

**Back To School
Checkups and Things to Know
For
Children and Youth
With Special Health Care Needs**



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FVND Health Information and Education Center is pleased to share this guide to back-to-school check ups with you.

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Please keep in mind that information contained in this document is intended to be general in nature and is not a substitute for individual guidance from your child's health care providers. Questions about health care needs in the school setting for your child need to be directed to the appropriate medical personnel.

You can reach us at 888-522-9654 (toll free for families in ND), 701-493-2634, or web: www.fvnd.org or email: fvnd@drtel.net

Back-to-school check-ups for children and youth with special needs.

Health (medical) examinations are necessary for children entering kindergarten. Immunizations must be up to date and a copy of your immunizations provided to the school.

Many medical providers recommend physical, dental and vision check ups for children at least once per year. More information about check ups for children and adolescents is available from Bright Futures in their publication **Guidelines for Health Supervision of Infants, Children and Adolescents**:

<http://www.brightfutures.org/bf2/pdf/pdf/FrontMatter.pdf>

Your health insurance plan may also have rules about how often children get check ups, so it's a good idea to find this out before making an appointment.

Your Health Care Coach website, a service of the National Health Law Project, has extensive information about check ups and health insurance, as well as many other relevant topics: [http://](http://www.healthcarecoach.com/resources/index.php?view=detail&id=81 &node=10)

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Here is a link to the Center for Disease Control's updated immunization schedule for children and youth:

<http://www.cispimmunize.org/IZSchedule 2006.pdf>.

Immunizations ("shots") are also required for children to attend school. The same information is available in chart form at: <http://www.immunize.org/catg.d/when1.pdf> and <http://www.cdc.gov/nip/recs/child-schedule-bw-print.pdf>

Here is a text-only version of the current (updated September 2006) child immunization schedule:

<http://www.cdc.gov/nip/recs/child-schedule-508.rtf>

Please discuss your child's immunization needs with your child's medical providers. More information for families about "well-child" check ups can be found in the Mayo Clinic's article "School-Age Check-Ups: What to know before you go":

<http://www.mayoclinic.com/health/childrens-health/FL00002>

TRANSPORTATION ACCOMMODATIONS

Due to your child's physical condition, size, medical needs and/or behavioral challenges, some of the following may be needed:

- ♥ Transportation to/from school
- ♥ Transportation in a vehicle with climate control (air conditioning , heating)
- ♥ Transportation in a vehicle equipped with a lift or ramp and crash-tested wheelchair tie-downs
- ♥ Transportation in a vehicle equipped with a child safety restraint (car seat, booster seat, safety restraint vest or lap-shoulder belt) specific to your child's needs
- ♥ Aide or attendant to ride on the bus with your child

Resources regarding transportation:

The American Academy of Pediatrics (AAP)

<http://aap.org/family/carseatguide.htm>

<http://aap.org/healthtopics/carseatsafety.cfm>

(See sections on Children with Special Needs and on School Bus Transportation)

The National Highway Traffic Safety Administration (School bus safety)

<http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.e712547f8daccabbbf30811060008a0c/>

Equip for Equality-Fact

sheet on transportation for students with special needs

<http://equipforequality.org/resourcecenter/spec-transportation.doc>



ASSISTIVE TECHNOLOGY

Many children and youth with special health care needs can benefit from assistive technology (AT). Accessing AT starts with an assistive technology evaluation as part of the IEP process. **The North Dakota Interagency Program for Assistive Technology** has extensive resources about assistive technology (AT), both low tech and high tech, a statewide list of AT evaluators, notices of events, an online manual on funding options (including accessing AT via the IEP), classified ads and more:

Contact NDIPAT at their Fargo office: (701) 365-4728
Local or 1-800-895-4728 Toll-free or in Bismarck: 1-888-540-4728 Toll-free

Web: <http://www.ndipat.org/>

Other resources:

The National Assistive Technology Technical Assistance Partnership (NATTAP) has extensive resources available on all types of AT, with detailed information about AT in school settings nationwide, including legal policy documents covering AT and IDEA:

<http://www.resna.org/taproject/goals/education/index.html>

Of special interest is their resource on "School Liability for Family-Owned AT":

<http://www.resna.org/taproject/goals/other/funding/schoolliability.html>

More family-oriented resources about AT and children with IEPs can be found at:

Family Center on Technology and Disability
<http://www.fctd.info/webboard/index.php> and

Equip for Equality: Fact Sheet on assistive technology rights for students with IEPs.

http://www.equipforequality.org/resourcecenter/at_specialedfactsheet.doc

Back-to-school checkups are especially important for children and youth with special needs who have IEPs (Individualized Education Plans) and 504 Plans (health plans). In order for your child to get "related services" included in their IEP or 504 Plan, you will need to give the school written prescriptions and letters from his/her doctor. These letters need to state clearly your child's name, birthdate, diagnosis (remember that this is NOT the same as their "special education category"), which related services/accommodations your child needs in order to participate in their school program, how these services need to be delivered, and any specific details about equipment needed.

Reminder to families and medical staff: decisions about related services and accommodations are separate from decisions about school placement. This means that the family and the IEP team first determine what constitutes the "least restrictive environment" (LRE) for the student, and then further develops the IEP in regard to any needed related services/ accommodations which are required.



Appropriate related services and accommodations can be delivered in any school placement; they are NOT tied to a specific program, building or location. For more information, and to learn about the Individuals with Disabilities Education Act or Section 504 go to:

Information about 504 Plans:

<http://www.nhlbi.nih.gov/health/public/lung/asthma/guidfam.htm>

IDEA Toolkit for families:

<http://www.nclld.org/content/view/full/915/456098/>

More IDEA resources:

<http://nichcy.org/idea.htm>

Latest updates on IDEA:

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html#tools>

Section 504 and IDEA:

http://www.wrightslaw.com/info/sec504_index.htm

Information from Office of Civil Rights (OCR) on Section 504 and IDEA:

<http://www.ed.gov/about/offices/list/ocr/504faq.html>

Section 504 guide for parents:

<http://www.schwablearning.org/articles.asp?r=777>



THERAPIES AND ADAPTIVE EQUIPMENT

Some children and youth require related services in their IEPs which include therapies (for example: physical therapy, occupational therapy, speech therapy, feeding (oral/motor) therapy, behavioral therapy, vision therapy, auditory therapy) All of these therapies require a doctor's prescription, which must be updated yearly. Some children may also require adaptive equipment and/or environmental modifications in order to participate in their school programs. Often, families will consult with therapists working with their child and ask for a "letter of medical necessity" to share with the doctor in order to get the needed prescriptions ready for the IEP meeting.

Some examples of adaptive equipment and environmental modifications include: air conditioning in the classroom and school building (as well as on the school bus), ramps, fragrance-free regulations, modifications in level of lighting or sound proofing, and more.

More information is available from:

Related services:

<http://nichcy.org/pubs/newsdig/nd16txt.htm>

School accommodations:

<http://www.taalliance.org/publications/ALL15.pdf>

School health services: legal information:

http://www.uchsc.edu/schoolhealth/res_pages/services/millennium.htm

"The final word on School Health

Services:

<http://www.whittedclearylaw.com/CM/Publications/publications20.asp>

ADMINISTRATION OF MEDICATIONS OR MEDICAL TREATMENTS DURING THE SCHOOL DAY

Some children and youth with special needs may require medications and/or medical treatments during the school day. It is very important to have complete documentation updated by your physician as needed to include in your child's IEP.

You will need to submit information such as:

Name of medication's), dosage schedule and reason for the medication

Whether or not you permit your child to self-medicate (some school districts have rules about this)

Any equipment or special procedures needed to administer the medication

A written plan for dealing with medical emergencies related to your child's condition

Any medical tests that may need to be done during the school day (for example, testing blood sugar)

Any medical treatments that must be done during the school day with complete information about the procedure, personnel need equipment and emergency plan

If your child requires a "school nurse" for the administration of medications and/or treatments, and whether this needs to be an RN (registered nurse) or LPN (licensed practical nurse). You will need to supply the required medication's) and equipment, following your school district's guidelines for packaging, quantity, storage, refills and back-up plan.



Some common related services that your child may need to have included in their IEP include:

SCHOOL LUNCH ACCOMMODATIONS

Children whose families chose for them to participate in the School Lunch Program (whether they are eligible for a free lunch, reduced price lunch, or pay the full price for their lunch) are entitled to receive medically necessary accommodations, which can include a modified lunch (how the food is prepared and/or what food is served) and accommodations to allow the child to eat the food (special seating, an aide for feedings, special equipment, for example).

Children who have medical needs, but not an IEP for special education needs, are also eligible for School Lunch Program accommodations. This includes, for example, children with food allergies, children with diabetes and children with other medical conditions affecting what/how they eat, as documented by their doctor.

The U.S. Department of Agriculture has a manual on accommodations in the School Lunch Program, available for free download:

General information about the School Lunch Program:

<http://www.fns.usda.gov/cnd/lunch/>

Manual on School Lunch Program accommodations:

http://www.Guidance/special_dietary_needs.pdf

Forms to be completed by the child's physician and submitted to USDA Manual): Eating/Feeding Evaluation and Information Form (p. http://www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf)



Children who do not participate in the School Lunch Program, but who require accommodations to allow them to consume lunches brought from home are eligible to have these services/ supports included in their IEP/504 Plans, with required documentation from their doctors and therapists.

For example, a child's goals in oral motor development can include related services to be provided during the lunch period at school and delivered in the lunchroom.

For more information about special education rights, laws and training for families, you can contact ND's Parent Training and Information Center (PTI): Pathfinder Phone 701-837-7500 or 1-800-245-5840 or Fax 701-837-7548

TOILETING ACCOMMODATIONS

Some children and youth with special health care needs may require toileting accommodations in order to participate in their school programs.

It is against the law to discriminate against persons who are not toilet trained. There are not any state or federal laws which require any person of any age to be toilet trained in order to participate in any school or community programs (including day care and child care) . These accommodations can include, for example, specialized equipment - grab bars, accessible bathrooms, special toilet seats, a mechanical lift for transferring, a curtain instead of a door on the toilet stall. Other accommodations can include a private area for diaper changes, private area for catheterization or ostomy care, assistance from an aide or other personnel, schedule changes to accommodate need for access to the toilet.

If needed, toilet training goals can be incorporated into a child's IEP. Please note that if a student uses any disposable supplies, such as diapers, wipes, or catheters, cont.

it is the responsibility of the family to provide these items.

If your child has a latex allergy, you will need to ask the doctor to document this in writing and request that staff assisting your child use vinyl gloves only. All school programs and personnel are required to adhere to Universal Precautions at all times. More information on these topics is available at:

"Latex allergies and schools":

<http://www.schoolhealth.org/article.cfm?contentID=35>

Universal precautions learning module:

<http://www.theeducationteam.com/education/universal-precautions.htm>

Educating children and youth about universal precautions: <http://www.ericdigests.org/2000-3/disease.htm>

Toileting at school for children with autism:

<http://www.bellaonline.com/articles/art17322.asp>

Toilet training as a school goal:

<http://www.medhomeportal.org/issues/index.cfm?issueid=19&diagid=95&menuid=21>

Toileting procedures and toilet training in a state school code (Massachusetts):

<http://www.doe.mass.edu/lawsregs/603cmr18.html?section=03>

Amber Tatro Supreme Court decision (clean intermittent catheterization as a related service):

<http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=468&invol=883>

