

School Nurse UPDATE



#13 March 10, 2022

FEATURED STORIES

Greetings!

Schools and school nurses are in no place to declare victory, but things certainly feel better now that the **Omicron surge has abated** (p. 9). With Investments in school health services and school nurses featured prominently in the [National Covid-19 Preparedness Plan](#) I have outlined **some of the calls for actions** and where to find them under National News (p. 5).

Nurses address public health threats wherever and whenever they occur. **The International Council of Nurses and European Nursing organizations wrote a [joint position statement](#)** on the invasion of Ukraine.

With both the Wisconsin Association of School Nurses' (WASN) and the National Association of School Nurses' (NASN) **conferences on the horizon** now might be a good time for school nurses to consider joining these unified professional associations (join both with one membership fee). As a former officer in WASN and board member for both, I can't help but recommend membership to all school nurses. **Check out all the resources NASN** has to offer school nurses. Yes, some are free to non-members, but it is your membership that supports the **advocacy and educational efforts of NASN/WASN on behalf of our specialty.** [Link to join.](#)

NASN and the University of Washington are partnering to conduct the second **School Nurse Workforce Study**. Little is known about school nurse practice, so part of this study is sampling schools throughout the United States in the hopes of getting good information about what school nurses do. Schools have been randomly selected and mailed a letter addressed to either the school nurse or principal. The letter contains a link to access the survey. Please be on the lookout for the survey and strongly consider taking it. It will take about 30 minutes and the data is so critical to advancing awareness of the important work school nurses do. This is different from the school nurse mental health survey.

PRACTICE POINTS –
Phasing Out of a Pandemic

School Social Worker
Week (p. 2)

National Nutrition Month
(p. 11)

Developmental Disabilities
Awareness Month (p. 15)

SAVE THE DATE

Next DiSH- WI Session –
March 16, 2022

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

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

NASN Annual Conference
In-person June 28-30
Atlanta GA Virtual
July 11 – 13.

DPI News



National School Social Work Week - March 6-12

Be sure to take a moment this week to take some time to give an added “thank you” to your school social workers for all they do in helping students and the community. The theme for National School Social Work Week 2022 is “Time to Shine”. The [School Social Work Association of America](#) (SSWAA) believes that school social workers shine brightly for their students, families, and school communities. Shining hope. Shining understanding. Shining respect.

State Superintendent Dr. Jill Underly has issued a [National School Social Work Week proclamation](#), acknowledging the great work of school social workers! In honor of School Social Work Week, you can show your appreciation to school social workers by sending them a personalized note, adding a blurb to a newsletter, or having students and staff create cards. School social workers can honor the profession by becoming a [Wisconsin School Social Work Association](#) member.

Eligible school districts, schools that participate in the Private School Choice Programs, and independent charter schools can receive reimbursement for specific expenditures on social workers. [Click here to learn more about the Aid for Mental Health Program and fill out a claim form](#). The deadline for reimbursement for the 2020-21 school year is March 12, 2022.

Get Kids Ahead Initiative

The Get Kids Ahead (GKA) opportunity is aimed at supporting Comprehensive School Mental Health Systems (CSMHS) in schools and districts. To receive funds, we are asking districts and independent charter schools to [complete the simple attestation on DOA's portal](#) by **April 1, 2022**. **If public school districts and independent charter schools fail to complete the form by April 1, 2022, their allocation will be redistributed to the schools and districts who opted in.**

The department recently opened [a new web page that contains helpful resources and information](#), including a [Frequently Asked Questions \(FAQ\) document](#) that covers the common questions we are receiving. When you opt in to access the GKA Initiative funding, you will begin receiving communication regarding resources, tools, and additional opportunities for support in using these funds to help build a comprehensive school mental health system in your schools and districts.

Districts who have opted in to date will be receiving their payment from the Department of Administration in the coming days. Guidance on how to account for and track those dollars will follow shortly after the payment is processed. Thank you for your continued dedication to our learners and communities. If you have any questions about this program, please use getmhs@dpi.wisconsin.gov to contact DPI staff.

Be sure to take a moment this week to take some time to give an added “thank you” to your school social workers for all they do in helping students and the community



Revised DPI Guidance Document Posted

The revised DPI document [COVID-19 Infection Control and Mitigation Measures for Wisconsin Schools 2021/2022](#) is now posted. This guidance is reflective of DPI's commitment and focus on equity, both educational and health equity. The focus is on protecting the most vulnerable in schools while supporting in-person instruction. The use of any COVID-19 mitigation strategy remains a district decision.

The Centers for Disease Control and Prevention's (CDC) COVID-19 Community Levels represent a shift in the pandemic response from eliminating SARS-CoV-2 transmission toward minimizing the impact of severe COVID-19 disease. The CDC reminds us that there are people who remain at higher risk for COVID-19 and who may need additional protection. This includes those who are immunocompromised or have underlying health conditions, those who have disabilities, or those who live with people who are at risk. Those individuals might choose or be directed to take extra precautions regardless of what level their community is in.

Districts which educate and employ individuals who need additional protection are called upon to provide these protections. Additionally, some people may choose to wear a mask at any time based on personal preference. Based on the new strategy from the CDC and DPI's health and educational equity focus, this revision of the document provides information for schools to use mitigation strategies to protect the most vulnerable in the school community. This involves keeping ill or potentially infectious students and staff from attending school, promoting vaccination, ensuring adequate ventilation, and supporting students and staff who choose to wear masks.

Students and staff should still isolate if ill or symptomatic. Both Isolation and Quarantine protocols remain in place. Known cases of COVID-19 still need to be reported. The CDC has stated that universal case investigation and contact tracing are no longer recommended in schools. The focus is on outbreak prevention. Schools may choose to continue these practices in collaboration and conjunction with the local health department. Case investigation and contact tracing, in combination with testing, wearing a well-fitting mask, and quarantine and isolation remain effective strategies to identify people with COVID-19 and to reduce transmission and prevent outbreaks in schools.

As the CDC moves away from universal contact tracing, the emphasis is on individual responsibility to inform others of their potential exposure. The CDC is recommending schools implement appropriate COVID-19 prevention measures and support broad-based efforts to notify people of a potential exposure. Exceptions to this broad-based approach may be required to protect students and staff at higher risk of complications if exposed to SARs-CoV2. It is suggested districts inform their school community of the chosen notification approach. The DPI document provides suggestions on how to apply broad-based notification and education efforts in schools.

COVID-19 testing remains a strategy available for schools.

DPI News



Understanding Guardianships, Legal Custody, and Physical Custody for School Professionals in Wisconsin

While parents usually retain legal authority over important decisions regarding their children, the court sometimes makes exceptions. The [Understanding Guardianships, Legal Custody, and Physical Custody for School Professionals in Wisconsin document](#) outlines basic information about public and private guardianships, legal custody, and physical custody in Wisconsin to assist school professionals in supporting students and families. After definitions are described, some common questions and answers related to educational decision-making authority are discussed. Find resources relating to supporting students in out-of-home care on the [Educational Stability for Students in Out-of-Home Care page](#).

Live Vape Free is live! For Youths and Adults!

[The Live Vape Free program](#), which is funded by the Wisconsin Tobacco Prevention and Control Program, provides texting support to teens (ages 13-17) who are addicted to vaping and want to quit. Teens can access the program for free by texting VAPEFREE to 873373. The program helps teens determine their motivation for quitting, features interactive quizzes and other materials, provides personal coaching to help them quit, and works with them to ultimately set a quit date.

In addition to the teen text line, educators, parents, guardians, and other adults who want to help a teen in their life quit e-cigarettes can enroll in a free online course through Live Vape Free. Throughout the course, visitors learn about warning signs of youth use, and get tips for talking to youth about e-cigarettes. Adults can enroll in the course at www.dhs.wisconsin.gov/vapefree

[Flyer for Adults](#)

[Flyer for Youth 1](#)

[Flyer for Youth 2](#)

[Live Vape Free YouTube Videos](#)

If you have additional questions, please contact Tacara Lovings, Tacara.lovings@dpi.wi.gov.

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National News

White House Releases National COVID-19 Preparedness Plan

Following the President's State of the Union Address, the White House released the [National Covid-19 Preparedness Plan](#). See pages 44, 46, 55, 58, 71, 74, 79, 80, 81, 82, 84, and 85 for school and educational related topics.

Investments in school health services and school nurses feature prominently in the preparedness plan, including a call for:

- Continuing expansion of the public health and health care workforce in Tribal communities, including investment by the Indian Health Services (IHS) to hire school nurses that can provide critical testing, contact tracing, case management, vaccination and overall school health support to Bureau of Indian Education K-12 schools;
- Using American Rescue Plan funds in the recruiting, hiring, and training of public health workers, including investing in the expansion of nurses in schools, and a pledge to continue working with academic and public health communities to expand this investment;
- Launching of an expanded program to prevent burnout and support mental health and well-being in the healthcare workforce;
- Supporting state, local, and Tribal governments as well as school districts to enhance indoor air quality, including ventilation improvements and upgrades using American Rescue Plan funds;
- Ensuring that schools have access to funding, tests, guidance, and supplies they need to stay open.



Investments in school health services and school nurses feature prominently in the preparedness plan.

CDC

School Testing for COVID-19

Many schools are offering free, regular COVID-19 testing for students and staff. Regular testing means that testing is offered to everyone on a routine basis, even if they don't have symptoms of COVID-19.

School-based testing helps protect students, staff, and family members. It also protects those who are not up to date on their COVID-19 vaccines or are otherwise at risk for getting seriously sick from COVID-19.

Opting into school COVID-19 testing programs can help keep students in the classroom and doing the school activities they enjoy, safely.

Schools do not need to require a negative test result for students, teachers, and staff to return to school after breaks. Students, teachers, and staff who travel during breaks should follow CDC testing recommendations for [domestic](#) and [international](#) travel. [Learn more about testing.](#)

DHS News

The [Weekly Respiratory Report](#) for the week ending on February 19, 2022 (Week 7) is now published.

New COVID-19 Metrics: CDC Community Levels

The Wisconsin Department of Health Services supports the [new Centers for Disease Control \(CDC\) metrics](#) used to determine the severity of COVID-19 in communities. With widespread access to vaccines and testing, available treatment options, and high levels of population immunity, a new approach to monitoring and preventing COVID-19 is necessary. On February 25, 2022, the CDC released new COVID-19 Community Levels to help communities and individuals make decisions about prevention strategies and behaviors that more accurately reflect the goals of this new approach. COVID-19 Community Levels are determined using three key metrics:

1. The number of new COVID-19 cases per 100,000 population in the past 7 days.
2. New COVID-19 hospital admissions per 100,000 population in the past 7 days.
3. The average percent of staffed inpatient beds occupied by COVID-19 patients in the past 7 days.

Regardless of where you live, the CDC and DHS recommend that everyone stay up to date on COVID-19 vaccines. It is also recommended that everyone continue to wear a mask around others and get tested for COVID-19 if they are experiencing symptoms or have been exposed to someone with COVID-19. We urge all Wisconsinites to continue using a combination of COVID-19 prevention strategies that will allow us to continue with our daily lives while keeping community members safe and healthy.

**New CDC COVID-19 Community Levels:
What Do They Mean?**

COVID-19 Community Level	You should:
LOW	<ul style="list-style-type: none">• Stay up to date with COVID-19 vaccines• Get tested if you have symptoms
MEDIUM	<ul style="list-style-type: none">• Talk to your health care provider about whether you need to wear a mask and take other precautions if you're at high risk for severe illness• Stay up to date with COVID-19 vaccines• Get tested if you have symptoms
HIGH	<ul style="list-style-type: none">• Wear a mask indoors in public• Stay up to date with COVID-19 vaccines• Get tested if you have symptoms• Take additional precautions as needed, if you're at high risk for severe illness

YOU STOP THE SPREAD  WISCONSIN DEPARTMENT of HEALTH SERVICES

With widespread access to vaccines and testing, available treatment options, and high levels of population immunity, a new approach to monitoring and preventing COVID-19 is necessary.

DHS News

2022 Cool Water Program Application Now Open

Do you know a school that could benefit from a water bottle filling station? The Delta Dental of Wisconsin Foundation is excited to launch the fourth year of our Cool Water Program. Up to 40 schools around the state will be selected to receive a new water bottle filling station. Each student and staff member in the school will also receive a reusable water bottle and a toothbrush. The program aims to encourage students and staff to drink more water, helping to reduce cavities and improve overall health.

Since its inception, more than 28,500 water bottles have been distributed at 77 schools around the state. All of the selected schools have had an exceptional implementation plan in place to get kids to drink more water...and have fun doing it!

Criteria for 2022 selection

- Schools must have a free-and-reduced lunch rate of 40 percent or higher.
- Preference will be given to schools in a community with optimally fluoridated water and without a water bottle filling station already installed.
- Selection will be based on the schools with the most creative and impactful implementation plan to encourage students and staff to drink more water. You can [view some of the best implementation ideas on our website.](#)

Application information

The application for the 2022 cycle is available now through Friday, March 25 at www.deltadentalwi.com/foundation. Selections will be made in April, with filling station delivery during the summer break. New this year, selected schools will be responsible for facilitating installation of the water bottle filling station. A stipend will be awarded to the schools to offset installation costs as part of receiving a Cool Water Program grant.

For more information, contact the Foundation's community impact manager Megan Tenpas at mtenpas@deltadentalwi.com.

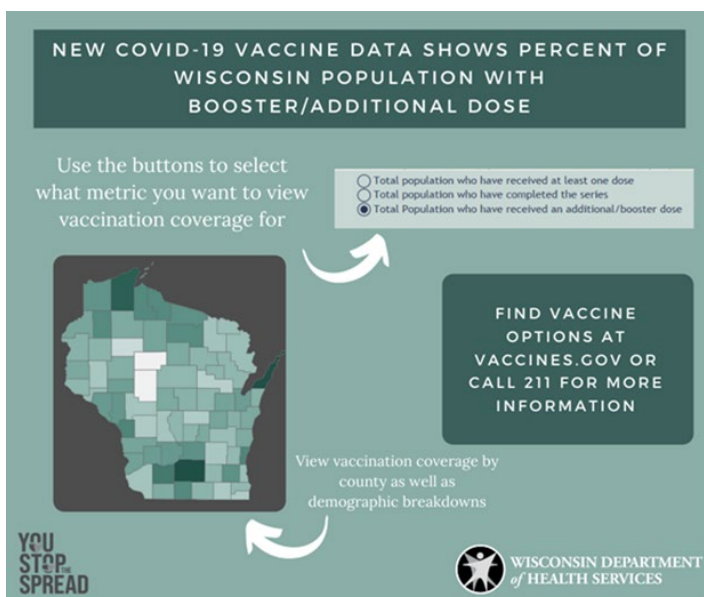


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DHS News

Immunization Rates Dashboard Relunched

The Immunization Program updated the [Immunization Rates Dashboard](#) for children and adolescents. The dashboard shows that fewer children and adolescents received their routine vaccines so far during the COVID-19 pandemic compared to the average number of children vaccinated in 2015-2019. The biggest decline in vaccine rates occurred in children ages 5-6 years.



Routine immunizations are instrumental in reducing vaccine-preventable diseases in Wisconsin and worldwide. Those who remain unvaccinated, or not up-to-date, are at higher risk of becoming ill with a vaccine-preventable disease. Communicating the importance of routine vaccinations and implementing [strategies to catch-up](#) patients is essential to increasing vaccination rates to pre-pandemic levels.

Second DHS Vaccine Dashboard Updated (Immunization Rates)

The Wisconsin Department of Health Services (DHS) updated the [COVID-19 vaccines for Wisconsin residents](#) dashboard to include booster and additional dose data. A new button allows users to filter vaccination coverage to view data for those who have received an additional or booster dose of COVID-19 vaccine. The most recent data show 32.5 percent of Wisconsinites have received an additional or booster dose of COVID-19 vaccine.

DHS has also made several other updates to COVID-19 data visualizations. Date sliders have been added to COVID-19 [cases](#) and [deaths](#) graphs by county. Users can use the sliders to zoom in on data within a certain date range. [The facility-wide investigations](#) page has been updated to include both confirmed and probable cases. Data prior to February 1, 2022, uses only confirmed cases of COVID-19. Additionally, new variables related to positive PCR/NAA tests were added to the [historical download](#) data table at the state and county levels. Users will now be able to download all important metrics, including percent positivity, in one file.

DHS strongly recommends that everyone who is eligible to get a [booster](#) should get one as soon as possible. The booster dose can strengthen and extend their protection against infection, serious illness, hospitalization, and death from COVID-19. Booster doses are recommended for everyone ages 12 and older. People who received Pfizer and Moderna COVID-19 vaccines are eligible to receive a booster dose at least five months after completing their primary vaccine series. The Pfizer COVID-19 vaccine is currently the only one recommended for 12- to 17-year-olds at this time.

DHS News

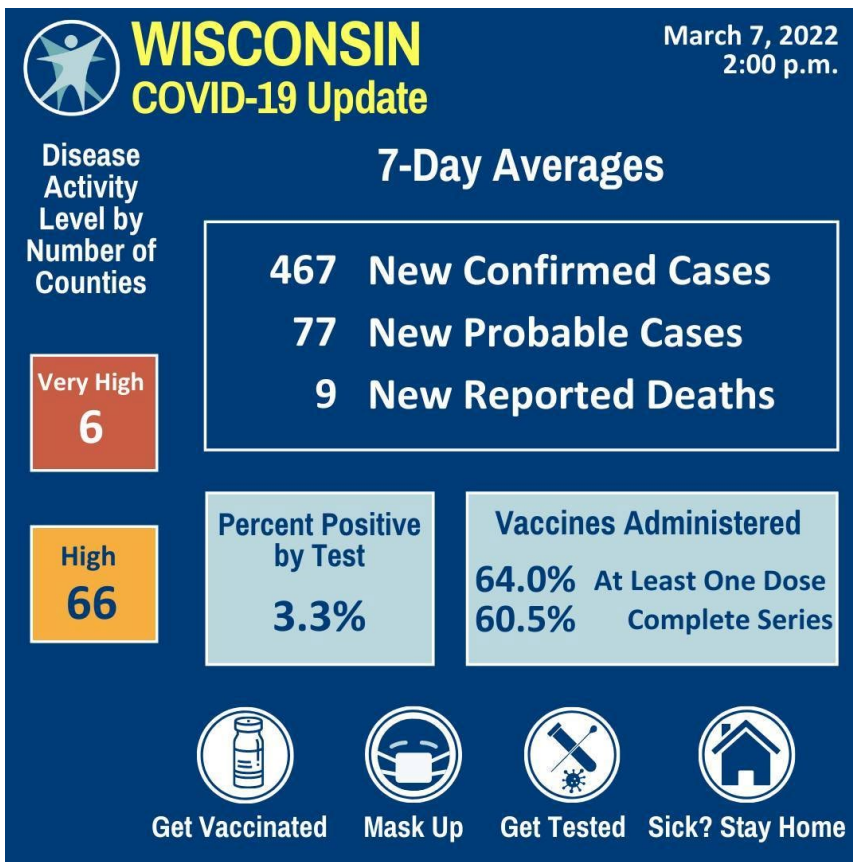
Spring Break COVID-19 Safety

While COVID-19 continues to cause illness, hospitalizations, and death, we urge Wisconsinites to take steps to ensure that spring break plans are safe. The Centers for Disease Control and Prevention (CDC) [recommends](#) that you do not travel until you are up to date with your COVID-19 vaccines. Being up to date with your COVID-19 [vaccines](#) includes getting an additional dose for individuals who are immunocompromised or [booster](#) doses when eligible.

Knowing the [COVID-19 Community Level](#) where you are traveling can help you decide which prevention steps are most important to keep you and your loved ones safe. Masking is still required on public transportation. Follow all requirements and recommendations for each location during travel.

Check the [COVID-19 Travel Health Notice](#) for your destination and visit the [International Travel](#) webpage for requirements and recommendations.

COVID-19 Case Numbers Continuing to Decline



On March 7 [COVID-19 update](#) shows the 7-day average of new confirmed cases at 467. The last time it was below 500 was in July 2021. Fifty seven percent of counties across the state have shrinking case trajectories, while none have increasing trajectories.

DHS News

OCMH Offers Parenting Advice During Challenging Times

Recognizing that the pandemic has taken a toll on many parents, the Wisconsin Office of Children’s Mental Health Infant Toddler Immediate Needs of COVID-19 Team recently developed a series of informational flyers and short videos to provide helpful tips on parenting. These have been added to already existing [web page of parenting resources](#) on the OCMH website.

The newly added resources focus on “Helping Parents with What They Need” and provide three flyers and four videos. The flyers offer easy-to-understand tips and are available in English and Spanish. The short videos feature advice from a parent and a professional, and one is in Spanish. Direct links for the new flyers and videos are below.

- Flyers
 - Responding to Challenging Behaviors – [English](#) | [Spanish](#)
 - Self-Care/Self-Help – What You Need to Show Up as Your Best Self – [English](#) | [Spanish](#)
 - Social Connections – [English](#) | [Spanish](#)
- Videos
 - [Responding to Challenging Behaviors](#)
 - [Self-Care/Self-Help – What You Need to Show Up as Your Best Self](#)
 - [Basic Needs – Parents Can’t Parent if Basic Needs Aren’t Met](#)
 - [Necesidades Básica – Los Padres no Puede Criar si no se Satisfacen las Necesidades Básicas](#)



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CDC

CDC Guidance: Prioritizing Case Investigation and Contact Tracing

[New guidance for state, tribal, local, and territorial \(STLT\) health departments](#)

includes the advice that universal case investigation and contact tracing are not recommended for COVID-19. Health department jurisdictions should prioritize specific settings and groups at increased risk. STLT health departments may still provide technical assistance and support to K-12 schools and districts that choose to continue with case investigation and contact tracing, particularly if they are implementing [test to stay \(TTS\)](#) strategies. CDC guidance for K-12 Schools, Early Childhood Education, and Higher Education is coming soon.

CDC Guidance: Wearing of Masks on Buses or Vans operated by Schools

Effective February 25, 2022, the CDC does not require wearing masks on buses or vans operated by public or private school systems, including early care and education/childcare programs. School systems can determine policies and procedures based on federal, state, and local control. Students using public transportation to and from school will need to continue to wear a mask in compliance with the [Federal Mask Mandate for Transit](#) through 3/18/22. [Learn more.](#)

CDC Healthy Schools

New Report on Children’s Mental Health.

This report is a collaboration of the CDC with other federal agencies including the [Health Resources and Services Administration](#), the [Substance Abuse and Mental Health Services Administration](#), and the [National Institute of Mental Health](#). It represents an update to the first ever cross-agency children’s mental health surveillance report that we published in 2013.

The new report found that poor mental health among children was a substantial public health concern even before the pandemic. Attention-deficit/hyperactivity disorder (ADHD) and anxiety among children of all ages, and symptoms related to depression among adolescents, are the most common concerns.

The report also aimed to summarize positive indicators of children’s mental health. More information on positive indicators of mental health such as emotional well-being and resilience is needed to truly understand children’s mental health. You can read the report [here](#) and [a summary here](#).

March is National Nutrition Month!

Our [partner toolkit](#) can help you communicate to families about the availability of free, nutritious school meals for all children until June 30, 2022. Use this [mini toolkit](#) to encourage participation in school meal programs and educate families on ways they can support healthier eating habits at home.

World Water Day is March 22nd

Check out our [Water Access in Schools microlearning modules](#) to learn more about the steps to take and resources available to help schools:

- Ensure water is safe.
- Make clean, free drinking water easily available in multiple places at school.
- Meet free drinking water requirements in the National School Lunch Program and the School Breakfast Program.
- Promote water as an ideal beverage choice.

These [Healthy Hydration Checklists](#) support the microlearning modules and educate schools on ensuring safety, building effective access, and promoting water to children of all ages.



The new report found that poor mental health among children was a substantial public health concern even before the pandemic.

Wisconsin Asthma Coalition



The Wisconsin Asthma Coalition works to reduce the burden of asthma across the state with various health professionals and organizations. Our goal is to support asthma-awareness and ensure that children and families receive the tools and support to take control of their asthma.

In Wisconsin, 41 percent of children have uncontrolled asthma. One in three children with asthma will miss at least one day of school due to their uncontrolled symptoms. This leads to children being absent and impacts their ability to learn and be successful in school. Because the Wisconsin Asthma Coalition knows this is a serious issue and supports the well-being of children and families, we offer services such as the Walkthrough Program, school-based asthma plan, medication assistance program, and the state's Wisconsin Asthma Plan.

The Walkthrough Program is a free virtual service to evaluate the environment in classrooms, identify asthma triggers and provide low- or no-cost solutions to eliminate those triggers.

1. You are provided with step-by-step instructions on how to take photos of pre-determined rooms, which take approximately 30-45 minutes to complete.
2. Submit the photos and walkthrough staff will evaluate them to identify potential triggers and what your facility is already doing well to minimize triggers.
3. You will receive education/feedback in a report and a follow-up virtual meeting with walkthrough staff to discuss the findings and answer questions.

We aim to support all children with asthma because all children deserve a safe and healthy environment. Please contact me at choium@chw.org or (414) 337-4569 to discuss how a walkthrough can be implemented at your facility.

Thank you for your hard work and continued efforts to keep all children healthy!

One in three children with asthma will miss at least one day of school due to their uncontrolled symptoms.

MMWR

Pediatric Emergency Department Visits Associated with Mental Health Conditions Before and Safety Monitoring of COVID-19 Vaccine Booster Doses Among Persons Aged 12–17 Years – United States, December 9, 2021–February 20, 2022

What is already known about this topic?

Adults aged ≥ 18 years reported adverse reactions less frequently after receipt of a homologous Pfizer-BioNTech COVID-19 booster dose than after the second primary dose.

What is added by this report?

Among persons aged 12–17 years, reactions after Pfizer-BioNTech booster vaccination were generally mild to moderate and transient; the frequency of local and systemic reactions reported to v-safe after a booster dose were equal to or slightly higher than after the second primary dose. Myocarditis was less frequently reported after a booster dose than a second primary dose.

What are the implications for public health practice?

Health care providers, parents, and adolescents should be advised that local and systemic reactions are expected among adolescents after a homologous Pfizer-BioNTech booster vaccination and that serious adverse events are rare.

[Read Report.](#)

Effectiveness of COVID-19 Pfizer-BioNTech BNT162b2 mRNA Vaccination in Preventing COVID-19–Associated Emergency Department and Urgent Care Encounters and Hospitalizations Among Nonimmunocompromised Children and Adolescents Aged 5–17 Years – VISION Network, 10 States, April 2021–January 2022

What is already known about this topic?

Two doses of Pfizer-BioNTech vaccine provided protection against COVID-19 in persons aged 12–17 years during Delta predominance, but data during Omicron predominance and among children aged 5–11 years are lacking.

What is added by this report?

Two doses protect against COVID-19–associated emergency department and urgent care encounters among children and adolescents. However, vaccine effectiveness (VE) was lower during Omicron predominance and decreased with time since vaccination; a booster dose restored VE to 81% among adolescents aged 16–17 years. Overall, 2-dose VE against COVID-19–associated hospitalization was 73%–94%.

What are the implications for public health practice?

All eligible children and adolescents should remain up to date with recommended COVID-19 vaccinations, including a booster dose for those aged 12–17 years.

[Read report.](#)

NASN News



School Nurses Highlighted in President Biden’s National COVID-19 Preparedness Plan

The White House released its National COVID-19 Preparedness Plan. The plan outlines activities and investments that will be needed in the fight against the COVID-19 pandemic. The plan states, “As demonstrated throughout the COVID-19 pandemic, school nurses are invaluable assets to our school communities, advancing the health and safety needs of students and families in the pandemic and far beyond.”

“NASN is pleased that President Biden’s National COVID-19 Preparedness Plan highlights the critical role that school nurses and school health services play in keeping our nation’s children healthy and safe, and in helping schools remain safely open,” said Donna Mazyck, MS, RN, NCSN, CAE, FNASN, executive director of NASN. View [NASN press release](#).

NASN Position Statement (update): School-located Vaccination

It is the position of NASN that reaching high vaccination coverage of school-age children, as outlined in Healthy People 2030, is an essential public health objective. The National Strategic Plan for the United States 2021-2025 highlights the importance of increasing the availability of vaccines and removing barriers to access in non-traditional healthcare settings. School-located vaccination (SLV) can enhance other emerging non-traditional vaccination sites. The school nurse is in a critical position to create awareness, influence action, and provide leadership in the development of SLV programs. [Read the statement](#).

NASN2022 Annual Conference

NASN’s [54th Annual School Nurse Conference](#) offers two separate learning events in 2022 to meet the needs of all school nurses, amid pandemic health, travel, and economic concerns. Each event will feature its own sessions and speakers.

Check out your options for 2022:

- The [in-person event](#) will take place in Atlanta, Georgia, June 28-30, 2022.
- The [virtual event](#) will take place July 11-13, 2022.

You can also bundle the two events together to increase the total number of [NCPD CNE](#); double your skills, double your networking, and double your experience!

It is the position of NASN that reaching high vaccination coverage of school-age children, as outlined in Healthy People 2030, is an essential public health objective.

NASN News

Assessing Substance Abuse Risk in Students

NASN has developed online learning modules for the learner to gain an understanding of the CRAFFT 2.1 and CRAFFT 2.1+N assessment tools. They are geared toward school-age students to assess potential substance and nicotine use and/or abuse by gaining an understanding of the importance of maintaining student confidentiality, the different risk levels identified in the assessment tool, how to administer the assessment tool in the school setting and reflect on how they can change their daily practice. Explore these NASN online events for 1.5 NCPD CNE. [Registration link.](#)

Course: The Emerging School Nurse Leader Role in Decreasing School Absenteeism in Children with Migraine Headache

Nearly 60 percent of children and adolescents worldwide report headaches. Fewer than 50 percent have never been evaluated by a healthcare provider, given a headache diagnosis, or offered a management strategy. Eight percent to 12 percent of youth with headaches meet diagnostic criteria for migraine. Migraine is the leading cause of disability among 15-49-year-olds worldwide. Headache-related disability leads to school absenteeism, decreased self-esteem, declining school performance, and decreased QOL. The school nurse is optimally positioned to change this trajectory for many of their students. [Learn more and complete the course.](#)

March is Developmental Disabilities Awareness Month

Each March, the National Association of Councils on Developmental Disabilities ([NACDD](#)) and their partners work together to create a social media campaign that highlights the many ways in which people with and without disabilities come together to form strong, diverse communities. The campaign seeks to raise awareness about the inclusion of people with developmental disabilities in all facets of community life, as well as awareness of the barriers that people with disabilities still sometimes face in connecting to the communities in which they live.

NASN Resources: NASN Supports IDEIA and Section 504 Teams - The School Nurse as an Essential Team Member. It is the position of NASN that the school nurse is an essential member of multidisciplinary educational teams participating in the identification, evaluation, and monitoring of students who may be eligible for services through the Individuals with Disabilities Education Improvement Act (IDEIA) (2004) and Section 504 of the Rehabilitation Act of 1973, as amended through the Americans with Disabilities Amendment Act (ADAA) in 2008. [View position statement here.](#)



The campaign seeks to raise awareness about the inclusion of people with developmental disabilities in all facets of community life, as well as awareness of the barriers that people with disabilities still sometimes face in connecting to the communities in which they live.

Miscellaneous

[The Relentless School Nurse: 2022 Birth Control Update for School Nurses](#)

by [Robin Cogan, MEd, RN, NCSN, FAAN](#)

This guest blog was written by [Sophia Yen MD MPH](#), CEO, Co-Founder of [Pandia Health](#), the ONLY Doctor-Led, Women-Founded and Women-Led birth control delivery company. For yourself and for your students, it's important to know all the birth control options. Here are most of the birth control options from most effective to least effective. I think you'll be surprised that some of the reversible options beat the irreversible ones!

Empower your School Community: STOP THE BLEED® Club Program

The mission of the [Stop the Bleed Coalition](#) is to support the STOP THE BLEED® campaign by providing resources that enable collaboration and cooperation between the many people and organizations working to train and equip the nation to reduce the loss of life due to traumatic bleeding.

The Department of Defense has authorized the Stop the Bleed Coalition to establish a STOP THE BLEED® Club program. STOP THE BLEED® Clubs are designed to enable students to introduce and build effective STOP THE BLEED® programs or to enhance existing programs to help prepare and empower their community members to act if tragedy strikes. [Learn how to start](#) a STOP THE BLEED® Club at your school. A STOP THE BLEED® Club license provides access to all of the tools and services needed to get a club up and running.

Health Services Supervisor Position

Racine Unified School District is looking for a Health Services Supervisor. RUSD is the fourth largest district in Wisconsin. We proudly serve a very diverse community in an urban setting. We have approximately 16,500 students ranging from our earliest learners in 3-year-old programming through our students transitioning into the adult world at age 21, in 24 schools. To learn more about RUSD, please visit our [website](#). [Click Here](#) (Administrator Vacancy #127772-Health Services Supervisor) for more information or to apply for this position.



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Miscellaneous

Ben Franklin's Vaccine Lessons

Article in *The New York Times* about vaccine persuasion history. [Read article.](#)

Prevent Blindness Wisconsin Upcoming Educational Opportunities

The Children and Adult Vision Screening Trainings are designed to aid public health professionals, school nurses, pediatric/family practitioner staff, and volunteers to conduct sound vision screening programs within their community or agency.

Click to register:

- [Children's Vision Screening Training | Thursday, March 17 | 9:00 - 11:00 AM](#)
- [Adult Vision Screening Training | Tuesday, March 29 | 9:00 - 11:00 AM](#)

Wisconsin Diabetes Advisory Group Shares Virtual Briefing

The Endocrine Society recently conducted a virtual briefing "Risk of Diabetes After COVID-19 Infection." You may access a recording [here](#).

During the briefing, the panelists discussed a recent study by the CDC published in its Morbidity and Mortality Weekly Report (MMWR). This study observed the interactions between COVID-19 and diabetes amongst children. The study found that children and adolescents younger than 18 years old with a prior COVID-19 infection were up to 2.5 times more likely to be newly diagnosed with diabetes in the months following COVID-19 infection compared with youths without COVID-19. The panelists also discussed CDC's work to prevent chronic diseases, the National Clinical Care Commission (NCCC) report to Congress on preventing and controlling diabetes and its complications, affordability of insulin, and the social determinants of health and health disparities in diabetes.

Below are some materials discussed during the briefing that you may find helpful:

- [A recording of the briefing](#)
- [Morbidity and Mortality Weekly Report \(MMWR\) study](#) on the observed link between COVID-19 and diabetes in children
- [National Clinical Care Commission \(NCCC\) report](#) to Congress on preventing and controlling diabetes and its' complications
- [Endocrine Society position statement](#) on insulin affordability

Please don't hesitate to contact the Endocrine Society at advocacy@endocrine.org for more information.



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National Association of State School Nurse Consultants



Survey to Measure Impact of COVID Pandemic on School Nurse Mental Health

School nurses are invited to participate in this [survey](#) conducted by the Centers for Disease Control and Prevention in collaboration with the National Association of School Nurses and the National Association of State School Nurse Consultants.

The goal of this project is to evaluate experiences and protective factors during the pandemic and their impact on school nurses' mental health. All school nurses who currently work or worked in schools during the 2021/2022 school year (since August 2021) are eligible to participate. In order to participate, you either 1) are currently employed as a school nurse, or 2) were employed as a school nurse at any time during the Fall 2021 and/or Spring 2022 school terms.

Your participation in this timely and important project will help provide insight into experiences, stressors, and protective factors among school nurses during the COVID-19 pandemic. By providing information on your experiences during the COVID-19 pandemic, you will help inform key stakeholders so they can take appropriate actions.

Information collected in this survey is anonymous and cannot be traced back to you. Your responses will be presented at the group level only. Completing this survey is voluntary and should take about 15 minutes to complete.

If you have questions regarding the project, please contact the survey team at eocevent335@cdc.gov.

The goal of this project is to evaluate experiences and protective factors during the pandemic and their impact on school nurses' mental health.

PRACTICE POINTS

By Louise Wilson

Reflections on Phasing Out of a Pandemic

The Centers for Disease Control and Prevention's (CDC) COVID-19 Community Levels represent a shift in the pandemic response from eliminating SARS-CoV-2 transmission toward minimizing the impact of severe COVID-19 disease. What does that mean for schools and school nurses? Are we seeing the light at the end of the tunnel? Is this the beginning of the return to "normal" (whatever normal means these days)?

Those are the questions I have.

Frankly, I struggle with being too optimistic that the end is near. Then, I get down on myself for being so pessimistic. I've lived with my public health perspective and knowledge of disease progression for so long that I am constantly "waiting for the other shoe to fall." I believe I am not alone. In my conversations with Department of Health Services colleagues with whom I've interfaced for two years, I sense a collective need to remain alert and vigilant. The SARS-CoV-2 virus has been infecting humans for two years. Only two years. Two years is not a long time when it comes to the human ability to build up immunity or tolerance, even with vaccines.

Those with responsibilities to track diseases and protect public health (even those who do not want protection) face the dilemma of phasing out public mitigation strategies alongside phasing out our own personal levels of angst and wariness.

I believe many school nurses share that angst.

March 11, 2020, the World Health Organization declared the global pandemic. For two years we have lived with and watched the other shoe fall. Do you remember what you were doing March 11, 2020? I was still developing our DPI COVID webpage. I was listening for any indication that schools might be ordered to close. They were ordered to do so on March 13th and closed on March 18th.

Since then, it has been a rollercoaster of guidance, mitigation strategies designed to protect the public, and best practice recommendations to reopen and keep students learning in-person whenever possible.



Those with responsibilities to track diseases and protect public health face the dilemma of phasing out public mitigation strategies alongside phasing out our own personal levels of angst and wariness.

We have seen remarkable progress in the past two years. I was recently reviewing a timeline of the various phases of the pandemic. I was thinking about the guidelines that DPI issued based on what was then known about the virus. There have been six different versions this 2021/2022 school year! In the 2020/2021 school year the guidance was revised at least four times. That is a lot of progress and a lot of knowledge gained. This new knowledge and focus calls for a shift in our pandemic response, even if I personally am not sure I am ready.

DPI's latest guidance reflects what is known and where we need to go as a society. It is an acknowledgement that the United States has moved into a new phase. While we embrace the removal of masks and contact tracing, we must remember that there are those amongst us that likely will always be vulnerable to the SARS-CoV-2 virus and its inevitable mutations. We can test for disease and prevent those who might be contagious and pose a risk to others from coming to school. We can continue to promote and educate those still hesitant about the benefits of vaccinations. We can support those who feel more comfortable wearing high quality masks.

All along I have called upon school nurses to embrace their role as public health messengers. As the CDC strategically phases out mitigation measures, it behooves us messengers to reflect on how we will support and tout that approach. My hesitancy to fully embrace this new phase is based on the [24.6 million children 0-5 years old](#) in the United States. One of them my own granddaughter. We now have effective vaccines that protect against severe disease and death for those five years old and above. Once those under five have an effective vaccine I'll be ready to drop my angst, but not my advocacy.



DPI's latest guidance reflects what is known and where we need to go as a society.

This publication is available from:
Learning and Support
Student Services Prevention and Wellness Team
(608) 266-8857
<https://dpi.wi.gov/sspw/pupil-services/school-nurse>
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Wisconsin Asthma Coalition

School Walkthrough Program



All children deserve to live, play and learn in a healthy environment. Asthma is one of the most common causes of school absenteeism, but we can change that. Our school walkthrough program addresses the most common environmental asthma triggers found in school buildings. The walkthrough is a free service that can be completed virtually or on-site. We look at classroom environments, identify asthma triggers and provide low or no-cost solutions to eliminate those triggers.



Because our walkthroughs reduce exposure to environmental asthma triggers, they are a helpful way to decrease asthma symptoms in children, increase ability to learn and support academic success. [Click here](#) to schedule a free virtual or on-site walkthrough of your school. Let's work together to make your building healthier for everyone.

For more information, call Carissa Hoiium at 414.337.4569 or visit: <https://www.chawisconsin.org/initiatives/asthma/walkthrough-programs/>

