

**NOTICES:**

**Research Study: (see attached that could be given to your families)**

My name is Katy Scott and I am a doctoral student in the Pediatric School Psychology program at East Carolina University. I'm from Wisconsin, am currently externing at Children's Hospital of Wisconsin in Milwaukee with child psychologists, and have worked in both Racine and Madison schools after graduating from UW Madison.

I am conducting a longitudinal study with the guidance of Dr. Christy Walcott focusing on children's food allergies and family functioning for my thesis and dissertation. The goal of this study is to improve the quality of life for children with food allergies and to examine the relationship between families' responses to children's food allergies and children's anxiety.

We are recruiting children between the ages of 8 and 18 who have one or more food allergies and their parents to participate in our research study. The study consists of online surveys to be accessed by the participants without any personal information necessary to participate unless they choose to be contacted again in the future. As this is a longitudinal study, parents who choose to provide their email address will be contacted. No further identifying information will be collected.

This study has been approved by an IRB board at East Carolina University, IRB# UMCIRB 15-000214.

If you have any further questions or would like a more detailed description of this study, please feel free to contact me at [scottka15@ecu.edu](mailto:scottka15@ecu.edu) (252)328-5826. The study will be recruiting participants starting now through 2018.

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**AODA Student Mini-Grant Competition Now Open**

As part of the Department of Public Instruction's (DPI) efforts to encourage youth initiatives to promote healthy, resilient, and academically successful learners, we are again making grants available for the 2015-2016 school year. Enclosed you will find guidelines for the 27<sup>th</sup> annual **Alcohol and Other Drug Abuse (AODA) Student Mini-Grant** competition. The amount of these student-driven awards may not exceed \$1,000 each. Only one award may be granted to any student group, although districts and/or buildings may submit multiple proposals.

Projects should focus on AODA. They can also address its relationship to other related youth risk behaviors such as violence, bullying, alcohol traffic safety, tobacco use, suicide, and sexual risk behavior. Students should be directly responsible for the planning process as well as implementation, although adult advisors may guide the students through these processes as appropriate. Your district's AODA coordinator may have resources, as well as provide valuable assistance, to enable your students to write competitive mini-grant proposals.

Proposal reviews will be conducted by both DPI staff and various stakeholders. There will be consideration for equitable distribution of grant funds across the state and compliance with program requirements. Applications must be received, in hard copy, at DPI by the end of the business day **on Friday, October 16, 2015**. The application and guidelines can be found at

[http://sspwi.dpi.wi.gov/sspwi\\_miniprogram](http://sspwi.dpi.wi.gov/sspwi_miniprogram). Districts will be notified of funding decisions on or around November 23, 2015. If successful, awards will be made to the school district and claims for reimbursement processed through the district business office.

Please share this information with school staff, including classroom teachers and pupil services staff. If you have any questions about this grant process, please contact Brenda Jennings, education consultant, at 608-266-7051 or [brenda.jennings@dpi.wi.gov](mailto:brenda.jennings@dpi.wi.gov).

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## PROFESSIONAL DEVELOPMENT

### New School Nurse Training: Presented by DPI and the Wisconsin Association of School Nurses

Wednesday, October 7-8, 2015  
Holiday Inn Madison at the American Center  
5109 West Terrace Drive, Madison, WI 53718  
[www.holidayinn.com/madisonwi](http://www.holidayinn.com/madisonwi)

The New School Nurse Training is scheduled for October 7-8, 2015 in Madison at the Holiday Inn at the American Center. This training is appropriate for those nurses who will be working for the first time in or with a school district. It is also appropriate for nurses who worked previously in a school setting but, after an absence from such setting, are returning to a primary role as a school nurse. Topics that will be covered include guidance on the laws that affect school health, information on IEP's, 504's, school health records, and chronic health conditions management. This two-day workshop is a collaborative effort of the DPI and the Wisconsin Association of School Nurses. The cost of the program is \$90.00.

Register at: <https://www.regonline.com/builder/site/?eventid=1675579>

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## School Nurse Conference: Back to basics: Pediatric assessment in the school setting

### New Time: 5:00-9:00 PM

Wednesday, October 14, 2015

#### The purpose for this program is to:

- Review head-to-toe physical assessment, growth, and development, and listening to student cues, as it applies to children in the school setting.
- Discuss prioritization of nursing interventions as it pertains to children in the school setting.
- Identify pertinent abnormal cardiac, respiratory, and neurological assessment findings along with early warning signs requiring nursing intervention of children in the school setting.

- Explore common related cardiac, respiratory, and neurological disorders in school age children, along with common current treatments of children in the school setting.

**Accreditation and Contact Hours: 3.6 Contact hours ANCC**

**Details:**

- Date: Wednesday, October 14, 2015
- Time: 5:00 pm – 9:00 pm
- Location: WCTC, 800 Main Street, Pewaukee WI, Richard T. Anderson Education Center, College Center
- Cost: \$69.00 (**Dinner included**) For special diet needs contact 262-691-5149

**To Register:**

- CRN: 11656
- Register on the web: [www.wctc.edu/become-a-student/sign-up-for-classes](http://www.wctc.edu/become-a-student/sign-up-for-classes)
- If you haven't taken a course at WCTC before, you will first need to create an account, use the Operator Assisted Registration at 262.691.5578
- It is recommended to complete registration by October 8<sup>th</sup> for accurate catering counts.

**Waukesha County Technical College**  
**School of Health - Nursing and Health Continuing Education**

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**Cultural Competency Skills Workshop**

Date: Tuesday, November 10

Time: 8:00 am to 4:00 pm

Location: Promega BioPharmaceutical Technology Center, 5445 East Cheryl Parkway, Fitchburg, WI  
Continue Education Credit is available

Cost: \$35 per person

This day-long educational workshop will assist mental health professionals with improving their ability to assess, diagnose, and treat individuals from diverse cultural, ethnic, spiritual, and religious backgrounds. The program features a nationally recognized keynote speaker, breakout sessions, and knowledge cafe, and has been accredited for [continuing education credits](#) for physicians, psychiatrists, psychotherapists, nurse practitioners, nurses, and social workers. Law enforcement officials also encouraged to attend. Meriter Foundation is pleased to convene this important workshop.

**For complete program information** and to register online [click here](#).

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## Helping Kids Stay Healthy: Collaborative Approaches for Addressing Asthma in Schools

September 30, 2015  
1:00 pm - 2:30 pm ET

In this complimentary webinar, leading health plan Asthma experts will share the innovative approaches and strategic partnerships that are:

- Improving Asthma management in school
- Reducing utilization
- Improving the health and well being of school-aged children with Asthma

In just 90 minutes you'll learn about **programs that are showing real results**, and how you can implement, or improve upon, programs for your members.

It's all part of AHIP's Asthma webinar series to promote health plan best practices for managing Asthma and reducing environmental Asthma triggers.

Register at [AHIP Asthma Program](#) for this complimentary webinar!

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## 2015 Food Allergy Conference

### Sponsored by FARE and Children's Hospital of Wisconsin

Located in the CHW-Auditorium

8915 W. Connell Court, Milwaukee, WI

Saturday, November 14th

Time: 8am - 4 pm

Cost: \$10 (must register in advance-no refunds)

Cathy Owens R.N., M.Ed., NCSN, ERSN, Lead Credentialed School Nurse Murrieta Valley Unified School District in California will be presenting from the school nurses' perspective. She will be speaking on the CDC's Voluntary Guidelines for Managing Food Allergies in School, giving tips from her experience and sharing her personal story of saving a child's life with epinephrine.

Dr. Jeanne Herzog, PhD, from Summit Psychology Clinic will be presenting on the topic of Food Allergy Bullying and explaining what it is, giving tips on what to do if it's happening, and creating an atmosphere to help prevent it.

Questions can be directed to [foodallergyconferenceWI@gmail.com](mailto:foodallergyconferenceWI@gmail.com)

Register at [2015foodallergyconferencewi.eventbrite.com](http://2015foodallergyconferencewi.eventbrite.com)

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SAVE THE DATE:

**Cultural Context of Corporal Punishment Conference**

November 19 & 20

Monona Terrace Community and Convention Center, Madison WI

The Cultural Context of Corporal Punishment Conference will be held on November 19<sup>th</sup> and 20<sup>th</sup>, 2015 at the Monona Terrace Community and Convention Center in Madison, Wisconsin. We are pleased to welcome Stacey Patton, PhD, Lisa Aronson Fontes, PhD, Barbara Knox, MD, and Victor Vieth, JD as our guest faculty. This year’s moderator will be Everett Mitchell, JD.

**Healthcare professionals are encouraged to attend!** The purpose of this activity is to explain the impact of corporal punishment on child development in the context of research, history and culture, and implicit bias. Participants will understand how ethnic and religious cultures affect caretakers’ use of corporal punishment, and how to work competently with culturally diverse families. Participants will also learn how corporal punishment affects children’s physical and emotional development; and will have the opportunity to examine their personal biases and understand how these may influence their daily work.

*Please share this as appropriate with your colleagues--this activity is intended to address the learning needs of Pediatricians, Family Practice Physicians, Physician Assistants, Nurses, including School Nurses, Dentists, Law Enforcement Officers, Human Service Professionals, Counselors/Therapists, Prosecutors, Victim/Witness Specialists, Corporation Counsel, Social Workers, Educators, Theologians, and Guardians Ad Litem.*

*CME credit is offered for this conference. The University of Wisconsin School of Medicine and Public Health designates this live activity for a maximum of 11.25 AMA PRA Category 1 Credit(s)<sup>TM</sup>. Participants should claim only the credit commensurate with the extent of their participation in the activity.*

**Mallory Zink, MS**

*Continuing Professional Development Manager  
University of Wisconsin - School of Medicine & Public Health  
Department of Pediatrics  
[mzink@pediatrics.wisc.edu](mailto:mzink@pediatrics.wisc.edu)*

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**School Immunization Law Webinar**

DPH and the Department of Public Instruction (DPI) collaborated on a webinar regarding the changes to the school immunization law process intended for local health departments and school personnel. This webinar can be accessed through the following link: <http://dhsmedia.wi.gov/main/Play/ace46f869daa4918bf997f3af2364e3c1d>



# Mini-Grant Program Overview

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Comprehensive school health programs require youth involvement to create environments conducive to healthy, resilient, and successful learners. As part of the Department of Public Instruction's (DPI) efforts to encourage youth initiatives, we are offering the AODA Student Mini-Grant Program for the twenty-seventh (27th) year, in the 2015-2016 school year. Funds will be available on a competitive basis for schools throughout the state to support education, prevention, and intervention programs designed by the students, targeting alcohol and other drug abuse (AODA) and other youth risk behaviors such as tobacco use, alcohol traffic safety (ATS), violence, suicide, etc. **In addition, a major funding priority of the mini-grant program is the involvement of youth in the planning and implementation of the project.** Consideration will be given based on the educational value of the project and statewide geographic distribution of funds. The amount of each individual mini-grant award may not exceed \$1,000.

## What are they for?

Student mini-grants fund prevention and wellness projects targeting AODA or other youth risk behaviors (tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors) developed by students for students.

## Who can apply?

Any group of students from a Wisconsin public school, grades K-12, can fill out the application that describes a prevention or wellness project in which they are interested. Each student group may only apply for a single project, although a school or district that has multiple groups may submit multiple applications. Students in a private school may collaborate with a public school, but may not apply directly for a student mini-grant.

## What can we get?

Each funded project may be awarded up to \$1,000.

## When are they available?

Applications will be mailed to the districts in August and will also be available on the DPI website. They are due at the DPI in hard copy by the end of the business day on October 16, 2015. **Keep a copy of your application.** The project needs to be completed and final claim submitted by June 30, 2016.

The application may be found at: [http://sspwi.dpi.wi.gov/sspwi\\_miniprogram](http://sspwi.dpi.wi.gov/sspwi_miniprogram)

## What are some good ideas for projects?

Some ideas for projects are peer helper or educator programs, wellness fairs, skits, and awareness campaigns that focus on prevention for students, parents, and community members (see more detailed list on page 3).



## Who can we get more information from?

For more information, applications, or questions, contact Brenda Jennings at 608-266-7051 or [brenda.jennings@dpi.wi.gov](mailto:brenda.jennings@dpi.wi.gov).

## Timeline for AODA Student Mini-Grants

August, 2015	Distribution of application materials for the AODA Student Mini-Grants to building principals, district administrators, and AODA coordinators.
October 16, 2015	Student mini-grant application due to DPI or MPS Central Office in hard copy. No faxes or emails will be accepted
November 23, 2015	Mini-grant funding notifications mailed to schools.
June 10, 2016	Completion of project and End-Of-Year Report submitted to DPI.
June 30, 2016	End of fiscal year. Final claim submitted to DPI.

## Program Requirements

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- The focus of the project must target AODA or related youth risk behaviors in the area of education, prevention, or intervention.
- The project must be developed by student groups, clubs, or classes (reviewers will bear in mind that elementary students will need more advisor guidance than those at the high school level).
- Each student group, club, or class may submit only one project, although more than one project may be submitted per school district/school building.
- No grant award may exceed \$1,000.
- **No more than 20% of the total amount can be spent on incentive items.**
- Private schools are not eligible to receive grants; however, they may partner with public schools.

## Priorities for Funding

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Grant reviewers will place an emphasis on:

- Projects that have youth involvement in the planning, writing, and implementation of the grant.
- Projects where students target AODA issues, or related youth risks such as: AIDS/HIV, suicide, tobacco use, traffic safety, violence, or teen pregnancy.
- Projects that exhibit a high degree of educational value that extends beyond the cycle of funding.
- Youth leadership groups focusing on advocating against tobacco with FACTivisms or FACT (Fight Against Corporate Tobacco) activities. (See more information on page 3.)

# Project Ideas for Youth to Consider

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Peer helper or educator programs, wellness fairs, prevention plays, and awareness campaigns that focus on prevention for students, parents, and community members are suitable activities. The development of SADD chapters, Just-Say-No clubs, or any other creative group or activity that you believe can help prevent alcohol, tobacco and other drug abuse, or traffic safety may be an appropriate use of the funds. See the following for more ideas.

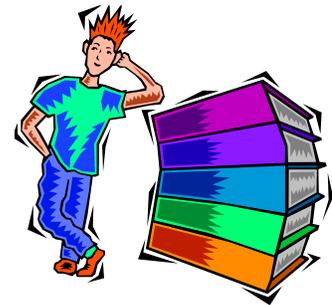
## Parent/Community Education and Involvement

Helping parents promote a drug-free lifestyle, understand risk behaviors, and set guidelines:

- Panel discussions
- Straight talk: parent-to-parent, youth-to-adult, and adult-to-youth
- Develop parent networks
- Mini-grant could pay for speakers, materials, visual aids

Monthly or quarterly family and community AODA prevention activities:

- Students write prevention puppet show; give for parents
- Store window displays
- Booth at county fair or other community events/forums
- Health Wellness Fair
- AODA prevention family carnival
- Interview community people who are good role models for healthy living
- Mini-grant could fund materials, visual aids, transportation, or printing



## Peer Educators

Research shows teens who deliver a prevention message to peers, as well as younger students, have a powerful influence.

Some suggested topics:

- Youth advocating against tobacco (such as FACT groups or existing youth groups participating in FACTivisms). For more information go to: <http://factmovement.org/who-we-are/>.
- Impact of tobacco on individuals, families, and society
- Information on the impact of bullying
- Impact of alcohol and other drugs on violent behavior and accidents
- Information on traffic safety – including drinking and driving issues
- Anti-smoking information
- Conflict resolution
- Refusal skills
- Positive attitudes and self-esteem as related to risk prevention
- Risks for contracting HIV/AIDS

Some ways to deliver the message:

- Puppet shows
- Plays/skits
- Role plays
- Musicals
- Small group discussion
- Art: quilt squares, prevention theme murals
- After-school rap sessions
- Students arrange for speaker and follow-up by leading small group discussions
- Mentoring
- Mini-grants can be written to fund training for high school or middle school students, materials, costumes, puppets, printing, and transportation

Peer educator programs need to have:

- A focus on prevention of youth risk behaviors including: AODA, tobacco use, violence, bullying, suicide, HIV, or sexual risk behaviors
- Youth involvement
- Training for presenters
- A presentation that is clearly understood, motivational, and age-appropriate for audience
- Small-group discussion, activity, or practice of skills
- Evaluation and follow-up

## **School/Community/Youth Awareness and Information Programs**

- Prevention PSAs (Public Service Announcements)
- Prevention placemat contest; placemats in restaurants
- Prevention billboards along with design contest
- Prevention video on local cable channel
- Inhalant information for students and parents
- Internet homepage with new information and slogan each month
- Driving Issue Guides to educate parents about setting rules/contracts for teen driving
- Newsletters; Youth Yellow Pages
- Awareness week before prom: make tiled tables for cafeteria, targeting teen pregnancy, alcohol use and driving, lung cancer, and HIV/AIDS. Students meet with someone affected and design tile for tables to address the issues

# Tips for Planning/Implementing

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“The most important part of being a member of our AODA Program is making an influence on my other peers and underclassmen.” –Student Comment



A review of literature conducted by the Academy for Educational Development Evaluation & Consultation Center revealed that peer-led education programs can be effective in reducing alcohol, tobacco, and other drug (ATOD) use among youth. These programs have also shown to have a positive impact on the peer educators themselves, increasing their knowledge and self-efficacy, as well as influencing health risk behaviors.



“I’m involved because I want to help younger students stay on the right track and feel comfortable and confident.” –Student Comment

## High Quality Peer Programs Should:

- be based on a solid foundation in social learning and social influence theories that address how learning and behavior change occur on the individual level and within social networks;
- use interactive, developmentally appropriate teaching methods that emphasize experiential learning rather than the presentation of information only in a didactic manner;
- utilize class sizes that are conducive to small-group instruction;
- use follow-up sessions to update and reinforce original program content;
- be provided to more than one class;
- be well-organized and be conducted in an organized manner;
- be implemented by peers who present the curriculum in an interesting, dynamic manner; or
- be delivered by a skilled adult or peer leader, competent in group processes.

## Important Things To Remember

- Limit expenditures on food to that which is related to events that include education, prevention, or intervention activities and information sharing (e.g., meal in conjunction with a peer helper training).
- Door prizes are not to be paid for out of grant funds.
- These are student-led projects. Students should be involved from the very start (e.g., planning and writing the grant).
- Planning a series of activities can be more effective (and usually is rated higher) than a one-time event.
- DPI student mini-grants must have a connection to prevention of AODA or related youth risk behaviors.



“I like being a peer educator, because it puts together a group of caring, involved students to help others.” –Student Comment

“The most important part of our peer program is that we help people understand what we’re doing and what they should do.” –Student Comment



“We help others understand that things that happen to one person can happen to others.” –Student Comment

## Tips for Designing Peer Involvement Programs

- Clearly define the target population, in terms of age, ethnicity/race, gender, sexual orientation, socio-economic status, and life experiences; then select peer educators accordingly. Example: Peer leaders are nominated by their classmates. Adult advisors make sure leaders are representative of the diversity of the student body.
- Articulate program philosophies, goals, and objectives, and use these priorities to guide program design. Example: If your program focuses on the prevention of risk behaviors or the maintenance of healthy behaviors, select peer educators who can serve as positive role models for the other students.
- Determine the roles and responsibilities of peer educators. Example: When implementing peer education programs, youth may have the sole responsibility to deliver instruction, but development of the curriculum is a shared responsibility between youth and adults.
- Ensure program goals are consistent with the setting or location of the program. Example: School-based programs are an efficient way to reach large populations of youth. Schools are well-suited to provide prevention-focused knowledge and skills to general populations.
- Provide the necessary resources. Example: Peer educators need appropriate training in the content area, teaching strategies, facilitation, and communication skills.
- Ensure that the person who coordinates the program understands the value of peer programs and is committed to working with youth. Peer-based interventions require involvement from adults for supervision, quality assurance, coordination, guidance, and other types of support.
- Prepare for peer educator and staff turnover. Peer educators may have high turnover rates due to schedule conflicts, other academic and/or extra-curricular activities, or graduation from school. Adult coordinators will most likely have a number of other responsibilities. Example: Some program coordinators recruit new peer educators as part of the program delivery.
- Plan for evaluation in the timeline and budget. Evaluations are needed to assess both the effectiveness and cost-effectiveness of peer programs. Because evaluation is such an integral part of program design, evaluation plans should be defined at the very beginning of program conceptualization, and necessary resources should be set aside. Example: When planning how you will evaluate the project, consider these questions:

Who is this information for? Who will use the findings?

What information do we want to know?

How is the information to be used?

When is the information needed?

What resources are available to conduct the evaluation?



“What would I tell others who want to be Peer Educators? Go for it! It’s lots of fun!” –Student Comment

# Program Benchmarks

(See Section III, Project Abstract, and Section IV, Project Narrative, of the Mini-Grant Application online.)

Criteria	Characteristics of Strong Ratings
<p><b>1. Project Abstract</b> Provide a brief description of the program and activities to be developed and implemented by students at a building, district, or community level.</p>	<ul style="list-style-type: none"> <li>The abstract clearly describes the project.</li> </ul>
<p><b>2. Project Narrative</b> Describe how the idea for this project was developed, including student participation.</p>	<ul style="list-style-type: none"> <li>The major factors/issues that generated the idea for this project are clearly outlined.</li> <li>Students were directly involved in the planning process.</li> <li>Students will be directly involved in implementation of the project.</li> </ul>
<p><b>3.</b> What problems at your school will this mini-grant address? Describe how this project will help prevent or reduce student alcohol and other drug abuse or other risk behaviors such as tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors.</p>	<ul style="list-style-type: none"> <li>The problem(s) are identified by utilizing objective facts/data and/or illustrates a representative sample of the student population that is concerned about this problem.</li> <li>The problem(s) have a direct link to AODA or related youth risk behaviors such as tobacco use, violence, bullying, suicide, traffic safety, and sexual risk behaviors.</li> </ul>
<p><b>4.</b> What steps/activities will be done to address the problem(s) described in the answer to Question #3?</p>	<ul style="list-style-type: none"> <li>The activities are clearly described and logically lead to impacting the problem of AODA or related youth risk behaviors.</li> <li>The activities are attainable/realistic within the timeframe of the grant.</li> <li>Activities in the proposal are ongoing - not just a “one shot” deal.</li> <li>Activities have a positive educational value.</li> <li>A reasonable number of students are involved in carrying out the proposed project.</li> </ul>
<p><b>5.</b> Describe how you will measure your success in addressing the problem(s) described in Question #3.</p>	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>Are reasonable for addressing the problem.</li> <li>Include not only process measures (# served, etc.) but also identify outcome measures (changes in attitudes, behaviors, knowledge, skills) as measured by a pre/post test.</li> </ul>
<p><b>6.</b> Describe who/when and how many people will benefit from the project and describe the skills, knowledge, behaviors, or attitudes they are expected to acquire.</p>	<ul style="list-style-type: none"> <li>A reasonable number of people (students, staff, parents, community members) will benefit from the project.</li> <li>Describes how people will benefit in terms of knowledge or skills acquired.</li> <li>Describe how these benefits relate to the initial problem.</li> </ul>
<p><b>7. Budget</b></p>	<ul style="list-style-type: none"> <li>Budget is reasonable, appropriate, and logically connected to mini-grant project.</li> <li>Budget provides 20 percent in-kind matching costs.</li> </ul>

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# Announcing the Fall 2015 AODA Mini-Grant Competition

**Who Can Apply:** Student groups in Wisconsin Public School Districts. Each group may only apply once, but districts can submit multiple applications for different groups.

**For How Much:** Awards can be up to \$1,000.

**How Funds Can Be Used:** For activities that contribute to the prevention of alcohol, tobacco, and other drug use; bullying prevention; prevention of, and education about, other youth risk behaviors. These activities are to be developed and implemented by youth and for youth, including peer educator/helper/mentor programs.

**Where You Can Learn More:** [http://sspw.dpi.wi.gov/sspw\\_miniprogram](http://sspw.dpi.wi.gov/sspw_miniprogram)

**Timeline:** AODA mini-grant applications are due in hard copy (original, plus 2 additional copies) to the DPI on Friday, October 16, 2015. Notification of the results of the competition will be sent to districts on or around November 23.

## School Nurse Conference: Back to basics: Pediatric assessment in the school setting

New Time: 5:00-9:00 PM

Wednesday, October 14, 2015

Wisconsin Association of School Nurses (WASN) District 6 will be having its Fall Conference at WCTC.

### The purpose for this program is to:

- Review head-to-toe physical assessment, growth and development, and listening to student cues as it applies to children in the school setting.
- Discuss prioritization of nursing interventions as it pertains to children in the school setting.
- Identify pertinent abnormal cardiac, respiratory and neurological assessment findings along with early warning signs requiring nursing intervention of children in the school setting.
- Explore common related cardiac, respiratory and neurological disorders in school age children, along with common current treatments of children in the school setting.

### Target audience:

- School nurses and health care professionals interested in the care of children.

### Accreditation and Contact Hours:

- Waukesha County Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.
- Participation certificates will be provided to all conference participants who attend the entire program.
- This program is being offered for **3.6** contact hours.

### Planning Committee:

- Ann M. Cook, MSN, RN – *WCTC*
- Susan Wollmer, BSN, RN, - *MPS Nursing Supervisor*
- Isa Chase, MSN, RN, CPNP -- *Franklin School Dist.*

### Details:

- Date: Wednesday, October 14, 2015
- Time: 5:00 pm – 9:00 pm
- Location: WCTC, 800 Main Street, Pewaukee WI, Richard T. Anderson Education Center, College Center
- Cost: \$69.00 (**Dinner included**) For special diet needs contact 262-691-5149

### To Register:

- CRN: 11656
- Register on the web: [www.wctc.edu/become-a-student/sign-up-for-classes](http://www.wctc.edu/become-a-student/sign-up-for-classes)
- If you haven't taken a course at WCTC, you will first need to create an account
- **Operator Assisted Registration is preferred: 262.691.5578**



See agenda on back.

For more **information only** on this seminar and others, call WCTC School of Health / Continuing Education at **262.691.5149**.



SCHOOL OF  
Health

WAUKESHA  
COUNTY TECHNICAL  
COLLEGE

**Waukesha County Technical College  
School of Health - Nursing and Health Continuing Education**

**SCHOOL NURSE CONFERENCE:  
Back to basics: Pediatric assessment in the school setting**

**New Time: 5:00-9:00 PM**

Wednesday, October 14, 2015

**AGENDA**

- |                 |   |
|-----------------|---|
| 5:00pm – 5:10pm | <b>Welcome and Introductions (Dinner provided)<br/>Overview of the Seminar</b><br>Ann M. Cook, MSN, RN, WCTC  |
| 5:10pm – 6:10pm | <b>Head to Toe Assessment in the School Setting</b><br>Tracy Saladar, DNP, Clinical Assistant Professor<br><i>University of Wisconsin Madison</i>   |
| 6:10pm – 6:20pm | Break   |
| 6:20pm – 7:10pm | <b>Cardiac Assessment in the School Setting</b><br>Anoop K. Singh, MD<br>Pediatric Cardiology & EP, <i>Medical College of Wisconsin</i><br>Director of Cardiac Electrophysiology, <i>Children's Hospital of Wisconsin</i><br>Medical Director, Project ADAM |
| 7:10pm - 8:00pm | <b>Respiratory Assessment in the School Setting</b><br>Laurie Smrz, RN, AE-C, Asthma Program Coordinator<br><i>Children's Hospital of Wisconsin</i>   |
| 8:00pm – 8:10pm | Break   |
| 8:10pm – 9:00pm | <b>Neurological Assessment in the School Setting</b><br>Rhonda Roell Werner, MS, APNP, PCNS-BC<br>Neuroscience Center, Epilepsy Monitoring Unit<br><i>Children's Hospital of Wisconsin</i>  |

For more **information only** on this seminar and others,  
call WCTC School of Health / Continuing Education at  
**262.691.5149**.



SCHOOL OF  
**Health**

WAUKESHA  
COUNTY TECHNICAL  
**COLLEGE**

# 2015

food allergy  
conference  
wisconsin

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Children's Hospital of Wisconsin - Auditorium  
8915 W. Connell Ct., Milwaukee WI

**Saturday, November 14th**  
8:00am – 4:00pm

## **Agenda Includes:**

- Understanding what an IgE mediated food allergy is
- CDC's Voluntary Guidelines for Managing Food Allergies In Schools
- Psychological impact– Food Allergy Bullying
- Food Allergies and the Law
- Dealing with Anaphylaxis in the School Setting – A School Nurse's Perspective
- Latest food allergy research
- Label Reading: Beyond the Basics
- FALCPA (Food Allergen Labeling and Consumer Protection Act)
- Private school perspective
- And more.....

## **Speakers:**

- **M. Tess O'Brien-Heinzen**, lawyer at Boardman & Clark, LLP in Madison
- **Dr. Ruchi Gupta, MD, MPH**, Associate Professor Northwestern and Lurie Children's Hospital of Chicago
- **Cassandra Walia, MS, RD, CD, CNSC**, clinical dietitian specialist at Children's Hospital of Wisconsin
- **Dr. Jeanne Herzog, PhD**, from Summit Psychology Clinic
- **Cathy Owens, R.N., M.Ed., NCSN, ERSN**, Lead Credentialed School Nurse Murrieta Valley Unified School District
- **Private School Panel**

**Event Cost \$10** – Must register in advance – No Refunds

**Questions?** – [foodallergyconferenceWI@gmail.com](mailto:foodallergyconferenceWI@gmail.com)

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