



School Nurse UPDATE

#10 January 12, 2023

FEATURED STORIES

PRACTICE POINTS –
Preparing for SCA in
Schools

Supporting Neurodiverse
Students (DPI News)

Adolescent Health
Strategic Plan
(DHS News)

SAVE THE DATES

DPI Consultant Office
Hours 1/20/23 8-8:45
AM

WASN Annual
Conference April 26-28,
2023

DiSH Session Culturally
Sensitive Diabetes Care
1/18/23 3-4 PM

NASN Conference June
30- July 3, 2023- Orlando
Virtual only July 10-12,
2023

Greetings!

Returning from Winter Break and it seems school nurses are jumping right back into the fire. National and social media have increased interest in sudden cardiac arrest (SCA) and being trained and prepared to respond. Practice Points summarizes Wisconsin legislation in this area and provides some practice points for school nurses to address training, AED purchases, and use in schools.

I am very excited in this Update to help amplify the **Wisconsin Association of School Nurses (WASN)** messages about the **annual conference and the school nurse and school nurse administrator of the year awards** (p.11). Consider nominating a well deserving school nurse colleague for these awards. More information about the WASN conference will be available from WASN soon.

My pupil services consultant colleagues have been busy. Check out DPI's **new suicide prevention modules and updated guidance on child abuse and neglect** under DPI News (p. 2). DPI's **American Indian Studies Program** is offering several **online book studies** (pp. 6-9).

Diabetes in School Health (DiSH) is asking school nurses to **complete a survey** as part of their grant. **Did you know participating in such surveys is a competency of School Nurse Standard 14: Scholarly Inquiry?** I know that because one of the projects I am working on is updating DPI's School Nurse Evaluation Rubric and Evidence Sources to match the 2022 published standards. **If you are interested in helping me with this update by reviewing my drafts, please contact me via email.**

Louise

DPI News



New Suicide Prevention Modules

New suicide prevention modules are available from DPI's Student Services, Prevention and Wellness Team. Additional modules are being developed to provide comprehensive training and resources to our educators on suicide prevention.

[School-based Suicide Prevention: Overview and Connections - Module 1 of 3](#) – For all school staff to accompany the [Gatekeeper Training](#) module.

[Suicide Prevention Curriculum in Health Education: Overview - Module 1 of 3](#) - For health educators and pupil services professional collaborating on suicide prevention curriculum implementation.

Updated Child Abuse and Neglect Guidance Published

The School's Role in Preventing Child Abuse and Neglect was recently published using a new URL:

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/sswchildabuse.pdf>

This publication was written to help educators in schools understand 1) their legal responsibilities to report suspected child maltreatment, and 2) how county child protective services (CPS) responds to these reports.

The Coalition for Expanding School Mental Health in Wisconsin Podcast

The Coalition for Expanding School-Based Mental Health in Wisconsin is offering a new avenue for learning about comprehensive school mental health systems - a podcast! The podcast is available at <https://www.schoolmentalhealthwisconsin.org/podcast/>, and on Spotify, Apple, Google, and Zencastr titled "School Mental Health Works!".

Episode 1 Details: Episode 1, titled "If Not Now, When?" features a conversation between Coalition Board Chair Julie Hueller of the Racine Collaborative for Children's Mental Health and Board Treasurer Kathy Markeland of the Wisconsin Association of Family & Children's Agencies. Julie and Kathy discuss some of the foundational building blocks for growing student mental health systems by exploring the story of the Racine Unified School District community partnership.

Their conversation highlights the role that the Coalition plays in sharing best practices and advancing state policies to help Wisconsin communities advance school mental health initiatives. By leveraging the elements of the comprehensive model and expertise of Wisconsin networks, schools across the state are showing that School Mental Health Works!

This publication was written to help educators in schools understand 1) their legal responsibilities to report suspected child maltreatment, and 2) how county child protective services (CPS) responds to these reports.

DPI News



State Superintendent's Advisory Council for Alcohol and Other Drug Abuse Seeking New Members

The State Superintendent's Advisory Council for Alcohol and Other Drug Abuse (AODA) is looking for new members to add innovative and diverse perspectives to the Council. The AODA Advisory Council advises on AODA programs, grants, and services, as well as related youth risk behaviors including: commercial tobacco prevention, HIV/STD prevention; violence prevention; teen pregnancy prevention; and youth suicide prevention. They also form the core of grant reviewers for the biannual AODA State grant competition and the annual AODA Student Mini-Grant Competition.

The AODA Council meets twice a year, in-person with a virtual option. Mileage, lodging and meals are reimbursed for in-person meetings. One of these meetings typically takes place in conjunction with the annual Building the Heart of Successful Schools Conference and members of the Council may attend the conference, and pre-conference, for free.

If you, or someone you know, is interested in joining the AODA Advisory Council, please visit the [website](#) and complete the *State Superintendent's AODA Council Nomination Form*.

TSS - Student Strategies of Flexibility, Regulation and Resilience in Action February 14, 2023 9:00 - 11:00 AM Via ZOOM

REGISTRATION NOW OPEN!! Registration information here: https://www.wishschools.org/cms_files/event_attach/729/TSS.pdf

This session is free to all participants. Live participation is encouraged to gain the full benefit of engaging in discussion with a learning community. This session will be recorded and sent to all who register in advance of the session.

We know exclusionary practices, such as suspension and expulsion, are not effective in the long run when addressing student behaviors that challenge adults. Within a Comprehensive School Mental Health System, we can leverage beliefs and practices to support students. In this session, we will focus on the social and emotional learning strategies of fostering regulation skills, building flexibility, and enhancing resilience while promoting the TSS guiding principles of safety, empowerment, choice, cultural responsiveness, trustworthiness, and collaboration. This session, featuring Katie Berg, Supporting Neurodiverse Students Coordinator, is for school staff who have a foundational understanding of trauma and its impacts on learning, worldview, and development, and who wish to further expand their toolbox of strategies that are "necessary for some, but beneficial for all."

If you, or someone you know, is interested in joining the AODA Advisory Council, please visit the [website](#) and complete the State Superintendent's AODA Council Nomination Form.

DPI News

Providing FAPE During Special Educator Shortages

Wisconsin is one of 48 states currently reporting special education teacher shortages (Sutcher, Darling-Hammond, & Carver-Tomas 2016). Staffing challenges are exacerbated by high rates of attrition of special education teachers found to be 2.5 times more likely to leave the profession as teachers in general education (Smith & Ingersoll 2004), and the pandemic only elevated the challenges faced by school districts.

On October 4, 2022, the Office of Special Education Programs (OSEP) released a [memo](#) regarding the Personnel Qualifications under Part B of the Individuals with Disabilities Education Act (IDEA). The memo served as a reminder of states' and districts' license requirements for those providing special education and related services and the obligation to ensure a Free Appropriate Public Education (FAPE) to students with disabilities.

Wisconsin's license requirements are aligned with the provisions regarding personnel under IDEA. The U.S. Departments of Education and Department of Labor also issued a Joint [Dear Colleague Letter](#) on August 31, 2022, encouraging districts to utilize available funds under the American Rescue Plan (ARP) Act of 2021. In addition, the Department of Public Instruction (DPI) has developed a resource entitled [Leveraging IDEA Funds to Attract/Prepare/Retain Special Educators & Related Services Providers: Allowable Costs](#).

Additional reminders to districts facing special educator shortages:

Keep IEPs current. An IEP serves as a legally binding commitment of resources from the district to the student. Remember, an IEP should reflect current services provided, and any change in the amount or delivery of services should result in a review and revision of the IEP. If a district is experiencing shortages in special education and is making every effort to fill the vacancies, the first step should include a review of the impacted students' IEPs. Conduct an IEP meeting to address the program summary, including specially designed instruction and related services. If the district has shifted teachers and related service providers to address unfilled positions, make sure that all students impacted receive an IEP review and revision, and determine whether compensatory services are required if there are any delays in providing services.

Communication is key. Communicate with family members regarding the current status of programming and services for their child. Be transparent throughout the process and not only at IEP team meetings. Be upfront with the challenges the district is facing, along with the efforts made to address the challenge. Routine and up-to-date communication should be provided.

Leverage skills in existing staff. Recognize the unique knowledge and skills of available staff to meet the unique needs of students with IEPs. Think creatively regarding which available licensed staff could address the goals and provide services and where the goals and services can be delivered. Offer additional training to build the capacity of existing and available staff to address the unique needs of students with IEPs.

Wisconsin has made staffing challenges a priority, dedicating a webpage. For more information, see [Resources to Attract, Prepare, and Retain Special Educators and Related Services Providers](#)

DPI News

Online Study Circles Winter 2023 Conversations: American Indian Studies

About the Online Study Circles Conversations

The Wisconsin Department of Public Instruction (DPI) - American Indian Studies Program in partnership with CESA 12 is offering online book studies for early childhood staff, K-12 staff, institutions of higher learning and partners to continue our personal and professional work, with a focus on American Indian studies and education. Join us in an Online Study Circles Conversations: American Indian Studies and the exploration of specially selected texts as a foundation for the group conversation and discussion on various Indigenous topics and issues.

*Individuals may only register for ONE of the three of the Online Study Circles Conversations for Winter 2023. Additional Online Study Circles for Spring 2023 will be shared at future dates.

**NOTE: You must be present during the advertised time(s) to participate and be a part of the study circles. They will NOT BE RECORDED for viewing at an alternate time. Additionally, participants do NOT have permission or authorization to record either via video or audio the contents of the session they are attending. **

Selected Books, Registration, Dates and Times for the Online Study Circles Winter 2023 Conversations: American Indian Studies

Book(s) and Author(s): *The Range Eternal* (2002) by Louise Erdrich | *Berry Song* (2022) by Michaela Goade

Title & Registration: [myQuickReg - *The Range Eternal* \(2002\) | *Berry Song* \(2022\)](#)

Date(s) and Time(s): Orientation: Monday, January 30, 2023 | 4:00pm - 5:00pm

1st Session: Monday, February 20, 2023 | 4:00pm - 5:30pm

2nd Session: Monday, March 6, 2023 | 4:00pm - 5:30pm

3rd Session: Monday, March 20, 2023 | 4:00pm - 5:30pm

Book and Author: *Becoming Kin An Indigenous Call to Unforgetting the Past and Reimagining Our Future* (2022) by Patty Krawec

Title & Registration: [myQuickReg - *Becoming Kin An Indigenous Call to Unforgetting the Past and Reimagining Our Future* \(2022\)](#)

Date(s) and Time(s): Orientation: Monday, January 30, 2023 | 4:00pm - 5:00pm

1st Session: Tuesday, February 21, 2023 | 4:00pm - 5:30pm

2nd Session: Tuesday, March 7, 2023 | 4:00pm - 5:30pm

3rd Session: Tuesday, March 21, 2023 | 4:00pm - 5:30pm

Book and Author: *Indian Nations of Wisconsin: Histories of Endurance and Renewal Revised 2nd Edition* (2013) by Patty Loew

Title and Registration: [myQuickReg - *Indian Nations of Wisconsin: Histories of Endurance and Renewal Revised 2nd Edition* \(2013\)](#)

Date(s) and Time(s): Orientation: Monday, January 30, 2023 | 4:00pm - 5:00pm

1st Session: Wednesday, February 22, 2023 | 4:00pm - 5:30pm

2nd Session: Wednesday, March 8, 2023 | 4:00pm - 5:30pm

3rd Session: Wednesday, March 22, 2023 | 4:00pm - 5:30pm

DPI News

Continued...

Participant Outcomes

As a result of participating in the Online Study Circles Online Conversations, participants will:

- have an opportunity to read and discuss selected American Indian themed books with participants from across Wisconsin;
- learn about diverse aspects of Native American histories and cultural concepts;
- address bias, myths, stereotypes and misconceptions regarding our Indigenous peoples communities, and nations; and
- engage in discussion with colleagues and explore multiple perspectives about First Nations Studies and the education of American Indian students.

Online Study Circles Conversations: American Indian Studies

Consistent attendance is crucial to allow for learning and to result in a successful book study. Individuals who miss **ANY** of the Online Study Circles Conversations sessions will be invoiced \$50 to cover costs of the book(s), mailing fees, and administrative costs. Please be sure your schedule allows for full participation on ALL dates and times listed BEFORE registering. No exceptions will be made.

Additional Information/Disclaimers

The book circle sessions will NOT be recorded or otherwise shared after the scheduled dates. The DPI American Indian Studies Program has found that this allows for more candid conversations, richer dialogue, and increased participation.

This training webinar does NOT meet statutory license stipulations for "Wisconsin American Indian Tribes and Bands", which is often referenced as Wisconsin Act 31. For those seeking to address statutory license stipulations, please visit the Wisconsin Department of Public Instruction ([DPI Educator Preparation and Licensing - Statutory License Stipulations](#)) webpage for a list of approved courses and workshops. You can also visit the [DPI American Indian Studies Program](#) for further information.

Training Format

The Online Study Circles Conversations will consist of a MANDATORY 60-minute orientation session followed by three 1.5-hour discussion sessions.

If you **MISS ONE** of the sessions, you will be invoiced \$50 to cover the cost of the book, mailing fees, and administrative costs. Since we only meet a limited number of times, this will be a firm requirement. Each session will have two facilitators who will support interaction and discussion but will not be in lecture style form.

These sessions will be facilitated online using the Zoom cloud video conferencing platform.

DPI News



Continued...

Book Information

- Participants are initially provided with a copy of the book at no charge.
- Participation in the orientation session is a prerequisite to receiving the complimentary book. Regardless if you have participated in a past orientation for previous online study circles conversations, orientation attendance is MANDATORY for the book study you are registered for. If you are unable to attend orientation you will NOT be eligible to be a part of the book study.
- Books will not be sent until AFTER the orientation meeting has been held.

Facilitator(s)

Bwaakoningwiid David J. O'Connor, American Indian Studies Consultant, Wisconsin Department of Public Instruction; Phone: (608) 267-2283 or Email: david.oconnor@dpi.wi.gov

*Will be co-facilitating each of the three sessions offered along with the following colleagues:

The Range Eternal (2002) by Louise Erdrich | *Berry Song* (2022) by Michaela Goade: Online Study Circles Conversation
Sherry W. Kimball, Early Childhood Consultant, Wisconsin Department of Public Instruction; Phone: (608) 267-9625 or Email: sherry.kimball@dpi.wi.gov

Becoming Kin An Indigenous Call to Unforgetting the Past and Reimagining Our Future (2022) by Patty Krawec: Online Study Circles Conversation
Eva M. Kubinski, School Administration Consultant, Wisconsin Department of Public Instruction; Phone: (608) 266-2899 or Email: eva.kubinski@dpi.wi.gov

Indian Nations of Wisconsin: Histories of Endurance and Renewal Revised 2nd Edition (2013) by Patty Loew: Online Study Circles Conversation
Laura A. Roeker, Director of Teaching and Learning, Wisconsin Department of Public Instruction; Phone: 608-266-3560 or Email: laura.roeker@dpi.wi.gov

Continued next page...

Participants are initially provided with a copy of the book at no charge.

DPI News



Registration, Costs, and Disclaimers

- There are no registration fees to participate in the Online Study Circles Conversation offered by the DPI American Indian Studies Program. A scholarship, funded through the Individuals with Disabilities Education Improvement Act (IDEA), has been applied to the administrative and instructional fees.
- Pre-registration is required and limited to 50 individuals* for each book (see above registration links/buttons by each of the books). Once spots are filled a waiting list will be generated but we cannot guarantee those on the waiting list will be able to participate.
- Individuals may only register for:
 - ONE of the three Online Study Circles Conversations offered for Winter 2023; and
 - ONE of the three Online Study Circles Conversations offered for Spring 2023.
- Funding for this training limits individual acceptance to WISCONSIN RESIDENTS only.
- Orientation is a requirement of participation. If you miss one of the sessions, you will be required to pay \$50 to cover the cost of the book, mailing fees, and administrative costs.
- The Online Study Circles Conversations sessions will NOT be recorded or otherwise shared after the scheduled dates. The DPI American Indian Studies Program has found that this requirement allows for more candid conversations, richer dialogue, and increased participation.
- This training webinar does NOT meet statutory license stipulations for "Wisconsin American Indian Tribes and Bands", which is often referenced as Wisconsin Act 31. For those seeking to address statutory license stipulations, please visit the Wisconsin Department of Public Instruction (DPI) Educator Preparation and Licensing - Statutory License Stipulations webpage for a list of approved courses and workshops. You can also visit the DPI American Indian Studies Program for further information.

*The DPI American Indian Studies Program reserves the right to prioritize enrollment to LEAs with federally-identified IDEA status, Wisconsin's First Nations, and districts with significant educational equity needs.

Questions

Judy Ross, Program Assistant III
CESA #12 - Center for Special Education and Pupil Services
American Indian Studies Program, <https://dpi.wi.gov/amind>
618 Beaser Avenue, Ashland, WI 54806
Direct Line: 715-685-1837 | FAX: 715-682-7244
judy@cesa12.org

There are no registration fees to participate in the Online Study Circles Conversation offered by the DPI American Indian Studies Program. Orientation is a requirement of participation.

DHS News

Respiratory Report

[The Weekly Respiratory Report](#) is available and updated bi-weekly.

DHS Urges Wisconsinites to Test Their Homes for Radon

During National Radon Action Month, the Wisconsin Department of Health Services (DHS) is encouraging residents and business owners to test their homes and buildings for radon. Exposure to [radon is the second-leading cause of lung cancer](#) nationally, and easy-to-use tests are widely available.

“Radon is an environmental health issue in our state. Approximately one in 10 homes have elevated radon levels across Wisconsin,” said Paula Tran, State Health Officer. “Reducing radon exposure and radon-induced lung cancer in Wisconsin depends on encouraging and supporting all Wisconsinites, including property owners and tenants, to be proactive about testing for radon.”

Radon, an odorless, radioactive gas naturally present in the ground, enters buildings through their foundations. Radon causes more lung cancer among non-smokers than secondhand tobacco smoke. An estimated 21,000 lung cancer deaths per year among non-smokers are caused by radon, according to the U.S. Environmental Protection Agency and Surgeon General, and approximately 962 of these deaths are in Wisconsin. Fortunately, this cause of lung cancer is largely preventable, and the first step is to test your house or apartment for radon.

[View the entire news release.](#)

Adolescent Health Strategic Plan Published

The Wisconsin Department of Health Services’ (DHS) Adolescent Health Team is pleased to announce the release of our five-year strategic plan. Working with over 30 collaborating partners, we defined our mission, vision, and values, and co-created a five-year strategic action plan. Having a plan with clearly defined goals, strategies, and measures of success will help us align efforts and resources for maximum impact.

The Adolescent Health Team defined the following outcomes for the development and corresponding implementation of a strategic plan:

1. Improved service to adolescent populations in the state of Wisconsin.
2. Stronger and more enduring shared purpose in the Adolescent Health Team.
3. Established set of values, long-term goals, strategies, and actions to pass on to future program leaders.
4. Clearly defined scope and services of the Adolescent Health Team.
5. Renewed commitment of DHS leadership.

You can find the strategic plan on our [web page](#) or access it [directly](#).



“Radon is an environmental health issue in our state. Approximately one in 10 homes have elevated radon levels across Wisconsin,” said Paula Tran, State Health Officer.

WASN News

WASN Shares Save the Date for Annual Conference



The poster features the WASN logo in large, gold, outlined letters at the top. Below it, a gold banner contains the text 'ANNUAL CONFERENCE'. The phrase 'Save the Date' is written in a large, elegant cursive font. To the right is a logo for 'Improving the Inclusivity & Visibility of School Nurses', which depicts three stylized human figures in blue, green, and pink. The dates 'April 26-28, 2023' and the location 'Radisson Inn & Convention Center GREEN BAY, WI' are listed in a clean, sans-serif font. At the bottom, a table provides pricing details for three categories: WASN Member, Non-WASN Member, and Student Nurse, with options for pre-conference, individual days, and full conference attendance.

WASN Member	Non-WASN Member	Student Nurse
\$100- Preconference (Wednesday only)	\$125- Preconference (Wednesday only)	\$50- Preconference (Wednesday only)
\$250- Thursday only	\$275- Thursday only	\$125- Thursday only
\$250- Friday only	\$275- Friday only	\$125- Friday only
\$400- Full Conference (Thursday-Friday)	\$450- Full Conference (Thursday-Friday)	\$150- Full Conference (Thursday-Friday)
\$450-Preconference + Full Conference	\$500-Preconference + Full Conference	\$175-Preconference + Full Conference

Nominations Now Open for WASN School Nurse Awards

Nominations for School Nurse of the Year and School Nurse Administrator of the Year can be submitted now through February 28th, 2023.

Information for both the School Nurse of the Year and School Nurse Administrator of the Year can be found at this [link](#).

WASN President Interviewed

[Amid school nurse shortage in Wisconsin, \\$8.3M grant provides temporary relief](#)

Wisconsin Public Radio

As Wisconsin schools grapple with a shortage of nurses, an \$8.3 million grant to help with hiring and retention is seen as a start to addressing a long-term need.

NASN News

Wake Up And Learn Provides Free Materials And Tools To Promote Student Well-being Through Improved Sleep

Wake Up and Learn is a free, school-based sleep education and screening program that strives to combat the negative impacts of insufficient sleep on adolescent well-being and empower students to make better decisions about their health. For more information, [watch this video](#) and/or visit wakeupandlearn.org.



Care of Minor Wounds and Skin Injuries in the School Health Office

School nurses routinely provide simple wound care for minor injuries in the school health office. This article from *NASN School Nurse*, [Minor Skin Injuries at School: The Role of the School Nurse](#), outlines the steps for simple wound care for minor abrasions, cuts, blisters, and burns and also includes recommendations for referral of more complicated wounds.

A [NASN School Nurse](#) subscription is included with your [NASN membership](#).

Diabetes in School Health

Survey to Improve Program

The University of Wisconsin Diabetes in School Health (DiSH) program is asking for feedback from school nurses to use for program improvement. DiSH would love your input if you attend regularly or even if you have never attended. Please share feedback using this link.

https://uwmadison.co1.qualtrics.com/jfe/form/SV_9oU26yzD3g9dKl0

Or use the QR code:



DiSH would love your input if you attend regularly or even if you have never attended.

If you want to provide DiSH feedback, but don't wish to use the survey you can also email: diabetesinschoolhealth@gmail.com

CDC

Stay Up to Date with COVID-19 Vaccines Including Boosters

Website updated 12/30/2022 <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/stay-up-to-date.html>

CDC recommends one updated (bivalent) booster dose:

- For everyone aged **5 years and older** if it has been at least **2 months** since your last dose.
- For children aged **6 months–4 years** who completed the **Moderna** primary series and if it has been at least **2 months** since their last dose.

Free COVID-19 At-home Tests are Available Again Online

The White House has announced a new limited round of free at-home COVID-19 tests for the winter. Households can now order either standard at-home tests or tests that are more accessible for people who are blind or have low vision. Shipping is free. [Learn more.](#)

New Growth Charts

CDC has added to its BMI-for-age growth charts to enable consistent, meaningful tracking of growth in the nearly one in five U.S. children and adolescents who have obesity. The percentage of children and adolescents with severe obesity has nearly quadrupled over the last five decades, from 1% in the early 1970s to 6.1% in 2017-18. Because of this, CDC has extended its charts to a BMI of 60 and included additional percentiles. These extended charts with additional percentiles have been published in a new report from CDC's National Center for Health Statistics (NCHS).

[CDC Extended BMI-for-Age Growth Charts: What to know](#)
[CDC Extended BMI-for-age growth charts for very high BMIs](#)

NEW! WPAT Resources to Help School Districts and Schools

In October, CDC Healthy Schools' [Wellness Policy in Action Tool \(WPAT\)](#) was launched to help schools meet USDA's triennial assessment requirements, including measuring how well schools are aligning their school nutrition and physical activity practices with their district's local school wellness policy. New resources are available that summarize the School Health Index (SHI) and WellSAT (Wellness School Assessment Tool) questions used in the WPAT: [SHI and WellSAT Questions Included in WPAT-Elementary School](#) and [SHI and WellSAT Questions Included in WPAT-Middle and High School](#).



The percentage of children and adolescents with severe obesity has nearly quadrupled over the last five decades.

Medscape Nurses

Orphanhood and Caregiver Loss Among Children Based on New Global Excess COVID-19 Death Estimates

COVID-19-associated orphanhood and caregiver death has left an estimated 10.5 million children bereaved of their parents and caregivers. While billions of dollars are invested in preventing COVID-19-associated deaths, little is being done to care for children left behind. [Read article.](#)

FDA Approves Wegovy (Semaglutide) for Obesity in Teens 12 and Up

When Wegovy was approved for use in adults with obesity in June 2021, it was labeled a "game changer." The US Food and Drug Administration has approved [semaglutide](#) 2.4 mg (Wegovy), a once-weekly subcutaneous injection, for the additional indication of treating [obesity](#) in adolescents aged 12 years and older. [Read more.](#)



“When Wegovy was approved for use in adults with obesity in June 2021, it was labeled a “game changer.”

Health & Human Services

SAMHSA Announces National Survey on Drug Use and Health (NSDUH) Results Detailing Mental Illness and Substance Use Levels in 2021

The U.S. Department of Health and Human Services’ (HHS) Substance Abuse and Mental Health Services Administration (SAMHSA) released the results of its annual National Survey on Drug Use and Health (NSDUH), which shows how people living in America reported about their experience with mental health conditions, substance use, and pursuit of treatment in 2021.

[Read full news release »](#)

Practice Points

By Louise Wilson



Preparing for SCA in Schools

It feels like one of those “yah right” situations. A professional athlete experiences sudden cardiac arrest (SCA) on national TV and now everyone is talking about being prepared for such events. School nurses are not preparing for SCA in schools, school nurses have been prepared for SCA in schools - for years! Yah, right one more unsung hero role of school nurses. What all the attention has done is create a teachable moment that school nurses can use. So, use it!

Ironically, Wisconsin statute does not require school staff to be trained in first aid, CPR, or the use of an AED. [PI 8.01\(2\)\(g\)](#) requires that school districts have policies for dealing with student injury and illness and the administration of medication to students. The standard requires appropriate equipment and supplies but is silent regarding who should be trained to use those supplies and equipment.

On the other hand, [Wis. Stat. sec. 118.076](#) requires school districts, independent charter schools, and private schools to provide cardiopulmonary resuscitation (CPR) and cardiocerebral resuscitation (CCR) to 7-12 grade students in any health education course using an instructional program developed by the American Red Cross (ARC), American Heart Association (AHA), or another national recognized program. Students need to know how to perform (psychomotor skills) CPR and they need to be shown how to use an AED. They do not need to practice using an AED. The statute does not require participants/students to receive certification. (See https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/hestatutelifesaving_skills.pdf for more information about this student requirement.)

This school year [legislation](#) became effective requiring all youth athletic organizations to educate coaches, student athletes and parents or guardians about the nature and risk of SCA during youth athletic activities and information about electrocardiogram testing. Interesting that parents and student athletes know about the risk yet many professional sport commentators and even athletes seemingly did not.

This is a good moment to point out the discrepancy in required training to school administrators, parents, and maybe legislators. It makes sense to have adults (school staff) who have a duty to protect the health of their students receive training in recognizing life-threatening situations and be prepared and confident to appropriately respond. School nurses know this. School nurses also know they cannot be everywhere at once and that responding to a life-threatening situation requires a team of qualified individuals.

It makes sense to have adults (school staff) who have a duty to protect the health of their students receive training in recognizing life-threatening situations and be prepared and confident to appropriately respond.

I am often asked how to advocate for, or how to provide such training to school staff. Use this teachable moment to your advantage to advocate for training and supplies (AEDs). As far as training I suggest that school nurses have two options. They can become certified as instructors themselves, or they can arrange to have certified instructors teach classes in house or send staff to trainings in the community. Often the school nurse is the one who makes the arrangements for the class and keeps track of certified staff no matter which method is used. I encourage school nurses to send out the list of certified staff (or lack of certified staff) to each building administrator so the administrator is aware of who and how many staff can respond appropriately in an emergency such as SCA.

Information on how to become an ARC instructor can be found here: <https://www.redcross.org/take-a-class/instructor-training>. Information on AHA instructor training can be found here: <https://cpr.heart.org/en/resources/aha-instructors/become-an-instructor>.

The advantage of becoming certified to be an instructor yourself is that you have much more control over scheduling classes at times convenient for school staff. Be realistic if you have the capacity to take on this added role. Local hospitals and EMS services are good places to locate or inquire about local instructors if you choose that option.

Having an AED is now considered a standard of care and most schools have them. If you do not, I suggest contacting [Project Adam](#) as a starting point. It is not as simple as installing an AED in a central location. Planning and forethought goes into establishing an AED program. Local hospital philanthropy groups or other local service organizations may be a source of funding to initially purchase or maintain AEDs.

Once you have AEDs onsite as part of an AED program it is important to inspect and maintain the AEDs, including replacing the AED pads and the AEDs themselves. Monthly inspections should be made to make sure the batteries are charged and changed according to the company's guidelines. Part of the inspection includes assuring the pads are not expired. Having a log or checklist that the school nurse or some designated individual completes after the inspection is a good way to document these inspections.



Having an AED is now considered a standard of care and most schools have them.

An AED program also needs to consider how to replace AEDs which have outlasted their warranty. One Wisconsin school nurse posted to a current NASN discussion that they retire and replace AEDs on a rotating schedule. That way only a few need to be purchased each year and all AEDs in place are within their warranty period. The same strategy can be used for replacing pads and batteries. Even if the AED unit is not used there is a cost to maintain the AED(s). Budget for the expense.

I did not watch the football game where this event occurred. But I have been present at multiple emergency events at schools and have heard your school nurse stories where you were present. In these incidences the quick response of trained competent individuals was not captured on national TV. None-the-less schools were and are prepared thanks to school nurses who make it so.



In these incidences the quick response of trained competent individuals was not captured on national TV. None-the-less schools were and are prepared thanks to school nurses who make it so.

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>

January 2023 Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation or disability.



Online Study Circles Conversations Winter 2023: American Indian Studies

The Wisconsin Department of Public Instruction - American Indian Studies Program in partnership with CESA 12 is offering online book studies for participants with an interest/focus on American Indian studies and education. The selected texts will be used as a foundation for the group conversations and discussion on various Indigenous topics and issues.



*Individuals may only register for ONE of the three Online Study Circles Conversations for Winter 2023.

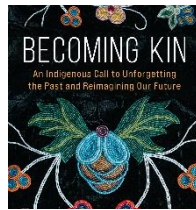
** Reading 1 will be the only study circle with two selected texts.

Reading 1:

The Range Eternal (2002)
by Louise Erdrich

Berry Song (2022)

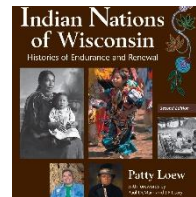
by Michaela Goode
• Orientation: January 30 | 4 – 5PM
• 1st Session: February 20 | 4 – 5:30PM
• 2nd Session: March 6 | 4 – 5:30PM
• 3rd Session: March 20 | 4 – 5:30PM



Reading 2:

Becoming Kin An Indigenous Call to Unforgetting the Past and Reimagining Our Future (2022) by Patty Krawec

- Orientation: January 30 | 4 – 5PM
- 1st Session: February 21 | 4 – 5:30PM
- 2nd Session: March 7 | 4 – 5:30PM
- 3rd Session: March 21 | 4 – 5:30PM



Reading 3:

Indian Nations of Wisconsin: Histories of Endurance and Renewal Revised 2nd Edition (2013) by Patty Loew

- Orientation: January 30 | 4 – 5PM
- 1st Session: February 22 | 4 – 5:30PM
- 2nd Session: March 8 | 4 – 5:30PM
- 3rd Session: March 22 | 4 – 5:30PM



Registration
Judy M. Ross
CESA #12

(715) 685-1837 | judyr@cesa12.org



Content & Program Related Questions
Bwaakoningwiid David J. O'Connor
Wisconsin Department of Public Instruction
(608) 267-2283 | david.oconnor@dpi.wi.gov

Registration:

[https://dpi.wi.gov/amind
/events/upcoming](https://dpi.wi.gov/amind/events/upcoming)