



GROWING HEALTHY MINDS

A VIRTUAL LEARNING COLLABORATIVE

Supporting Student Mental Health

**Supporting the Mental Health of
Students with Chronic Conditions**

January 30, 2025

Acknowledgements & Disclosures

This Project ECHO® is made possible through a grant from the New Jersey Department of Children and Families and collaboration with:



New Jersey State
School Nurses Association
Leading, Teaching, Caring.



St. Joseph's Health
ST. JOSEPH'S CHILDREN'S HOSPITAL



All identified relevant financial relationships have been mitigated and the educational content thoroughly evaluated by the New Jersey Chapter, American Academy of Pediatrics for fair, balanced, and safe, effective patient care.





NJAAP Accreditation Statement

Accreditation Statement:

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Medical Society of New Jersey. New Jersey Chapter, American Academy of Pediatrics is accredited by the Medical Society of New Jersey to provide continuing medical education for physicians.

AMA Designation Statement:

New Jersey Chapter, American Academy of Pediatrics designates this live internet activity for a maximum of 1.25 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

ABP MOC Part II:

Successful completion of this CME activity, which includes participation in the evaluation component, enables the learner to earn up to 1.25 MOC points in the American Board of Pediatrics' (ABP) Maintenance of Certification (MOC) program. It is the CME activity provider's responsibility to submit learner completion information to ACCME for the purpose of granting ABP MOC credit.

Continuing Nursing Education Credits

No one with the ability to control content of this activity has a relevant financial relationship with an ineligible company.

Requirements:

- Participation in the full duration of each Growing Healthy Minds session for which you are seeking contact hours
- Completion of a Growing Healthy Minds session evaluation for each session for which you are seeking contact hours, which will be sent to the email you used to register following each session

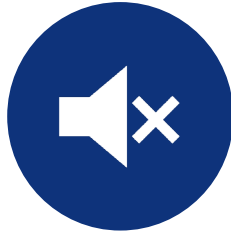
This continuing education activity was approved by the Ohio Nurses Association, an Ohio Board of Nursing approver. (OBN-001-91) Expiration date: 10/1/2026



Housekeeping



We encourage you to turn on your camera while engaging in the session.



Kindly remain on mute to reduce background noise when you are not speaking.



By participating in these ECHO sessions, you are consenting to being recorded.



To protect patient privacy, please refrain from sharing any protected health information (PHI).



Please unmute or use the chat function to engage in discussion with fellow participants and hub faculty.

Share your full name, role, and district in the chat!

Meet our Hub Faculty Members

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School Physician for Montgomery, Hillsborough, North Brunswick, Chapin

Chair, Department of Pediatrics, Penn Medicine Princeton Health
Chair, NJAAP Task Force on Adolescent Health and School Start Times



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Poll Question

According to the CDC, what percentage of school aged children and adolescents have **at least one** chronic health condition?

A. 20%

B. 25%

C. 33%

D. 40%

Answer:

40% of school aged children and adolescents in the US have chronic health conditions (CDC, 2024)

Elementary School- S is a 6 year old female beginning first grade. She had an anaphylactic response to eating a peanut butter sandwich over the summer. She was seen in the ER, diagnosed with a peanut anaphylaxis and prescribed emergency epinephrine and has an EpiPen. Parents want her to be at a peanut free table at lunch. Parents want to review the protocols for food/snacks/parties with the school nurse.

Middle School- J is a 12 year old male starting 6th grade. He has had Type 1 diabetes since he was 8 years old. He has an insulin pump and a Continuous Glucose Monitor (CGM). His parents want to encourage his independence and are asking whether he needs to see the school nurse before lunch and PE like he did in elementary school. They want the school nurse to manage the CGM at school.

High School- L is a 15 year old sophomore diagnosed with POTS. She has had a few episodes of fainting last year which led to cardiac workup and diagnosis. She was previously a member of the track team. She spent most of the spring of her freshman semester out of school for medical appointments and exacerbations when she did not feel well enough to attend school. She was a straight A student.

Impacts on the Child

- . Feelings of anger or sadness or frustration and feeling different than peers
- . Concern about their safety and having an emergency in school
- . Medications side effects and medications may feel stigmatizing
- . Physical appearance
- . Privacy
- . Self Esteem

Visible and Invisible Signs and Symptoms of Children with Chronic Illness

Visible	Invisible
Body changes	Loss of control/overwhelmed by care
Medical devices	Feeling different
Witnessed frequenting the nurse office	Worry about their future
Witnessed past medical emergency	Pain
Out of PE or recess	PTSD
	Social Isolation
	Labels

Impact on their School Day

- Excused from gym class
 - Other kids ask “Why?”
- Out of sports
 - If this is a core part of the student’s identity, this can be detrimental to their emotional well-being
 - Not being with their friends
 - Stigma or shame about their condition

Comments They May Get

- *“How did this happen to you?”*
- *“Did you do something wrong to make this happen?”*
- *“Is this genetic? Did you get it from your parent? Why would they have kids knowing this may happen”*
- *“Will I get this too?”*
- *“What can I do to prevent this from happening to me?”*
- *“My parent told me...”*

These comments may feel belittling and shaming.

Other kids most likely just don't know what the student is going through.

What May be Going Through Their Head

- I can't do the same activities with my friends/peers anymore.
- Will anyone ever want to date me?
- People look at me with pity
- People don't know what to say to me, so they just don't say anything
- I don't want to worry my parent any more than they already do

Kids with Chronic Conditions and Risky Behavior

- Multiple studies show that adolescent survivors of childhood cancer engage in similar use of tobacco use, binge drinking, and other drug use, as compared to their siblings and peers.
- Adolescents with chronic illnesses engage in similar rates of sexual risk behavior as their peers, often with low level of sexual health knowledge and low prevalence of contraceptive use.

Chronic Health Conditions and School Attendance

- Students with chronic health conditions often have increased absences
- School nurses and administration (attendance office) can be more vigilant about identifying trends in absenteeism in students with chronic health conditions
- Some absences might be preventable with better communication between school nurses and family/health care team

Chronic Health Conditions and School Avoidance

- Having a chronic health condition is a risk factor for developing school avoidance
- Can develop for many reasons:
 - Academic challenges,
 - Social struggles,
 - Parental or student anxiety about health/safety
- Goal should be to address school avoidance early

Ways to Address School Avoidance Through the Home Instruction Process

- Communicate with family at initial Home Instruction (H.I.) request that H.I. is not a replacement for in person education
- Discuss concept of school avoidance and importance of early return when possible
- Discuss that school can provide modified schedule to facilitate return to school
- Communicate amount of absences and utilization of H.I. to student's medical team
 - Health care team might not be aware of amount of absences or might be told that school has approved it
 - Can be done via the Home Instruction form
 - Can request more detailed information and plan in order to approve H.I.
 - Can also require mental health evaluation in cases where comorbid mental health issues are suspected

Support for Students with Chronic Health Conditions in the School Setting

- Outreach to parents/guardians to identify students with chronic health conditions
- Medical release to communicate with pediatrician and specialist
- IHP, Emergency Plans, 504, IEPs
- Chronic disease management in schools
- MTSS
- Mentors
- Staff education in Youth Mental Health First Aid
- Continue to foster “normal” activities as much as is safe and possible

Other Supports

- **Support groups-**
 - Disease specific
 - Hospital or provider specific
- **Camps-** Disease Specific
 - Camp Nejeda,
 - Camp No Worries
 - Camp Nova

Individual Care Plans, Emergency Action Plans, 504, IEPs

	IHP Individualized Health Plan	EHCP/EAP Emergency Health Care Plans or Emergency Action Plan	504	IEP Individualized Education Plan
Who	Students with chronic health conditions	Students with chronic conditions with potential to have medical emergency	Students with physical or mental impairment that have potential to interfere with learning	Students who receive special education and related services must have an Individualized Education Program
What	Plan for healthcare needs of students so they can attend school safely	Plan for potential medical emergency	Accommodation plans for students with disabilities Prevents discrimination	Educationally relevant medical findings. Includes direct and special services for those students with qualifying disability.
Why-background explanation	Foundation for all school healthcare plans. Developed by the nurse for the nurse and in line with state NPA	What to do for school staff in the event of student medical emergency with specific interventions,	Accommodations to access the curriculum Section 504, Rehabilitation Act of 1973	Federal Law under IDEA May include IHP or EAP
Where- where is this initiated?	Certified School Nurse	School nurse and/or HCP	504 coordinator best practices include CSN	Child Study Team. CSN invited if medical condition
How	Written care plans with student/family and HCP input	Emergency action plan written with input HCP if medications ordered.	504 plan that should include IHP Shared with staff	If indicated, will include "IHP"
When-Reviewed	At least Yearly*	At least Yearly*	At least Yearly*	At least Yearly*

Key Legal Considerations

- Intersection of Physical and Mental Health
- Medically Fragile Students
- Role of School Nurse, School Physician, Healthcare Provider
- Student Transportation and Proper Supervision
- Medical Marijuana
- Protocols for Addressing Asthma, Diabetes, Epilepsy, Obesity, Oral Health, other Chronic Conditions
- Paul's Law

Medically Fragile Student

C.18A:40-3.3 Employment of nursing, non-nursing personnel; definitions.

. . .

2. b. A medically fragile student requiring clinical nursing services shall have those services rendered by a provider of clinical nursing services as defined in this subsection. Nothing in this section shall be construed to exclude a licensed health care service firm that is approved to provide private duty nursing under the Medicaid Program and is in compliance with State Board of Education regulations. The parent or legal guardian of a medically fragile student shall have the option to choose a provider to render clinical nursing services to the student, and the State Board of Education shall allow the provider chosen by the parent or legal guardian to render such services to the student only if the cost to the school district remains neutral.

As used in this subsection:

“Medically fragile student” means a school-aged child who suffers from a life-threatening medical condition, and as a result of such condition, requires more individualized and continuous care than is available from a school nurse.

“Clinical nursing services” means specific health care services, based on a medically fragile student’s individualized education plan and a physician’s or advanced practice nurse’s orders, as provided by a registered nurse or licensed practical nurse with specialized pediatric training who attends to the student.

“Provider of clinical nursing services” means an agency that renders clinical nursing services and is approved to provide private duty nursing under the Medicaid program pursuant to P.L.1968, c.413 (C.30:4D-1 et seq.) or the NJ FamilyCare Program pursuant to P.L.2005, c.156 (C.30:4J-8 et al.).

Administration of Medication

- N.J.S.A. 18A:40-12.3 permits the self-administration of medication by a pupil for asthma or other potentially life-threatening illnesses, a life-threatening allergic reaction, or adrenal insufficiency.
- N.J.S.A. 18A:40-12.15 allows for students with diabetes to self-manage their care and administer medication related to their diabetes.
- N.J.S.A. 18A:40-12.30 requires the school nurse to designate the administration of hydrocortisone sodium succinate to employees who volunteer when the nurse is not available.
- N.J.S.A. 18A:40-12.14 requires the school nurse to designate the administration of glucagon to a student with diabetes who is experiencing severe hypoglycemia when a school nurse is not physically present at the scene.
- N.J.S.A. 18A:40-12.6c requires the school nurse to recruit and train volunteer designees to administer epinephrine via an auto injector when the nurse is not present.
- N.J.S.A. 18A:40-12.24 directs the school nurse and trained school personnel to administer opioid antidotes in the event that someone is believed to be experiencing an opioid overdose.
- See NJDOE Broadcast Email – 12/13/23
 - [Delegation of Medication Administration in School Settings](#)

Transportation and Field Trips

- Equal Access to Participation in Field Trips
 - Proper Training for Staff on Bus – See N.J.A.C. 6A:27-11.3
- Information Sharing on Student Medical Needs – FERPA
 - Legitimate Educational Interest – See 20 U.S.C. §1232g
- Policy on transportation of medication – See N.J.A.C. 6A:16-2.1
- Administration of medication – See N.J.S.A. 18A:40-12.5 and 12.6
 - Self administration – See N.J.S.A. 18A:40-12.3
 - Nurse and/or designee as required
 - Over-the-counter medication – board policy (include parent waiver, consent)
- Transporting specialized equipment – See N.J.A.C. 13:20-49D-14
 - Crutches, walkers, oxygen bottles, ventilators
 - Must be securely fastened at mounting location able to withstand pulling force up to 5 times the weight of the item OR retained in a closed, latched compartment
- Using Public Transportation – Potential Issues

Paul's Law

- P.L. 2019, c. 290 (1/9/2020) - “Paul’s Law”; authorizes parent or guardian to request use of individualized health care plan for student with epilepsy or seizure disorder, which includes specific actions for non-medical school staff. Took effect immediately.
- School nurse develops plan based on parent submitted seizure action plan.
- “Seizure action plan” means a comprehensive document provided by the student’s physician, advanced practice nurse, or physician’s assistant which includes, but is not limited to, information regarding presentation of seizures, seizure triggers, daily seizure medications, seizure first aid, and additional treatments.
- Annual authorization and update with training for all staff.
- NJDOE Guidance [Issued March 3, 2021](#)

Section 504

- See [OCR Parent and Educator Resource Guide to Section 504](#)
- Need to work with families to provide reasonable accommodations for students
- If student is able to be in school with supports other than a medical doctor, student is entitled to attend

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Questions?



Upcoming Events

Half-Day Conference

SCHOOL HEALTH & THE LAW...

Empowering School Nurses, School Physicians and School Administrators to Work Together and Support Students

ONLY \$150
Registration includes CME Credits/
CNE Contact Hours, breakfast, lunch, networking

Wednesday, February 26, 2025
9:00 am - 2:00 pm

NJPSA/FEA Conference Center
12 Centre Drive, Monroe Township, NJ 08831

This conference is designed for school nurses, school doctors and school leaders to hear about the latest developments in state and federal law related to school health and their specific roles and responsibilities.

Hot Topics:

- What's New in School Law?
- Student Accommodations - What's Reasonable?
- It's All Fun and Games Until... Legal Questions about School Sponsored Field Trips
- Addressing Staff Member Medical/Wellbeing Needs
- Legal Liability and Your Role

Speakers:

 David Nash, Esq. LEGAL ONE Director Director of Legal Education and National Outreach	 Wayne Vailhus, MD, FAAP Medical Advisor Board of Education	 Paula O. Clark, Esq. Labor and Employment Counsel Director of Human Resources
 John Worthington, Esq. Coordinator of Special Education Law NJPSA/FEA/LEGAL ONE	 Bert Mandelbaum, MD, FAAP National Pediatric Chiropractic Dir. of Pediatrics University Medical Center of Princeton	 Janice Leitchman, MA, RN, NJ-CNA Adjunct Instructor William Paterson University Adjunct Instructor WPU Author Fast Facts for the School Nurse
 Roberta Gold LEGAL ONE Assistant Director Retirement & Benefits Services	 Cynthia Samuel, PhD, RN, CSM-SU OGI Consultant National Association of School Nurses	 Sandra L. Jackson, Esq., LL.M. Assistant Director of Legal Education
 Gale Vogel LEGAL ONE Coordinator of Mental Health, Wellness, and the Law	 Matt Bolton, Ph.D. Assistant Superintendent Westfield Public Schools	

REGISTER TODAY!



Questions? Contact us at LEGALONE@njpsa.org

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GROWING HEALTHY MINDS

Mental Health Conference

Pediatric Depression & Suicidality in Primary Care

Wednesday, April 2nd - 7AM to 2PM
The Palace at Somerset Park, Somerset, NJ

We welcome pediatric primary care providers throughout NJ to register

Join us for this FREE learning opportunity!
Enjoy networking, breakfast & lunch, Q&A panels with subject matter experts, and connect with community organizations.

Click the flyer to register!



NEW JERSEY PEDIATRIC PSYCHIATRY COLLABORATIVE

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PEDIATRIC TO THE HEART OF ALL COLLABORATION

Evaluation

Reminder:

If you are seeking educational credit for your participation in this webinar,

Please be sure to complete the session evaluation at:

<https://www.surveymonkey.com/r/XR7CVWK>



Join us again in February!

Topic: Bullying, trauma-sensitive de-escalation and techniques for co-regulation

Cost: FREE! There is no cost to participate in this series.

When: Tuesday, February 18th from 6:30-7:45pm

Where: All sessions are hosted virtually via Zoom.

Presented by:



Kristina Donovan, PhD



David Nash, Esq



Iqra Baig, MD, MS

