

# Supporting Students with Chronic Health Conditions in School: Standards of Care

**Standards of Care for Supporting Students with Chronic Health Conditions** allow students with chronic health conditions to be safe and supported by schools who are following current law and best practice. Each student with a chronic health condition is unique in his or her disease process, developmental and intellectual abilities, and levels of assistance required for disease management.

Approximately 25% of children have a chronic condition such as asthma, diabetes, food allergy, epilepsy, or mental health disorder, (CDC, 2019) and over 6% have multiple chronic conditions (CDC, 2015).

Health services may be required for students with chronic health conditions to ensure their healthcare needs are met; requirements of relevant federal and state laws are met; and they can fully participate in school and school-sponsored events. Children with chronic health conditions are at risk for high absentee rates, low student engagement, dropping-out of school, exposure to bullying, disruptive behaviors, poor grades, and below-average performance on standardized achievement tests (Forrest, Bevans, Riley, Crespo, & Louis, 2011; Bethell et al., 2012). Students with chronic health conditions may face lower academic achievement, increased disability, fewer job opportunities and limited community interactions as they enter adulthood, (Wallin & Lee, 2017).

The American Academy of Pediatrics Council on School Health, the Center for Health and Health Care in Schools, the Children's Hospital Association, Healthy Schools Campaign, the National Association of School Nurses, the National Association of State School Nurse Consultants, and the School-Based Health Alliance collaborated to develop a framework that can be used to guide chronic condition management in schools. The Consensus Statement on the Core Tenets of Chronic Condition Management in Schools highlights foundational supports that are intended to be addressed collaboratively by those working directly with children in schools. These core tenets focus on equitable support and ensures that effective and evidence based high-quality care for children with chronic conditions is accessible. This care should be comprehensive, coordinated, culturally effective, and child- and family-centered.

The specific components of the Standard of Care are listed in the checklist on the following page. A step-by-step approach is encouraged to ensure that the student specific needs are addressed and met.

The Standard of Care for Supporting Students with Health Needs at School has been adapted from the Safe and Legal Support of Students with Health and Medication Needs in School Flow Chart developed at Wayne RESA and adopted by the Michigan Association of School Nurses.

## Standards of Care for Supporting Students with Health Needs at School

### Checklist:

- Non- Emergent Health Need Identified: **If emergency, Call 9-1-1 immediately**
- Parent Provides:
  - MMP; includes routine/daily care and emergency action steps
  - MAA; one for each medication to be administered
- DSP/RN verify forms are complete
- Student specific meeting with parent, administrator, teacher, DSP and RN/Trainer to provide input to the POC based on the MMP, MAA, and student needs (i.e., student’s daily schedule)
- Building administrator identifies and designates school personnel to be trained
- DSP determine training needs and arrange skill-based training for SSH Team \*
- SSH Team participates in skill-based training\*\*
- STOP:** Verify all forms are appropriately signed and training is complete before DSP assume responsibility for provision of care
- DSP establish student-specific health file and medication administration record
- DSP distribute MMP (including emergency protocol) and/or MAA to SST Team members and other school staff per FERPA guidelines
- DSP provide care to student as outlined in MMP and MAA
- DSP document in student health records all care (including student responses to care)
- In the event of non-urgent unexpected response or error,
  - Follow school procedure
  - Inform parent in a timely manner
- In the event of **suspected emergency, always call 9-1-1 first**, then call parent
  - Follow MMP emergency plan
  - Follow school policy for responding to emergencies (See MERT protocol)
- DSP maintain regular communication with SSH Team. If appropriate, evaluate for eligibility for a Section 504 Academic Accommodations Plan
- DSP secure updated MMP, MAA, and training before the start of each school year or more frequently if student and/or school personnel needs dictate

Key:			
<b>DSP</b>	Designated School Personnel	<b>PA</b>	Physician’s Assistant
<b>MMP</b>	Medical Management Plan <i>from Provider</i>	<b>RN</b>	Registered Nurse
		<b>NP</b>	Nurse Practitioner
<b>MAA</b>	Medication Administration Authorization	<b>SSH Team</b>	Student-specific Health Team
<b>MERT</b>	Medical Emergency Response Team	* <b>SSH Team includes:</b> Parent(s), Student, Designated School Personnel	
<b>POC</b>	Plan of Care	<b>AND</b> Registered Nurse, Physician, Physician’s Assistant, or other Provider Clinic Staff	
<b><u>Please note:</u></b> Timely completion of each step is an expectation for all members of the SSH Team		** Based on Michigan law and current best practices	

## Medical Emergency Response Protocol

### Potential Medical Emergency Identified



**Note the time**

**Check the scene for safety**

**Protect student from injury and initiate actions below**

❖ **Call 9-1-1 immediately:**

- Make call from location of incident, if possible.
- Use speaker mode on phone, if possible.
- Be prepared to provide EMS Dispatcher with location name and address, and entrance door number nearest to the emergency situation.
- Don't hang up the phone until instructed to do so by the EMS Dispatcher.

❖ **Immediately initiate the student's specific Emergency Care Plan (ECP)/Emergency Action Plan (EAP)**

- If no ECP/EAP on file, employ Basic First Aid/CPR/AED training.

❖ **Notify front office of potential Medical Emergency.**

❖ **Announcement** (  OVER-HEAD;  WALKIE-TALKIE)

*"Attention Staff and Students: We are now going into Lock-in\* for a medical emergency in Room \_\_\_\_\_ . MERT team please respond."* (\*notice for all to stay in place)

❖ **Available MERT members immediately carry out assigned tasks.**

- Take AED and any emergency medical supplies and medication to location.
- Inform Central Administration of Emergency.
- Contact parents; Provide regular updates; Meet in the parking lot when they arrive.
- Unlock the gate/door and direct traffic.
- Meet the ambulance, Guide to location of emergency. (If elevator needed to reach location of emergency, direct EMS to entrance door nearest the elevator.)
- Provide copy of the student emergency card/medical records to EMS.
- Control the scene; Clear the area by directing uninvolved persons to alternate location.
- Document situation and response on Emergency Response/Incident Report form.

❖ **If student is unconscious but breathing:**

- Position on side, keep airway open, monitor breathing –

**If breathing stops/becomes ineffective, start CPR and use AED as soon as available.**

- **Ensure that 9-1-1 has been called.**

❖ **Conduct debriefing session of incident and response following each event.**

❖ **When logical and possible, initiate actions simultaneously.**

## Steps to Supporting Students with Chronic Health Conditions in School

1. **Review the Legal Considerations**
  - a. [Michigan School Code](#)
  - b. [Michigan Public Health Code](#)
  - c. [FERPA](#)
  - d. [Federal Law](#)
2. **Assemble the Student's Health Care Plans**
  - a. ► **EAP Emergency Action Plan (Prepared by the Student's Medical Health Care Team)**  
*Can be considered the MMP or Medical Management Plan i.e., Asthma Action Plan*
  - b. ► **MMP Medical Management Plan (Prepared by the Student's Medical Health Care Team)**
  - c. ► **MAA Medication Administration Authorization (Prepared by the Student's Medical Health Care Team)**
  - d. ► **IHP Individualized Health Care Plan (Prepared by the School Nurse)**
3. **Coordination of Care: Student-specific Health Team/Medical Health Care Team**
  - a. **Meet with student's parent(s)/guardian(s) to review Health Care Plans and identify the support that will be provided according to the student's specific needs.**
  - b. **Identify multidirectional communication methods for Student-specific Health Team, family, and Medical Health Care Team.**
4. **Train School Personnel**

The three tiers of support build on each other.

  - a. **Tier 1- General Staff Awareness (All staff members)**
    - i. 15-20 minutes in length
  - b. **Tier 2- Emergency Care (MERT Team and Daily Support Staff)**
    - i. 1-3 hours in length
  - c. **Tier 3- Daily Support (Daily Support Staff)**
    - i. 1-3 hours in length
5. **Ongoing Chronic Conditions Management and Support**
  - a. **Student specific needs**
  - b. **Social/emotional considerations**
  - c. **Consideration of cultural needs**
  - d. **Building on student strengths**

## References:

Center for Disease Control and Prevention. (2015). Preventing Chronic Disease. [Multiple Chronic Conditions Among Outpatient Pediatric Patients, Southeastern Michigan, 2008-2013 \(cdc.gov\)](#)

Center for Disease Control and Prevention. (2019). *Managing chronic health conditions.* [Managing Chronic Health Conditions in Schools | Healthy Schools | CDC](#)

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