluation Report under Educationally Relevant Health and Developmental Issues</i> and into <i>PLAAPF 2 under Health Present Levels of Performance</i>. Enter vision and hearing screening results into <i>PLAAPF 1</i>.</p> <p>Nurses should sign all dialogue box entries.</p> |
| Triennial IEP | Triennial/Full Assessments must be completed at least every three years or possibly when change of placement is being considered. When the Team decides to do full assessments, the Case Manager/Assessors will send home an assessment plan early enough to have time to do the assessments by the Triennial Review date. | <p>Full NAR is required when student health concerns impact their learning (i.e., ISHP/health related accommodations/nursing interventions/nursing service time).</p> <p>RCSN needs to complete <i>Evaluation/Eligibility (Educationally Relevant Health and Developmental Issues, Statement of Validity, and sign the Eligibility Document)</i> and attach the NAR, <i>PLAAPF 1, and PLAAPF 2</i>. Nursing services – Health Nursing Services (HNS) or Specialized Physical Healthcare Service (SPHCS) – are entered in PowerSchool Special Programs under <i>Services</i>.</p> |

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| | | <p>If full NAR is not required, the RCSN will report the visual acuity and hearing screening data to the case manager. Either the RCSN or case manager will enter the information into the IEP. Screenings must be performed within one year prior to the IEP meeting date.</p> <p>Nurses should sign all dialogue box entries.</p> |
| Annual IEP | To be held no later than one calendar year from initial IEP or from the last annual. | When student health concerns impact their learning, the RCSN needs to enter this information into <i>PLAAPF 2</i> . When there are HNS/SPHCS on the previous IEP, the RCSN needs to add these services to the annual (<i>Services</i>). |
| Supplemental IEP (Called Amended IEP) | Any time during the school year. | Any time that there is a lack of expected progress toward annual goals, new pertinent information, change in the student's behavior/health that affects their functioning in the school environment the team needs to offer a revision/supplemental IEP. Services that were on the annual/initial/triennial will continue to be included. RCSN may need to update HNS/SPHCS. |
| Interim IEP | Within 30 days when a student transfers with an existing IEP from another district. The receiving district needs to review the current IEP, modify, and implement a new IEP. | RCSN reviews student health information for health concerns that impact their learning and adds services, as needed. If the Interim falls during an Annual or Triennial, please see above (Annual IEP/Triennial IEP). |
| Transitional IEP | Dependent on program and last IEP. | <p>Infant Program: When the student moves to ECSE they will have their first IEP. This is the first initial IEP and the RCSN needs to do all that is required for an initial IEP.</p> <p>Early Childhood (State Preschool/CDC) to Kindergarten: Site RCSN (site of attendance for on-site preschools and site of residence for off-site preschools) will have to complete an annual assessment. Transitional IEP can be combined with an annual if the IEP is conducted after February 15 of the year of transition.</p> <p>ECSE to Kindergarten: If a <i>Triennial IEP event</i> is opened up, the site RCSN will do a full NAR. Most transitional assessments are done with the annual or held as a supplemental if the annual was done before February. If a <i>Supplemental Assessment or an Annual Assessment</i> is opened, the RCSN will review the records and decide whether there are any health problems. See above for instruction on <i>Annual IEP</i> and <i>Supplemental/Amended IEP</i>.</p> <p>High School to TRACE: When a student transitions from High School to TRACE this is considered a <i>Change of Placement</i>. If the student has a health problem, the TRACE RCSN would like to attend the IEP meeting to plan for the student's health care in the community. Sending site RCSN needs to provide the TRACE RCSN the student's ISHP, any medical forms and the health folder. Nursing</p> |

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| | | services (HNS/SPHCS) need to be added to <i>Change of Placement</i> forms. |
| SOP (Summary of Performance) | SOP are done when a student is: <ul style="list-style-type: none"> • leaving secondary school due to graduation with a high school diploma or • having reached the maximum age for special education service | There is a Health box on this form which asks for <i>Present Levels of Performance</i> and <i>Accommodations</i> . Information should include the student's current functioning, strengths and abilities concerning health. If the student does not have health concerns which impact their learning, indicate this in a statement. The SOP is NOT in lieu of an annual or Triennial IEP team meeting so if it is due, it must be completed. A full NAR is needed for triennials that are due in the senior year when the student has nursing services on their IEP. There is no requirement to hold an IEP team meeting solely for the purpose of completing the SOP. |
| Speech Only IEP Initial and Triennial | | The RCSN will only complete a full NAR when student health concerns impact learning. RCSN and case manager will review the student's health history to determine whether a full assessment is warranted. If full NAR is not required, the RCSN will report the visual acuity and hearing screening data to the case manager. Screenings must be performed within one year prior to the IEP meeting date. |

EXCUSAL PROCESS

An IEP team member may be excused from attending an IEP meeting by mutual agreement in writing between the parent and the district under the following circumstances:

1. Related service not being discussed or modified at the IEP meeting.
2. Related service is being discussed at IEP but the excused team member has provided written input to the parent prior to the meeting. 34 CFR §300.321; IDEA 2004, Section 1414(d)(1)(B)

If RCSN is unable to attend IEP:

- RCSN contacts parent to request to be excused
- If parent agrees, then nurse reviews findings with parent and the case manager
- Excusal Form must be obtained prior to the meeting (Excusal Form is located on SharePoint, or Special Education website under 'Forms')
- Completed Excusal Form must to be attached to the IEP

If parent does not agree for RCSN to be excused:

- Meeting may be rescheduled
- Telephonic or video conference is acceptable if parent and administrator agree Sections 614, 615(e), 614(f))
- Another RCSN may attend (contact cluster coordinator)