



School Nurse UPDATE

#12 February 24, 2022

Greetings!

It is my hope that, as the Omicron surge continues to subside, school nurses will be able to focus on and return to areas of school nursing besides COVID-19 and communicable disease transmission. This issue of the Update has several articles of interest from the Allergy & Asthma Network regarding new **treatment options and preparing for the Spring allergy season**.

Of course, there are plenty of articles or pieces of information surrounding COVID. I anticipate by the time this Update is published we may have new guidelines from the Centers for Disease Control and Prevention (CDC). I will send out separate emails as information is known and received.

The *Get Kids Ahead* initiative was announced last week. See DPI News. This initiative has a strong mental health focus and will impact the DPI team on which I work. See Practice Points for my reminder of the impact of school nursing on students' mental health.

The National Association of School Nurses (NASN) just announced that they will hold both an **in-person conference and a virtual conference this year**. See Save the Dates and NASN News.

There's an App for that! The CDC now has a free [Milestone Tracker app](#) for parents. See page 7 for more information about this joint CDC and American Academy of Pediatrics milestone revision project. Speaking of revisions, the ACIP revised immunization schedules were released (p. 7).

See, not everything still revolves around COVID!

Louise

DPI supports best practices/evidence-based resources but does not vet or endorse products/services. User is responsible to evaluate the resource and how it meets local needs. Some pictures courtesy of Unsplash.

FEATURED STORIES

**PRACTICE POINTS –
Successful Mental Health
Initiatives Require School
Nurses**

**Clinical Practice Guideline:
Students with Type 1
Diabetes (p. 6)**

**February Teen Dating
Month (p. 10)**

**Post COVID Recovery
Centers (p. 12)**

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

Updated CLIA Certificate of Waiver FAQ

The Department of Public Instruction's Clinical Laboratory Improvement Amendments (CLIA) Certificate of Waiver FAQ was revised to include answers to questions as new and different COVID-19 test kits become increasingly available.

[CLIA Certificate of Waiver Frequently Asked Questions \(revised 2/15/2022\)](#)

Get Kids Ahead Initiative

District administrators were recently sent a [joint letter](#) from State Superintendent Dr. Jill Underly and Governor Tony Evers with information about the Get Kids Ahead mental health initiative. All public and independent charter schools will soon have access to increased funding to help build a comprehensive school mental health system: a continuum of services and supports to promote student and staff mental health through the *Get Kids Ahead Initiative*. This is not a competitive grant program. Additional information about technical assistance for the *Get Kids Ahead Initiative* will be available in late March 2022.

State School Nurse/Health Services Consultant Elected to National Office

Louise Wilson MS, BSN, RN, NCSN, LSN was recently elected to serve as the President-Elect of the National Association of State School Nurse Consultants (NASSNC) at their Winter meeting. Ms. Wilson had served as Vice President of NASSNC for the past year. Ms. Wilson has been a school nurse for over 28 years, the last five years as the School Nurse/Health Services Consultant for the Wisconsin Department of Public Instruction.

Survey to Determine Professional Development Needs

To help the [WI Safe & Healthy Schools Training Center](#) better meet the professional learning needs of schools and communities, please complete the following survey by **April 1, 2022**.

The survey is completely voluntary and takes less than 10 minutes.

To thank you for your time you may choose to enter into a drawing at the end of the survey. We will be giving away three gift cards (\$100, \$50, \$25) to a store of your choice in a drawing on April 2, 2022!

[Survey link](#)



All public and independent charter schools will soon have access to increased funding to help build a comprehensive school mental health system: a continuum of services and supports to promote student and staff mental health through the Get Kids Ahead Initiative.

DPI News



DPI Refugee Toolkit

The Department of Public Instruction (DPI) has developed a toolkit to support Wisconsin school districts as they welcome, enroll, and serve children from refugee and immigrant families. The initial chapters of this toolkit, focused on enrollment and registration; screening, identifying, and connecting students to services; and meeting immediate needs can be found online at dpi.wi.gov/refugee. More sections will be added soon.

National Center on Safe Supportive Learning Environments

Supporting and Responding to Students' Social, Emotional and Behavioral Needs: Evidence-Based Practices for Educators

School behavior issues this year largely reflect stress the pandemic has placed on children, experts say, disrupting their education, routines, and social lives. Disruptive behaviors can compromise safety in learning settings; but defaulting to punitive and exclusionary approaches to discipline can pose longer term threats to student success.

This seminal guide from the Center on Positive Behavioral Interventions & Supports [PBIS] provides an interactive map of classroom PBIS strategies, a self-assessment, examples of critical practices in elementary and secondary settings, scenarios that illustrate implementation, and other guidelines for implementation. Click [here](#) to access the practice guides.

School behavior issues this year largely reflect stress the pandemic has placed on children, experts say, disrupting their education, routines, and social lives.

Medscape Nurses

Vaccination Reduces Chance of Getting Long COVID, Studies Say

Vaccination against COVID-19 reduces the risk of developing long COVID and improves long COVID symptoms among those who were unvaccinated when infected, according to a new [comprehensive review](#) by the U.K. Health Security Agency. [Read more.](#)

DHS News

First Death from Multisystem Inflammatory Syndrome in Children (MIS-C) Associated with COVID-19 Reported in Wisconsin

The Wisconsin Department of Health Services (DHS) has confirmed a child in Wisconsin died from multisystem inflammatory syndrome in children (MIS-C), a rare but serious condition associated with COVID-19. The child lived in southeast Wisconsin and was under 10 years old. There have been 183 MIS-C cases reported in Wisconsin since the beginning of the COVID-19 pandemic. This is the first case to result in a death. DHS will not be disclosing any additional patient information to protect privacy and out of respect for the family.

“We are saddened to report that a child has passed away from MIS-C,” said State Health Officer Paula Tran. “Although COVID-19 cases are declining throughout the state, we are still seeing very high levels of disease transmission in all 72 counties. As COVID-19 continues to cause illness, hospitalizations, and death in our communities, we urge all Wisconsinites to take steps to protect themselves against COVID-19.”

View the entire [news release](#).

How to Support Children’s Well-Being through COVID-19 Grief

From deaths of loved ones to loss of rituals and routines, children and youth have experienced many types of loss during the pandemic. Attending to a young person’s grief helps them heal and become healthier and more resilient moving forward.

The Wisconsin Office of Children’s Mental Health announced the publication of a new fact sheet [Supporting Child Well-Being through COVID-19 Grief](#) detailing what our parents, schools, communities, and policymakers can do to make a difference.

For more information on issues and topics affecting children's mental health in Wisconsin, see these [fact sheets](#).

Position Recruitment Adult Immunization Coordinator

The Division of Public Health (DPH) is recruiting for an Adult Immunization Coordinator also known as a Public Health Educator – Advanced to participate in the response to and recovery from the COVID-19 pandemic. This is a full-time project position. The duration of the project is anticipated to be up to 18 months. Project positions are eligible for benefits including health insurance and paid time off; however, the incumbent will not obtain permanent civil service status. [Read job opening](#).



From deaths of loved ones to loss of rituals and routines, children and youth have experienced many types of loss during the pandemic. Attending to a young person’s grief helps them heal and become healthier and more resilient moving forward.

DHS News

Celebrating Trailblazers in Medicine

In honor of Black History Month, throughout the month of February DHS is celebrating Black medical pioneers who have shaped health care and changed the face of medicine in America. Dr. Rebecca Lee Crumpler was the first Black woman to earn a medical degree. She was also among the first African Americans to write a medical publication. Visit [BlackHistoryMonth.gov](https://www.blackhistorymonth.gov) to find ways to celebrate, learn, and honor.

And while we spend this time to celebrate, we also acknowledge that the COVID-19 pandemic has disproportionately impacted Black communities across Wisconsin.

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

Mental Health Technology Transfer Center

Improving the Emotional Well-Being of Latinx Students Throughout the COVID-19 Pandemic: Tips for School Personnel and Caregivers

Developed by the National Hispanic and Latino MHTTC
This factsheet describes the main emotions experienced by Hispanic and Latino children and adolescents and their manifestations during the COVID-19 pandemic. In addition, it provides strategies for managing those emotions in children, adolescents, and caregivers. Learn more [here](#).



In honor of Black History Month, throughout February DHS will celebrate Black medical pioneers who have shaped health care and changed the face of medicine in America.

NASN News

NASN 2022 Registration Opening Soon

NASN's 54th Annual School Nurse Conference will offer two separate learning events in 2022 to meet the needs of all school nurses, amid pandemic health, travel, and economic concerns. **You will have three registration options!** You may choose to attend in-person, online, or both!

1. [IN-PERSON NASN2022](#): June 28 – 30, 2022 in Atlanta, Georgia (Pre-conference optional June 27th)
2. [VIRTUAL NASN2022](#): July 11 – 13, 2022 (Online)
3. NASN2022 BUNDLE: Includes options #1 & #2

NASN Position Statement: Comprehensive Health Education in Schools

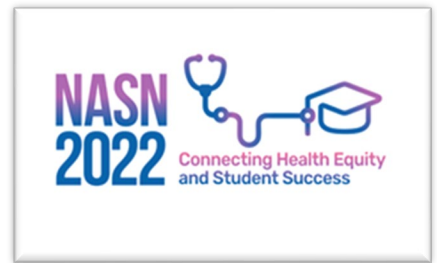
The NASN Board of Directors recently approved the [Comprehensive Health Education in Schools Position Statement](#). It is the position of NASN that a comprehensive, developmentally appropriate, and evidence-based health education program be implemented for all students. NASN recognizes the vital role of parents and families as an integral source of health education. The registered school nurse is a valuable resource to parents and educators. NASN supports the implementation of comprehensive health education that promotes healthy development for all students.

CDC Healthy Partner Schools Toolkit Featuring NASN Resources

Check out the resources created by organizations funded through the National Collaboration to Promote Health, Wellness, and Academic Success of School-Age Children (CDC-RFA-DP16-1601), including NASN. Topics include physical education and physical activity, school nutrition environment and services, out-of-school time, healthy eating and physical activity, and school health services. Locate toolkit [here](#).

Clinical Practice Guideline: Students with Type 1 Diabetes

Approximately 1.1 million children and adolescents are estimated to have Type 1 diabetes (T1D) globally, with an estimated 128,900 new cases annually (International Diabetes Foundation, 2019). Based on the most recent and highest quality evidence available, the purpose of this Guideline is to give the school nurse, working with students in grade pre-k-12 who have T1D, practice recommendations and strategies to provide quality care and improve the health and safety of the school-age child with T1D. [See the Guideline](#).



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NASN News

National Children's Dental Health Month Tackles Oral Health

Each February, the American Dental Association (ADA) sponsors National Children's Dental Health Month to raise awareness about the importance of oral health. This month-long national health observance brings together thousands of dedicated professionals, healthcare providers, and educators to promote the benefits of good oral health to children, their caregivers, school nurses, teachers, and many others. [Find ADA resources here.](#)

- **NASN Resources:** Since school nurses address a wide range of health concerns in large student populations in addition to oral health, a one-stop location for oral health teaching resources, continuing education resources, and for locating partners and protocols for prevention and treatment programs was needed. Check out [NASN's resources.](#)
- **Additional Resources:** The Rhode Island Department of Health's [Dental Trauma Decision Tree](#) is designed to aid school nurses, teachers, and athletic coaches in treating minor dental emergencies.



American Academy of Pediatrics

Developmental Milestones Revised

The Centers for Disease Control and Prevention (CDC) and the AAP have revised developmental milestones in the [Learn the Signs. Act Early](#) program, which helps parents identify autism and developmental delays in their children. The CDC asked the AAP to convene a group of experts to revise several developmental milestone checklists, which use 50th percentile, or average-age, milestones.

Changes to the guidance include:

- Adding checklists for ages 15 and 30 months; now there is a checklist for every well-child visit from two months to five years.
- Identifying additional social and emotional milestones (e.g., Smiles on their own to get your attention, age four months).
- Removing vague language like “may” or “begins” when referring to certain milestones.
- Removing duplicate milestones.
- Providing new, open-ended questions to use in discussion with families (e.g., Is there anything that your child does or does not do that concerns you?).
- Revising and expanding tips and activities for developmental promotion and early relational health. [Read more.](#)

The revised developmental milestones are written in family-friendly language and identify the behaviors that 75 percent or more of children can be expected to exhibit at a certain age based on data, developmental resources and clinician experience.

MMWR

Pediatric Emergency Department Visits Associated with Mental Health Conditions Before and During the COVID-19 Pandemic – United States, January 2019–January 2022

What is already known about this topic?

The proportion of pediatric emergency department (ED) visits for mental health conditions (MHCs) increased during 2020.

What is added by this report?

Weekly ED visits among adolescent females (aged 12–17 years) increased for two MHCs (eating and tic disorders) during 2020, four (depression, eating, tic, and obsessive-compulsive disorders) during 2021, and five (anxiety; trauma and stressor-related; eating; tic; and obsessive-compulsive disorders) and overall MHC visits during January 2022, compared with 2019. The proportion of ED visits with eating disorders doubled among adolescent females; those for tic disorders approximately tripled during the pandemic.

What are the implications for public health practice?

Early identification and expanded evidence-based prevention and intervention strategies are critical to improving pediatric mental health, especially among adolescent females, who might have increased need. [Read report.](#)



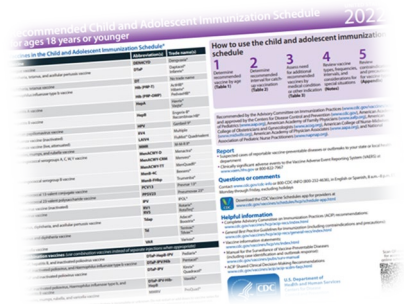
During the pandemic, girls ages 12-17 had more emergency department visits for some mental health conditions

Visits for eating and tic disorders increased compared with 2019 visits

Comprehensive efforts are needed to **prevent, identify, and address** mental health conditions among children and adolescents

 bit.ly/MMWR7108 **MMWR**

National Center for Immunization and Respiratory Diseases



2022 Recommended Immunization Schedules Now Online

The 2022 ACIP Recommended Immunization Schedules were released last week. In collaboration with our healthcare partners, CDC has updated versions of the recommended U.S. immunization schedules for children and teens as well as for adults.

Several additional formats of the schedules, including parent-friendly versions, are available on the newly redesigned and improved [CDC Immunization Schedules website](#).

MMWR

Pediatric Emergency Department Visits Before and During the COVID-19 Pandemic – United States, January 2019–January 2022

What is already known about this topic?

Health seeking behavior has changed during the COVID-19 pandemic.

What is added by this report?

Compared with 2019, overall pediatric emergency department visits decreased by 51%, 22%, and 23% during 2020, 2021, and January 2022, respectively. COVID-19 visits predominated across all pediatric ages; visits for other respiratory illnesses mostly declined. Number and proportion of visits increased for certain injuries (e.g., firearm injuries, self-harm, and drug poisonings), some chronic diseases, and behavioral health concerns, with variations by age group.

What are the implications for public health practice?

Health care providers and families should remain vigilant for potential indirect impacts of the COVID-19 pandemic, including health conditions resulting from delayed care, and increasing emotional distress and behavioral health concerns among children and adolescents. [Read report](#).

CDC has updated versions of the recommended U.S. immunization schedules for children and teens as well as for adults.

CDC

Don't Delay. Test Soon and Treat Early

If you test positive for COVID-19 and have [one or more health conditions](#) that increase your risk of becoming very sick, treatment may be available.

Contact a health professional right away after a positive test to determine if you may be eligible, even if your symptoms are mild right now. Don't delay: Treatment must be started within the first few days to be effective.

Treatments used for COVID-19 should be prescribed by your healthcare provider. [People have been seriously harmed and even died](#) after taking products not approved for use to treat or prevent COVID-19, even products approved or prescribed for other uses. Talk to your healthcare provider about what option may be best for you. [Learn more.](#)

February is Teen Dating Violence Awareness & Prevention Month

The CDC developed [Dating Matters](#), an evidence-based teen dating violence prevention model that includes prevention strategies for individuals, peers, families, schools, and neighborhoods. It focuses on teaching 11- to 14-year-olds healthy relationship skills before they start dating and reducing behaviors that increase the risk for dating violence, like substance abuse and sexual risk-taking. The CDC developed the [Dating Matters Toolkit](#) to give you everything you need to kick off and sustain the Dating Matters comprehensive teen dating violence prevention model in your community.

Self-Testing Videos

Self-tests for COVID-19 give rapid results and can be taken anywhere, regardless of your vaccination status or whether or not you have symptoms. They give your result in a few minutes and are different from laboratory-based tests that may take days to return your result.

Self-tests can be ordered online at [COVIDtests.gov](#). Placing an order only requires your name and residential address. You may also share your email address to get updates on your order. No ID, credit card, or health insurance information is required.

Learn more about [Self-Testing](#) at home or anywhere. Visit [FDA's website](#) for a complete list of authorized tests.

If you are at high risk of getting very sick from COVID-19, and test positive, treatment may be available.



It focuses on teaching 11- to 14-year-olds healthy relationship skills before they start dating and reducing behaviors that increase the risk for dating violence, like substance abuse and sexual risk-taking.

Allergy & Asthma Network

New Treatment Option for Mild Persistent Asthma In Children

A recent study funded by Patient-Centered Outcomes Research Institute examined the use of a controller medication as-needed for children six and older with mild persistent asthma. The study found the as-needed approach worked the same as daily use. Parents should talk with their child's clinician if they think this treatment approach applies to their child. [Read more.](#)

Honoring Black Americans in the Asthma and Allergy Community

February is Black History Month. This month we want to honor some of the amazing work Black Americans are doing in the field of asthma, allergies, COVID-19 and related conditions. [Read stories.](#)

Ask the Allergist: Is it Allergies or COVID-19?

The COVID-19 pandemic has forced many people to watch their health more closely. For many, spring allergy symptoms are a daily concern. If you develop a cough or runny nose, you may wonder, "Are my symptoms allergies or COVID-19?" We turned to allergist Priya Bansal, MD, to explain the key differences. [Watch video.](#)

Oral Immunotherapy for Peanut Allergy Could Benefit Young Children

A new study suggests peanut allergy oral immunotherapy could safely desensitize children ages 1-3. It could also help some peanut-allergic children become non-allergic to peanuts. [Read more.](#)



If you develop a cough or runny nose, you may wonder, "Are my symptoms allergies or COVID-19?"

CDC

Steps for Determining Close Contact and Quarantine in K-12 Schools

CDC's [webpage](#) and [graphic](#) were updated February 18, 2022. The recommendations for who needs to quarantine were not changed, nor the timelines. The format is easier to follow. Graphic pdf is attached to this Update.

Miscellaneous

From Your Choice Prevention Education

For almost ten years, Ashleigh Nowakowski stood on stage alongside her brother in front of countless students across the Midwest sharing their stories of the impact that substance abuse had on their lives from different perspectives: the user and the sibling. They talked about her brother's recovery, providing hope for others that their loved ones could get sober... until Ashleigh's world came crashing down on her when her brother relapsed.

It wasn't until then that Ashleigh realized she had never really healed from the past and was still living in her brother's shadow. *The Shadow Child* offers a raw and vulnerable inside look at the thoughts, feelings, and emotions a sibling goes through as he or she watches the loved one abuse substances. .

Walk with her in *The Shadow Child* as she heals from the past and finds herself. More about book [here](#).

Post-COVID Care Centers (PCCC)

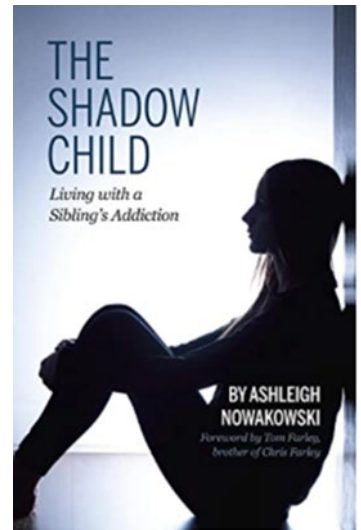
Recovery from COVID-19 is posing a new set of challenges for patients and physicians alike. There is so much we don't know, with the lingering and persistent Long COVID and 'Long Hauler' symptoms emerging as an ongoing battle.

Post COVID Care Centers [PCCC] are opening across the country – bringing together multidisciplinary teams from across a broad range of specialties – to address the issues of COVID-19 recovery – with comprehensive and coordinated treatment pathways.

[List of Wisconsin PCCCs](#)

Wisconsin Nurses Association

The Wisconsin State Assembly unanimously passed the Senate version of the APRN Modernization Act, SB 394. There were two new amendments added. The bill passed on a voice vote. The language in the bill needs to be identical and therefore needs to go back to the Senate to concur on the two amendments. WNA did not oppose the new amendments.



Post COVID Care Centers [PCCC] are opening across the country – bringing together multidisciplinary teams from across a broad range of specialties – to address the issues of COVID-19 recovery.

PRACTICE POINTS

By Louise Wilson



Successful Mental Health Initiatives Require School Nurses

If you have never read [this article](#), I suggest you do. (Maughan, E.D. 2018. School nurses: An investment in student achievement. *Phi Delta Kappan* 99 (7), 8-14.) The article, written pre-pandemic, states that "roughly a third of all visits to school nurses have to do with mental health issues (and related psychosomatic symptoms, such as headaches and stomachaches)." I suspect most school nurses would concur with that statement. COVID-19 has skewed the school nurse workload and affected the reasons for school nurse/health office visits. Yet school nurses and health rooms remain a primary source of refuge for students dealing with mental health issues.

Under DPI News I highlighted the recently announced *Get Kids Ahead* initiative. More information will be forthcoming, but this funding will allow every school district to invest in mental health services and supports for their students and staff. I know school nurses are burdened with COVID mitigation measures, but you cannot allow your district to leave you out of these mental health services. I have repeatedly encouraged school nurses to claim their role as mental health providers alongside their role as physical health providers. Truly, can you have one without the other?

Back in the late 1990's the UCLA Center for Mental Health In Schools created a continuing education program for school nurses at the request of the National Association of School Nurses (NASN) entitled "Mental Health in Schools: New Roles for School Nurses." That was nearly 30 years ago. Today school nurses have yet to fully embrace their roles in school and student mental health.

Below is a quote from the Preface of that document:

There is a simple truth that every professional working in schools knows: social, emotional, and physical health deficits and other persistent barriers to learning must be addressed if students are to learn effectively and schools are to accomplish their educational mission. It would be wonderful if the process of addressing such barriers could be handled solely by families or public and private community agencies. Unfortunately, these agencies are unable to do the job alone. Thus, if school reform is to be effective, schools must play a major role in easing problems, increasing opportunities, and enhancing the well-being of students and families... It is clear that the success of any initiative focused on mental health in schools is dependent on the full involvement of school nurses.

COVID-19 has skewed the school nurse workload and affected the reasons for school nurse/health office visits. Yet school nurses and health rooms remain a primary source of refuge for students dealing with mental health issues.

On a daily basis, school nurses are confronted with students who are struggling in school as a result of health and psychosocial problems. School nurses now more than ever need to embrace their role on their school's mental health team. This might require school nurses to practice differently or use new skills beyond their initial psych or mental health nurse training. The DPI has many training resources in the area of mental health. I will list several at the end of this Practice Points. There is a flyer attached to this Update that lists more. On page two of this Update there is information about a survey where you could list some specific training you would like to receive. Wisconsin Safe & Healthy Schools is the "training arm" of DPI. If multiple school nurses requested school nurse-specific training, school nurses could have their own tailored sessions.

Bottom line, more money will be coming to schools to address the mental health of students and staff. School nurses need to claim their role as mental health providers alongside their role as physical health providers or they will once again be left out.

DPI [School Mental Health Webpage](#)

Supporting Student Trauma and Grief Webinars with Dr. Schonfeld

- [Session 1: When school starts back: Helping students and yourself cope with crisis during a pandemic.](#)
- [Session 2: When school starts back: Supporting grieving students during a pandemic.](#)

School Based Suicide Prevention Gatekeeper Training eCourse

https://media.dpi.wi.gov/sspw/av/suicide-prevention/story_html5.html

[Trauma Sensitive Schools Online Professional Development](#)

Bottom line, more money will be coming to schools to address the mental health of students and staff. School nurses need to claim their role as mental health providers alongside their role as physical health providers or they will once again be left out.

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>
February 2022 Wisconsin Department of Public Instruction



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Steps for Determining Close Contact and Quarantine in K-12 Schools



Students in **INDOOR CLASSROOMS** and **STRUCTURED OUTDOOR SETTINGS**

If yes to **all of the below**, the student is a close contact, **regardless of proper mask use**. If no to any, move to the next column.

LESS THAN 3 FEET

Was the student within 3 feet of another student with COVID-19?

Has the student been within 3 feet of a student with confirmed or suspected COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period?

If the answers to the questions above are both yes, the student is a close contact, regardless of whether the person was wearing a mask properly.

If yes to **all of the below**, the student is a close contact. If no to any, then the student is not a close contact.

WITHIN 3-6 FEET

Was the student within 3 to 6 feet of another student with COVID-19?

Has the student been within 3-6 feet of a student with confirmed or suspected COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period?

Were either of the two students **wearing masks inconsistently, incorrectly, or not at all?**



Students in **NON-CLASSROOM SETTINGS** and adults in **ALL SCHOOL SETTINGS**

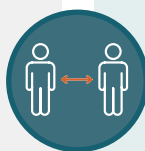
If yes to **all of the below**, the person is a close contact, **regardless of proper mask use**. If no to any, the person is not a close contact.

LESS THAN 6 FEET

Was the student or adult within 6 feet of someone with COVID-19?

Has the person been within 6 feet of a person with confirmed or suspected COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period?

If the answers to the questions above are both yes, the person is a close contact, regardless of whether the person was wearing a mask properly.



What should the close contact do?

If they are not up to date on vaccines

The close contact needs to [quarantine](#) for at least 5 days from the date of last close contact.

The close contact should monitor for [symptoms](#), [get tested](#) at least 5 days after the close contact, and wear a [well-fitting mask](#) around others for 10 days from the date of the last close contact with someone with COVID-19. If they test positive, they should isolate.

Regardless of vaccination status, if a close contact develops symptoms, they should isolate, [get tested](#) immediately, and continue to isolate if they test positive.

If they are up to date on vaccines

If they have taken the full series of a COVID-19 vaccine and boosters as recommended, they are up to date.

The close contact does not need to [quarantine](#).

The close contact should monitor for [symptoms](#), [get tested](#) at least 5 days after the close contact, and wear a [well-fitting mask](#) around others for 10 days from the date of the last close contact with someone with COVID-19. If they test positive, they should isolate.

Regardless of vaccination status, if a close contact develops [symptoms](#), they should [isolate](#), [get tested](#) immediately, and continue to isolate if they test positive.

If they have had COVID-19 within the past 90 days, completed isolation, and recovered (regardless of vaccination status)

The close contact does not need to [quarantine](#).

The close contact should monitor for [symptoms](#), wear a [well-fitting mask](#) around others for 10 days, and speak with a healthcare professional about testing recommendations.

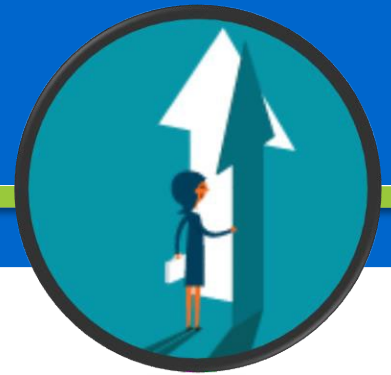
Regardless of vaccination status, if a close contact develops symptoms, they should isolate, [get tested](#) immediately, and continue to isolate if they test positive.

To allow time for students to catch up with the [latest recommendations](#) and to minimize disruption to in-person learning, schools may consider forgoing quarantine for students ages 12-17 years who completed their [primary vaccine series](#) but have not yet received all [eligible boosters](#).



Mental Health, SEL, Trauma & Safety Online Training Materials

From DPI's Student Services/Prevention and Wellness Team



Social & Emotional Learning

1. [SEL Homepage](#)
2. [Introduction to SEL online training module](#)
3. [Introduction to Wisconsin's SEL Competencies webinar](#)
4. [Positivity Through Social and Emotional Learning](#) Example of practice, Adams-Friendship
5. [Early Childhood Social and Emotional Learning](#) Example of practice, Racine Unified
6. [Implementation Team Training – Free Registration](#)
7. [Training of Trainers – Free Registration](#)

SEL Webinars

8. [Getting Started: CASEL Guide to Schoolwide SEL](#)
9. [Social and Emotional Learning: A Foundation for Digital Citizenship](#)
10. [Coaching and Social and Emotional Learning](#)
11. [Integrating WI SEL Competencies with Academic Instruction](#)
12. [Trauma Sensitive Schools and SEL: Universal Approaches to Student Wellness](#)
13. [SEL and PBIS: The Matrix](#)
14. [Assessment and Screening of SEL: Ready to Assess](#)
15. [Using the Wisconsin SEL Competencies to Support IEP Development](#)

SEL Example of Practice Webinars

16. [Franklin Public Schools: Implementing SEL](#)
17. [Assessing Student SEL Competence](#)
18. [Choosing and Evidence-Based SEL Curriculum](#)
19. [Choosing SEL Competencies of Focus](#)
20. [SEL Evidence-Based Curriculum webinars](#)

Trauma Sensitive Schools

1. [TSS Homepage](#)
2. [Trauma Sensitive Schools Online Professional Development](#)

Mental Health

[School Mental Health Homepage](#)

Suicide Prevention

1. [Suicide Prevention Homepage](#)
2. [School-Based Suicide Prevention Gatekeeper Training eCourse](#)

Mental Health Examples of Practice Webinars

1. [Developing a Mental Health Referral Pathway](#)
2. [Mental Health Navigation](#)
3. [Supporting Student and Staff Stress and Anxiety](#)

Counseling Angry and Aggressive Students

1. [Module 1: Understanding the Social-Cognitive Distortions and Deficits of Angry and Aggressive Students](#)
2. [Module 2: Treatment of Anger and Reactive Aggression](#)
3. [Module 3: Critical CBT Insights and Building Generalization](#)

Continuum of Supports: Targeted/Intensive Practices

1. [Emotional Regulation Planning Introduction](#)
2. Emotional Regulation Planning [PK-2nd grade](#), [3rd-5th grade](#), [Middle and High School](#)
3. [Teacher Care Meetings](#)

Youth Mental Health First Aid Supplemental Learning Series

1. [Responding to Youth in Crisis Learning Module](#)
2. [Positive Parent Engagement Learning Module](#)
3. [Compassion Fatigue to Resilience Learning Module](#)
4. [Resiliency and Hope](#)

Adult Compassion Resilience

1. [Advancing Adult Compassion Resilience Toolkit](#)

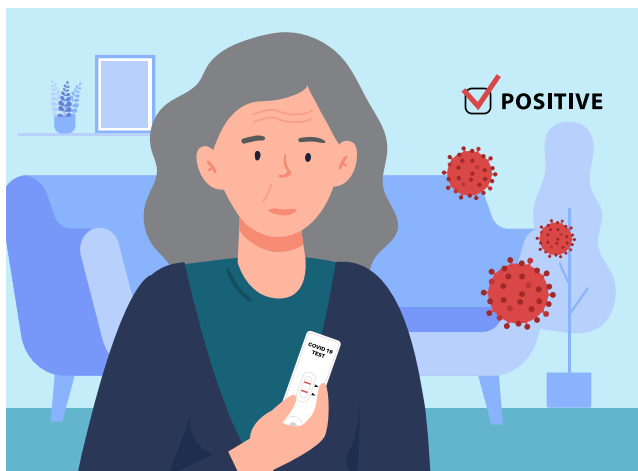
Culturally Responsive Practices

1. [Culturally Responsive Problem Solving](#)
2. [Understanding Micro-aggressions](#)
3. [Promoting Excellence for All E-Course](#)
4. [SEL and Equity](#)

DON'T DELAY: TEST SOON AND TREAT EARLY

| COVID-19 |

If you are at high risk of getting very sick from COVID-19, and test positive, treatment may be available.



Get tested as soon as possible after your symptoms start.

Contact your healthcare provider right away if your result is positive.



Don't delay. Treatment must be started early to work.



cdc.gov/coronavirus

WI FACETS UPCOMING MARCH WEBINARS

For more information on the webinars below, please click on the register link where a full description of the training is provided.

Child Outcomes: What Families Need to Know & How to Take a More Active Role in the Process

March 2 | 12:00-1:00pm

We will provide strategies for parents to take an active role in providing information relating to child outcomes.

Presenters: Nancy Fuhrman, Special Education Team at the Department of Public Instruction and Michelle Ogorek, Statewide Early Childhood Consultant.

[REGISTER](#)

WSEMS: Dispute Resolution Options

March 7 | 12:00-1:00pm

Learn about the Wisconsin Special Education Mediation System (WSEMS) and the free options for early dispute resolution that are available, how to access each option and what to expect.

Presenters: Nissan Bar-Lev, CESA 7 and Courtney Salzer, WI FACETS

[REGISTER](#)

New Disability Criteria for Special Education Identification

March 9 | 12:00-1:00pm

Participants will learn which disability category criteria have been updated and added in the last year and will identify how the disability category criteria fit within a comprehensive special education evaluation.

Presenters: Daniel Parker, Assistant Director of Special Education at the Wisconsin DPI and Anita Castro, Compliance Consultant at the Wisconsin DPI.

[REGISTER](#)

IEP 4: Reevaluation & Independent Educational Evaluations (Spanish)

March 10 | 12:00-1:00pm

Learn the basics about the independent educational evaluation process and when reevaluations can be done.

Presenters: Nelsinia Ramos, WI FACETS

[REGISTER](#)

Up to Me Series - Self-Stigma and Its Impact on You
March 14 | 12:00-12:30pm

Part 2 of the Up to Me: Starting the Conversation Series on supporting families facing mental health challenges will explore the concept of self-stigma, the story you tell yourself about the challenges you and your loved one face.

Presenters: Emily Jonesburg, the Training Lead with Rogers InHealth and Sharon Dossett, Senior Training Specialist with Rogers InHealth

[REGISTER](#)

The Impact of Trauma and Stress on Young Children and How to Help

March 16 | 12:00-1:00pm

Participants will be able to define what is considered "trauma" in children under the age of 6 years as well as identify several skills to be used to provide trauma-informed care with children ages 0-6 years.

Presenter: Courtney Clark, LPC & Training Coordinator, Penfield Children's Center

[REGISTER](#)

Special Education Discipline Requirements
March 22 | 12:00-1:00pm

We will discuss what a disciplinary removal is, why it matters and know when to conduct a manifestation determination and next steps.

Presenter: Eric Kestin, School Administration Consultant with the Wisconsin DPI

[REGISTER](#)

IEP 5: Writing the IEP (Part 1) (Spanish)
March 24 | 12:00-1:00pm

We will discuss the IEP timeline, IEP Team members and meeting notices.

Presenters: Nelsinia Ramos, WI FACETS

REGISTER

Forgiveness and Its Role in Promoting Positive Mental Health
March 30 | 12:00-1:00pm

Learn what forgiveness is and what it is not and be able to identify why and how forgiveness can contribute to positive mental health.

Presenter: Tim Markle, founder of Forgiveness Factor

REGISTER

To request reasonable accommodations, contact:
Bonnie Vander Meulen, Training Coordinator at bvandermeulen@wifacets.org.

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Please follow us on our social media pages:



Take Our Survey

Survey participants are eligible for a drawing to win a \$25, \$50, or \$100 Gift Card!

Help us plan relevant and timely training and support for next year! Any Wisconsin Educators (teachers, administrators, pupil service staff, eg.) are invited to participate. Please share with colleagues! The drawing will be held on April 2, 2022.

www.surveymonkey.com/r/WISH2022

Take the Survey!

