



## Guiding Principles for Students with Chronic Health Conditions

The purpose of the *Guiding Principles for Students with Chronic Health Conditions* is to enable schools to ensure a safe learning environment for students with chronic health conditions. These principles are based on the belief that children with chronic health conditions can participate in all academic and non-academic school-related activities. In order for them to be successful in school, a comprehensive health plan must be collaboratively developed by families, student, school personnel, and licensed health care providers. The individualized health plan (IHP) addresses medical orders and provisions appropriate to each student's needs during the school day and for other school-related activities.

- All persons will honor the student's right to access and participate in all school activities.
- The well-being of a student with a chronic health condition involves a collaborative relationship among the health care providers, the school and the home.
- School districts will adopt specific procedural school health guidelines which address currently acceptable standards of care for students with chronic health conditions.
- School districts will allocate sufficient resources for students with chronic health conditions.
- Parents may be invited to participate in their child's care during school and related activities, but are not required to accompany their child in order for the student to be fully involved.
- Each student with a chronic health condition has an individualized health plan in place before attending school.
- Students with a chronic health condition will be supported to actively participate in self-care and disease management.
- Students with chronic health conditions will have access to necessary supplies and ability-appropriate accommodations while participating in school-related activities.
- The professional school nurse is the most appropriate person to plan for and implement the care of students with chronic health conditions in the school setting.
- Persons responsible for a child with a chronic health condition should receive the necessary training from a qualified health care professional regarding child-specific health care interventions, both routine and emergency.
- All persons will maintain confidentiality and the student's right to privacy.



## **Guidelines for the Care of Students with Diabetes in Colorado Schools**

The purpose of this guide is to enable schools to ensure a safe learning environment for students with diabetes. These materials are based on the belief that children with diabetes can participate in all academic and non-academic school-related activities. In order for children with diabetes to be successful in school, a comprehensive health plan must be collaboratively developed by families, student, school personnel, and licensed health care providers. The individualized health plan (IHP) addresses medical orders and provisions appropriate to each student's needs during the school day and for other school-related activities. See the *Guiding Principles for Students with Chronic Health Conditions* document for reference on overall principles.

Federal laws that protect children with diabetes include Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1991, and the Americans with Disabilities Act of 1990. Historically, students with diabetes have been covered by Section 504 and the ADA. Section 504 prohibits recipients of federal funds from discriminating against people on the basis of disability. Title II of the ADA prohibits discrimination on the basis of disability by public entities. These federal laws (ADA, IDEA, Section 504) mandate that all students attending public schools have access to health care during the school day and for extracurricular school activities, if necessary, to enable the student to participate fully in these activities. The 504 plan should support what is written in the health plan, address other items not included in the health or educational plan, and explain in what ways the usual school routine needs to be altered for that particular student. Upon request of the parent or school staff, necessary services and modifications can be included in a 504 plan or the student's IHP.

The Colorado Nurse Practice Act is the state law that licenses and regulates the practice of nursing in Colorado. The Rules and Regulations Regarding the Delegation of Nursing Tasks (Chapter XIII.P4-9) allows the professional registered nurse to delegate nursing functions to Unlicensed Assistive Personnel (UAP) within specified guidelines.

Since most school districts in Colorado do not have a full time professional school nurse in each building, it is often necessary for the school nurse to delegate specific tasks for the care of a student with diabetes. Delegation may include medication administration, blood sugar monitoring, and emergency interventions, including Glucagon, according to the student's IHP. Nursing delegation requires specific training and ongoing nursing supervision of diabetes care tasks. The school district is required by Colorado state law to have a form signed by the parent and physician before medication and treatment can be administered.



Colorado Department  
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## Roles and Responsibilities

	School Team (Admin, Nurse....)	Health Care Provider	Family
Pre-attendance planning	Identifies students with special healthcare needs, including diabetes. Identifies at least three school personnel who will require training, delegation and ongoing supervision.	Is available for consult as requested	Notifies school regarding enrollment of student with diabetes. Informs school of intent to participate in extracurricular activities. Participates in a conference with nurse and other school staff to discuss student's care while at school or involved in school-related activities. Provides emergency contact information, diabetes health care provider information and other designated adults.
Individualized Health Plan (IHP)	Nurse performs assessment of student and develops IHP (link to FORMS) in collaboration with health care provider, school personnel and family. Nurse conducts ongoing and periodic assessments and updates IHP as necessary. School staff is responsible for administration of all routine and emergency medications and treatments per IHP. All substitutes are alerted to IHP. Emergency care plan is provided for transportation, field trips.	Submits written medical orders in a timely manner. Provides input for IHP as requested	Obtains signed and dated orders from health care provider.  Reviews IHP and makes recommendations for changes.  Signs IHP or medical orders when finalized and upon agreement of both family and school.
Equipment and Supplies	Appropriately stores and cares for items. Communicates with the family/student in a timely manner, when additional materials are needed.	Submits written medical orders for medication and/or equipment in a timely manner.	Provides all materials, medications, snacks and equipment necessary for diabetes care tasks and emergency care. Collaborates with school to identify what type of emergency supplies (for 72 hrs) are needed.



## Elements of the Individualized Health Plan For a Student with Diabetes

An Individualized Health Plan for a student with diabetes should contain the following components:

- Times and locations for blood glucose monitoring and treatment, considering all activity sites.
- Student to be accompanied by responsible person (14 years of age or older) when experiencing symptoms of hypo and hyperglycemia.
- List of trained personnel.
- Routine and emergency medications (and delivery methods).
- Glucose testing, ketone testing and treatment plan.
- Nutritional needs and carbohydrate count (meal plan that balances nutritional needs and physical activity levels).
- Supplies and equipment, location of these.
- Full participation in all school activities with coverage provided by trained personnel (Field trips, parties, activities, physical education and extra-curricular activities).
- Accommodations for classroom and school related activities (free access to restroom and water; student's possession of self management equipment and supplies, snacks, medications, emergency care, location of supplies, equipment and sharps management).
- Ability-appropriate self-care, including student agreement.
- Educational accommodations (alternate times for academic exams if student is experiencing hypo or hyperglycemia).
- Disaster planning recommended.
- Transportation needs (able to eat snack on the bus, emergency plan).
- Methods of communication between school and family, including advance notice of changes in school schedules.

### Elements of a 504

A 504 plan is created upon request of the parent or school team if there are additional items to be addressed for the student with diabetes.

### References

These Guiding Principles were developed and based on the professional input of the Diabetes Care in Colorado Schools Collaborative (2005-2006) and refer to the following references:

American Diabetes Association: *Diabetes care tasks at school: What key personnel need to know*  
<http://www.diabetes.org/advocacy-and-legalresources/discrimination/school/schooltraining.jsp>

Chase, Peter (2006). *Understanding Diabetes*, Children's Diabetes Foundation, Denver, CO.  
<http://www.uchsc.edu/misc/diabetes/ud11.html>

National Diabetes Education Program. (2003, June). *Helping the Student With Diabetes Succeed: A Guide for School Personnel*. [http://www.ndep.nih.gov/diabetes/pubs/YOUTH\\_NDEPSchoolGuide.pdf](http://www.ndep.nih.gov/diabetes/pubs/YOUTH_NDEPSchoolGuide.pdf)