



School Nurse UPDATE

#11 February 10, 2022

Greetings!

February is **Black History Month**. See pages 5 and 7 for information regarding the celebration of **Black medical pioneers who have shaped health care and changed the face of medicine in America**.

Last week was busy with the revised **DHS schools outbreak document and DPI's revised guidance both being published**. Make sure the copy of the COVID-19 Infection Control and Mitigation Measures for Wisconsin Schools 2021/2022 you are using is the February 3rd version. **Links and summaries of both documents are in this Update**.

New legislation was passed and signed into law last week that easily could be overlooked. See the section in DPI News about the **newly licensed profession of Naturopathic Medicine**. Read about this specialty on the Association of Accredited Naturopathic Medical Colleges (AANMC) [webpage](#) and the American Association of Naturopathic Physicians (AANP) [webpage](#). DPI will be evaluating this new legislation and updating guidance, as necessary.

Slowly as time permits, I am addressing other areas of my position. Also, under DPI News is information on how current and future releases of new medication dispensary devices will be handled for the purpose of "required DPI approved" training.

PRACTICE POINTS this issue is an explanation of the call for action that the National Association of State School Nurse Consultants published last week. If you have questions or comments, please feel free to contact me.

I have been informed by the Wisconsin Association of School Nurses (WASN) leadership that the annual conference is being held. Other than that, I have no information. Please be on the look out for more information from WASN or their conference planners.

Louise

FEATURED STORIES

PRACTICE POINTS – My Call to Action

Naturopathic Medicine
Changes School Health
Laws (p. 2)

The Role of the School
Nurse in Child Trafficking
(p. 7)

MMWR- Effectiveness of
Mask Use (p. 8)

MIS-C webinar (p. 10)

SAVE THE DATE

Next DiSH-WI Session –
February 16, 2022

School Nurse Network
Meeting – February 15,
2022 3:30-4:30 PM

WASN Spring Conference
– April 28-29, 2022 –
Green Bay, WI

DPI News

Updated Guidance

DPI's [COVID-19 Infection Control and Mitigation Measures for Wisconsin Schools 2021/2022](#) has been updated and posted. As noted in the document's Introduction, this February 3, 2022, revision:

- Incorporates DHS recommendations published February 2022.
- Includes CDC recommendation that all individuals who are close contacts of someone with COVID-19, tested positive for COVID-19, or developed symptoms of COVID-19 should avoid contact with people who are immunocompromised or at high risk for severe disease for at least 10 days (p. 6).
- Incorporates DHS reprioritization of contact tracing with focus on outbreak investigation (p. 16).
- Recommends notifying families when a student with a special health care need or at increased risk of severe illness, or a student with a family member at increased risk of severe illness, is a close contact of a positive COVID-19 individual.
- Provides quarantine and isolation calculator online tools (p. 23).

Newly Licensed Occupation for Naturopathic Medicine Changes Attendance and Medication Statutes

[2021 Wisconsin Act 130](#) was signed into law this past week and became effective February 5, 2022. It creates a new licensed occupation for naturopathic medicine, including two categories of licensed naturopathic practice which are a licensed naturopathic doctor (ND) and a licensed limited-scope ND, to be administered by a Naturopathic Medicine Examining Board.

School nurses will want to be aware how this affects:

- who may write a medical order in Wis. Stat. sec. 118.29(1)(e) the school medication administration statute
- who may write a medical excuse for attendance in Wis. Stat. sec. 118.25 (3) (a)
- who may do the tuberculosis physical health examination and questionnaire under Wis. Stat. sec. 118.25(1)(a)

It is unclear if the prescriptive practices are limited to nonprescription medications. DPI will provide more information and update related documents in the future.



Effects will include who can write medical orders for student medications, write medical excuses for absences, and perform the TB physical exams and fill out the questionnaire.

DPI News



Public Review of Draft Standards in Nutrition

On July 13, 2021, the Wisconsin Department of Public Instruction (DPI) began a review of academic standards in nutrition.

Wisconsin Academic Standards are reviewed, revised, or both on an ongoing basis and the adoption and use of Wisconsin Academic Standards in schools is voluntary in state statute. The process begins with a [Notice of Intent](#) to review and a month-long public comment period. The State Superintendent's Academic Standards Review Council examined those comments and recommended to revise the standards. The State Superintendent authorized the writing of new Wisconsin Academic Standards for Nutrition. The writing committee has developed a draft of the new standards that is available for public review. Any individual, group, or agency may submit comments regarding these academic standards by **February 23, 2022**, through an [online survey](#). Additional information related to the review of the nutrition standards is available on the [DPI Nutrition Education Webpage](#).

DPI will not be producing separate training materials as each new medication delivery system comes to market. DPI endorses the use of the manufacturer's instruction material for training purposes.

Additional Intranasal Seizure Medication Resources

The skills sheet for intranasal seizure medications has been updated along with the addition of a procedure for Valtoco®. See new resources under intranasal medications on the Medication Administration Training [webpage](#).

Due to the continual introduction of multiple new medications with varied delivery systems, DPI will not be producing separate training materials as each new medication delivery system comes to market. DPI endorses the use of the manufacturer's instruction material for training purposes. Per Wis. Stat. §118.29(6) if the medication is inhaled, injected, or administered rectally, or into a nasogastric tube, a gastrostomy tube, or a jejunostomy tube, school employees or volunteers must first successfully complete DPI-approved medication training. Medication training is not required, but recommended for medications administered orally, topically, or via the ear and eye.

DHS News

Updated Guidance Released

The Wisconsin Department of Health Services (DHS) released updated [Guidelines for the Prevention, Investigation, and Control of COVID-19 Outbreaks in K-12 Schools in Wisconsin](#) to include the latest recommendations from the CDC. This guidance also reflects changes from DHS memo [BCD 2022-01](#) that went into immediate effect on January 21, 2022. DHS recommends that local and tribal health departments (LTHDs) use this guidance as they work with school administrators to ensure the health and safety of students, teachers, school staff, and the broader community.

Key Takeaways

- DHS recommends that schools layer multiple prevention strategies to protect students, teachers, administrators, and staff.
- Vaccination remains the leading strategy to prevent new cases and to keep schools operating safely.
- DHS, in alignment with CDC, recommends well-fitting masks be worn by students, teachers, and school staff, regardless of vaccination status.
- In addition to universal masking, students should maintain at least three feet of physical distance between other students within classrooms to reduce the spread of disease.
- Screening testing is especially important in K-12 settings where school-aged children are more likely to have mild or asymptomatic infection than adults. Screening testing can add assurance that schools remain open safely for in-person learning, sports, and extracurricular activities.
- Improving ventilation systems, promoting hand hygiene and respiratory etiquette, and cleaning and disinfection remain important layers of prevention to keep schools safe.
- LTHDs should continue to work with school administrators to investigate suspected and confirmed COVID-19 outbreaks in K-12 school settings.
- Students, teachers, and school staff should continue to isolate and quarantine when necessary.



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DHS News

Black History Month Spotlight

In honor of Black History Month, throughout February DHS will celebrate Black medical pioneers who have shaped health care and changed the face of medicine in America. We begin with Dr. James McCune Smith, the first Black person to earn a medical degree and run a pharmacy. Visit [BlackHistoryMonth.gov](https://www.blackhistorymonth.gov) to find ways to celebrate, learn, and honor. And while we spend this time to celebrate, we also acknowledge that the COVID-19 pandemic has disproportionately impacted Black communities across Wisconsin.

To see the data, visit the [COVID-19: Racial and Ethnic Disparities](#) page. And to learn more about how DHS is working to center equity in our work to reduce health disparities, visit the [DHS Office of Health Equity](#) home page. The best way to stop the spread of COVID-19 is get your free vaccination and booster, wear a mask, and get tested if you have been exposed or are feeling sick.

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**CELEBRATING TRAILBLAZERS
IN MEDICINE**

James McCune Smith was the first Black person to earn a medical degree.

At the time, African Americans could not attend medical school in the US. Smith had to attend the University of Glasgow Medical School in Scotland.

James McCune Smith, MD
(1813-1865)

BLACK HISTORY MONTH

WISCONSIN DEPARTMENT of HEALTH SERVICES

DHS News



Recording January 26, 2022 Webinar

The recording of the Wednesday, January 26, COVID-19 Webinar for Local Public Health and School Stakeholders, presented by the Wisconsin Department of Health Services (DHS) and the Department of Public Instruction (DPI), can be found on the [DHS COVID-19 Schools webpage](#) under “Webinars for Local Public Health and School Stakeholders.”

For additional information, reference these resources and studies that were discussed by the webinar speakers.

Resources:

Dr. Jasmine Zapata, DHS Chief Medical Officer:

Online Resources

- [DHS Wisconsin COVID-19 Summary Statistics](#)
- [DHS COVID-19 Wisconsin Cases](#)
- [DHS COVID-19: Hospitalizations by Age Group](#)

Studies

- [CDC MMWR: Risk for Diabetes after Diagnosis with SARS-CoV-2 Infection Among Persons <18 Years](#)
- [CDC MMWR: Effectiveness of Pfizer-BioNTech mRNA Vaccination Against Multisystem Inflammatory Syndrome in Children \(MIS-C\) Among Persons 12-18 Years](#)

Dr. Jordan Mason, DHS Bureau of Communicable Diseases

Online Resources

- [CDC Test to Stay Guidance](#)
- [CDC What We Know About Quarantine and Isolation](#)
- [CDC Your Guide to Masks](#)
- [CDC Science Brief: Community Use of Masks to Control the Spread of SARS-CoV-2](#)

Claire Evers, DHS K-12 School COVID Testing Manager

- [DHS K-12 Testing Program](#)

Louise Wilson, DPI School Nurse Consultant:

Online Resources

- [COVID-19 Information for School Health Services](#)
- [COVID-19 Infection Control and Mitigation Measures for Wisconsin Schools 2021/2022](#)

*Past and present
DHS/DPI webinar
recordings can be
found on the DHS
COVID-19 schools
webpage.*

Office of Minority Health

Black History Month

During Black History Month, the HHS Office of Minority Health (OMH) is celebrating the achievements of Black communities and honoring the significant role and impact they have made on all facets of life and society throughout U.S. history.

This year's theme, [Black Health and Wellness](#), acknowledges the legacy of Black scholars, medical practitioners, and health care workers whose activities, rituals, and initiatives have positively impacted the health and wellness of Black communities. Focusing on the overall wellness of this community is particularly important now because of the [impacts COVID-19 has on people with underlying medical conditions](#).

Throughout February, OMH will highlight the work of Black men and women whose efforts within the field of health care have increased representation and helped shape modern medicine.

Visit the OMH [Black History Month website](#) during the observance month to find information and resources on key health concerns impacting the Black community, prominent historical figures within the medical field, and downloadable materials.

NASN News

Podcast: The Role of Nursing in the School on Child Trafficking

In the latest JOSN podcast, Martha Dewey Bergren, editor of The Journal of School Nursing, interviews authors Megan Doiron and Jessica Peck to discuss their article, "The Role of Nursing in the School Setting to Lead Efforts to Impact Child Trafficking: An Integrative Review." [Link to podcast.](#)



This year's theme, Black Health and Wellness, acknowledges the legacy of Black scholars, medical practitioners, and health care workers whose activities, rituals, and initiatives have positively impacted the health and wellness of Black communities.

MMWR



Effectiveness of Face Mask or Respirator Use in Indoor Public Settings for Prevention of SARS-CoV-2 Infection – California, February–December 2021 *Early Release / February 4, 2022*

What is already known about this topic?

Face masks or respirators (N95/KN95s) effectively filter virus-sized particles in laboratory settings. The real-world effectiveness of face coverings to prevent acquisition of SARS-CoV-2 infection has not been widely studied.

What is added by this report?

Consistent use of a face mask or respirator in indoor public settings was associated with lower odds of a positive SARS-CoV-2 test result (adjusted odds ratio = 0.44). Use of respirators with higher filtration capacity was associated with the most protection, compared with no mask use.

What are the implications for public health practice?

In addition to being up to date with recommended COVID-19 vaccinations, consistently wearing a comfortable, well-fitting face mask or respirator in indoor public settings protects against acquisition of SARS-CoV-2 infection; a respirator offers the best protection. [Read report.](#)

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How to Use Your N95 Respirator

Respirators are made to protect you by filtering the air and fitting closely on the face to filter out particles, including the virus that causes COVID-19. They can also contain droplets and particles you breathe, cough, or sneeze out so you do not spread them to others.

Respirators must form a seal to the face to work properly. This is especially important for people at [increased risk for severe disease](#). Respirators have markings printed on the product to indicate they are authentic, see appropriate [N95](#) and [KN95 markings](#).

Wearing a respirator can make it harder to breathe. If you have heart or lung problems, talk to your doctor before using an N95.

The Strategic National Stockpile has distributed N95 respirators to pharmacy distribution centers throughout the country. For specific manufacturer's instructions for your N95 model, visit [Free N95 Respirator Manufacturers](#).

School Nutrition

Visit the pages below for the latest COVID-19 information relevant to school nutrition professionals.

- o [What School Nutrition Professionals Need to Know About COVID-19](#)
- o [Modifying School Spaces During Mealtimes to Reduce Spread of COVID-19](#).

Approved Foreign Vaccines

If school nurses are looking to determine if vaccines given by other countries are accepted in the United States this CDC webpage will assist you.

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/proof-of-vaccination.html#covid-vaccines>

Medscape Nurses

US Considers Lengthening Gap Between First 2 COVID Shots to 8 Weeks

U.S. health officials are considering lengthening the recommended interval between the first two doses of the most widely used COVID-19 vaccines to eight weeks to lower the risk of heart inflammation and improve their effectiveness. [Read more](#).



If school nurses are looking to determine if vaccines given by other countries are accepted in the United States this CDC webpage will assist you.



COVID-19 Updates: What Clinicians Need to Know About Multisystem Inflammatory Syndrome in Children

Multisystem inflammatory syndrome in children (MIS-C) is a rare but severe condition associated with SARS-CoV-2 infection. The Centers for Disease Control and Prevention (CDC) has been actively involved in MIS-C surveillance and research, and development of MIS-C resources to support the public health and healthcare community. During this COCA Call, presenters will discuss CDC's surveillance of MIS-C, updated MIS-C resources for healthcare providers, research that informed those resources, and data related to COVID-19 vaccination and MIS-C.

Date: Thursday, February 10, 2022

Time: 1:00 PM – 2:00 PM Central

A few minutes before the webinar starts, please click on the Zoom link below to join:

www.zoomgov.com/j/...

Webinar ID: 160 617 0121

Passcode: 731625 Or Telephone: US: +1 669 254 5252

If you are unable to attend the live COCA Call, the recording will be available for viewing on the [COCA Call webpage](#) a few hours after the live event ends. The slide set will be available on the day of the call on the [COCA Call webpage](#) under Call Materials.

[Free Continuing Education \(CE\)](#) will be offered for this COCA Call. Registration is not required.

National Association of State School Nurse Consultants

National Call for Action

The National Association of State School Nurse Consultants (NASSNC) has developed a call for action in support of school nursing practice and well-being. NASSNC is calling for a more measured approach to the continued pandemic response efforts in public schools. NASSNC released a statement calling on school administrators, parents, and state and local leaders to reduce the use of school nurses as the primary managers of the pandemic response within American public schools. Read position statement [here](#).

About NASSNC

The National Association of State School Nurse Consultants is the professional organization that supports the role and work of State School Nurse Consultants across the nation. State consultants engage all school nurses within a state in support of clinical school health services and school nursing practice through consultation and technical assistance, continuing education, and support for best practice in the schools. This engagement fosters healthy students, in school, ready to learn with reduced health-related barriers to educational access.

CDC

Steps Everyone Can Take to Make Gatherings Safer

If you are attending a gathering, think about the steps you need to take to [protect yourself and your loved ones](#) from COVID-19.

Make sure you are [up to date](#) with your COVID-19 vaccines.

If you are not [up to date](#) with your COVID-19 vaccines and are ages 2 or older, you should wear a mask indoors in public.

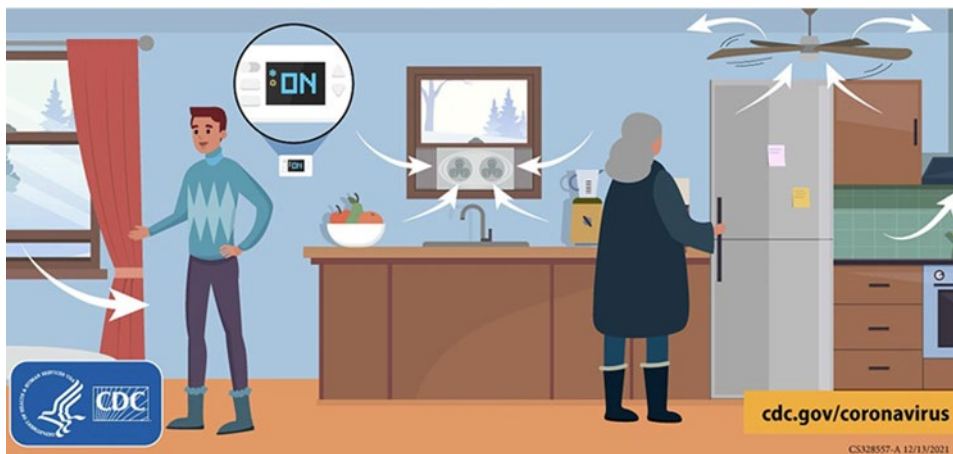
In general, people do not need to wear masks when outdoors. In areas of [substantial or high transmission](#), people might choose to wear a mask outdoors when in sustained [close contact](#) with other people, particularly if they or someone they live with has a [weakened immune system](#) or is at [increased risk for severe disease](#).

Consider using a [self-test](#) before joining indoor gatherings with others who do not live in your household. Good [ventilation](#) can help prevent you from getting and spreading COVID-19.

Stay home if you test positive or are sick or experiencing [symptoms](#) of COVID-19.



Consider using a [self-test](#) before joining indoor gatherings with others who do not live in your household.



PRACTICE POINTS

By Louise Wilson

My Call to Action

Have you ever been asked what your position is on something? Let me rephrase that. Have you ever been asked what your position is on something other than COVID? I bet you have, but I wonder if you have ever sat down and carefully crafted a statement that explains your position or the reasons you believe such to be true or necessary, or what you perceive as next steps.

There might have been times in your life both professionally or personally where it was suggested you write a vision or mission statement. These statements offer the reader knowledge about your goals or where you are headed and possibly the values you hold that shape that direction.

A position statement is often used by an organization to communicate their viewpoint or stance on a topic. It provides the background and rationale to support their particular viewpoint. While the organization's mission might determine on what topic it chooses to write a position statement, it is more a statement on where it stands on a topic rather than what values it holds.

I shared in an email last week (and the information is repeated in this newsletter) that the National Association of State School Nurse Consultants published a statement to raise school nurse concerns with the extended pandemic response. This statement was not a typical position statement but a "call for action." A call for action points out what needs to be done in response to the current situation, or an imagined future situation.

NASSNC'S call for action suggests school administrators, parents, and state and local leaders reduce the use of school nurses as the primary managers of the pandemic response within American public schools. I heard from at least one Wisconsin school nurse about her concerns that if school nurses were not doing this work, who would? Had it not been for school nurses leading this work, where would our schools and students be? I could not agree more that school nurses have been at the forefront of this pandemic and their management and leadership in navigating the ever-changing public health recommendations was critical to keeping students safe and in school as much as possible.

NASSNC statement should not be taken as insinuating that school nurses should not have managed the public health response in their schools. Quite the opposite is true. It is an acknowledgement that managing the COVID mitigation measures is what school nurses (necessarily) stepped up and expertly did, but without much support or resources in many cases.



NASSNC statement should not be taken as insinuating that school nurses should not have managed the public health response in their schools. Quite the opposite is true. It is an acknowledgement managing the COVID mitigation measures is what school nurses (necessarily) stepped up and expertly did, but without much support or resources in many cases.

NASSNC’s message is that we now need to move to a less crisis-driven approach as we strive to keep schools open. It is a recognition of the (negative) health impact such a crisis mode mentality has on public health professionals. NASSNC as an organization is most concerned about the impact on school nurses. The statement’s intent is to shine the light on the effect these responsibilities have had on the school nurse workforce and point out school nurses deserve respect and fair compensation.

NASSNC’s document states that school nurses are leaders and should be included and supported by families and school staff in these roles, that school nurses should not manage communicable diseases alone, that it is a shared responsibility. That is why the statement suggest the action step of having others do tasks that do not require a professional license. Instead of practicing in a spiraling crisis mode, school nurses should be once again allowed to use their professional expertise to a focus on the whole student and traditional school health program activities that are necessary for “a healthy student, in school, ready to learn.”

The call to action looks forward to what is needed as we move into the next phase of this pandemic and what is needed for future communicable disease responses. State school nurse consultants support effective partnerships with consistent messaging and guidelines, and a reasonable division of duties in COVID mitigation.

School nurses continue to be critical to the COVID response and will be front and center in the future. But NASSNC wants to make sure school nurses are better resourced, better utilized, and given the respect and place they deserve in the decision making, and that school nurses as leaders are part of the public health guidance that affects schools.

As a member and officer of NASSNC and Wisconsin’s consultant and most visible school nurse advocate, that is what I too desire. In the weeks and months to come we as school nurses will lead our schools and districts forward using a sustainable approach to keeping students safe and in school. School nurses need to be better resourced, utilized, and involved in the decision making. Is that my mission, my vision, or my position on school nursing in a pandemic? **Whichever, it does provide my call for action!**

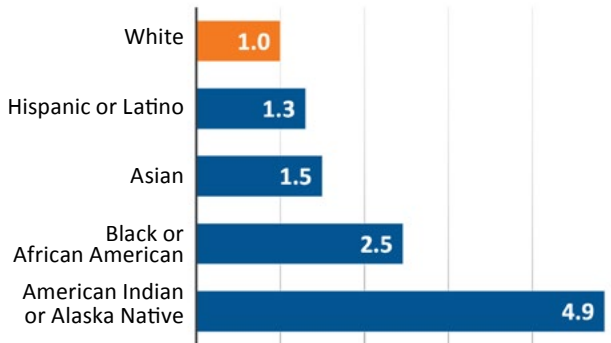
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(608) 266-8857
<https://dpi.wi.gov/sspw/pupil-services/school-nurse>
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continued from page 1

COMPARED TO WHITE CHILDREN OTHER WISCONSIN CHILDREN ARE 1.3 - 4.9 TIMES AS LIKELY TO HAVE LOST A CAREGIVER TO COVID-19



OTHER FORMS OF GRIEF OR LOSS

Most Wisconsin children have not had to cope with the monumental loss of a parent or caregiving grandparent. Nearly all children, however, have had other reasons to experience some form of grief or loss during the pandemic. This can include loss of routine, rituals, social connections, and a sense of physical or economic safety.

Research from other pandemics and disasters shows that even children who do not experience a close death may become overwhelmed if the situation leads them to have unaddressed feelings of powerlessness, social stigma, and disconnection. That's why it's important for adults to recognize signs of this type of distress in children and young people, even if those signs look very different for children than for adults, or if adults don't think children are very aware of losses around them.⁴

From the outside, experiences of grief and/or trauma don't always look like sadness. They can also look like inattentiveness, acting out, physical symptoms such as stomach aches, or refusal to go to places or engage in activities that trigger the grief.⁵

REFERENCES:

¹ Treglia et al. (2021) "Hidden Pain: Children Who Lost a Parent or Caregiver to COVID-19 and What the Nation Can Do About It." The COVID Collaborative. Also Hillis, S. et al. (2021) "COVID-19-Associated Orphanhood and Caregiver Death in the United States." *Pediatrics*.

² Morgan Stanley Alliance for Children's Mental Health. (2021) "A Return to School: Educators Assess Mental Health Concerns for U.S. Teens". <https://www.morganstanley.com/assets/pdfs/reemergence-program-educator-survey-factsheet.pdf>.

³ Hillis et al 2021.

⁴ Meherali et al. (2021) "Mental Health of Children and Adolescents During COVID-19 and Past Pandemics: A Rapid Systematic Review" *International Journal of Environmental Research and Public Health*, 18: 3432.

RECOMMENDATIONS^{6, 7}

➤ PARENTS/CAREGIVERS:

- Talk about the loss. Listen to your child and let them talk about their feelings. Validate their experiences. Help them feel calm.
- Use routines to help establish a sense of normalcy.
- Seek professional help if needed.

➤ SCHOOLS:

- Educate staff about child and adolescent grief.
- Provide supports to bereaved students.
- Promote universal social emotional learning and trauma-sensitive strategies.
- Support teachers' well-being so that they have the ability to support students.

➤ POLICYMAKERS

- Expand mental health resources through support for telehealth, student services professionals in schools, and school-based social emotional learning and mental health programming.
- Support funding for children who lost a caregiver to COVID-19, such as the proposed COVID-Bereaved Children's Fund.⁸

➤ COMMUNITIES

- Provide spaces and rituals for bereaved families to gather, and for others to support them.
- Create opportunities for youth to interact with other supportive adults in the community who can get to know them and provide a listening ear or opportunities for fun.

⁵ National Child Traumatic Stress Network. (n.d.) "Helping School-Age Children Cope with Grief." <https://www.nctsn.org/resources/helping-school-age-children-traumatic-grief-tips-caregivers>

⁶ Albuquerque, S. and Santos, AR. (2021) "In the Same Storm, But Not on the Same Boat: Children's Grief During COVID-19". *Frontiers in Psychiatry*, 12: 638833.

⁷ U.S. Surgeon General. (2021) "Protecting Youth Mental Health: The U.S. Surgeon General's Advisory." <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

⁸ Treglia et al. (See endnote 1).

