



School Nurse UPDATE

#5/ October 21, 2021

FEATURED STORIES

[PRACTICE POINTS -
No Good Choices](#)

[Special Education Q&A
\(DPI News\)](#)

[Hand Sanitizer Updates
\(p. 7\)](#)

[COVID and Asthma
Toolkit \(p. 8\)](#)

SAVE THE DATES

**Building the Heart of
Successful Schools-
December 2-3, 2021
Registration now open.**

**Monthly School Nurse
Network Meetings - Third
Tuesday of each month
3:30-4:30 PM.**

**DiSH- WI Sessions –
November 17 and
December 15, 2021**

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.

Happy Fall!

This week is the New School Nurse Orientation. I tell my family it is my “Super Bowl” activity as the state school nurse consultant. I have a deep sense of responsibility to make sure those new to the specialty of school nursing get quality targeted professional development. There are nearly 150 registered. I am not sure if there are that many nurses who are “new” to school nursing (0-3 years), or if there is hunger for information on best practices by experienced school nurses.

I use these DPI newsletters to provide **information on webinars and other professional development for school nurses and school health staff.** See Save the Dates and pages 3 and 6.

I found this article interesting as in the past I've discussed the moral and ethical dilemma of school nurses. Seems like **school nurses are not the only healthcare professionals questioning their practice.** [It's Okay for Docs to Refuse to Treat Unvaccinated Patients.](#)

Next issue I will review the vision screening resources on the DPI webpage and highlight those screening tools that are and are not recommended by the National Center for Children's Vision and Eye Health/Prevent Blindness. In the meantime, check out the resources and articles from DPI on **Bully Prevention Month** (p. 3) and **Teen Driver Safety Week** (p. 10). The American Academy of Pediatrics offers **Halloween safety tips** (p. 9). These might be helpful resources to share with families.

Louise



DPI News



2021-22 Peer-to-Peer Suicide Prevention Grant

The DPI Peer-to-Peer Suicide Prevention Grant Program is being offered again in 2021-22. Any school at which pupils attend *high school grades* is eligible for this grant. The amount of each individual grant award may not exceed \$1,000. Schools are eligible *even if* they were previous grant recipients in 2020–21 or receive the Wisconsin Safe and Healthy Schools Center \$3,000 grants for the implementation of Peer-to-Peer Suicide Prevention Programs.

Recipients of a grant under this program may use the grant funds to support an existing, or implement a new, peer-to-peer suicide prevention program. Peer-to-peer training ensures that peers can help other peers during troubling times by having the knowledge and tools needed to recognize warning signs of suicide and depression.

The application, along with additional information, can be found on the [Peer-to-Peer Suicide Prevention Grant webpage](#). Applications must be submitted by 11:59 p.m. on November 12, 2021.

Mental Health Literacy Units and Resources

The new [Mental Health Literacy Instructional Units](#) offer skills-based lessons on mental health that allow students to better understand their own mental health, know where to get help, and be equipped to support friends experiencing mental health challenges. Later this school year, an accompanying parent/caregiver guide will also be released in English, Spanish, and Hmong to help adults in students’ lives understand what they are learning and generate helpful school and family conversations about wellness.

The curriculum for grades 3 – 5, 6 – 8, and 9 – 12 are available for [free download](#) on the Department of Public Instruction’s website. Also available is a free, extensive list of [Mental Health Resources](#) applicable for all grade bands.

These instructional units were a joint project of the Department of Public Instruction and the Office of Children’s Mental Health. An extensive group of Wisconsin teachers, parents, youth, and mental health experts also contributed to the development of this material.

Our hope is that these units will open the door to honest dialogue about mental health in the classroom, school, and community and help youth build lifelong skills for maintaining mental health and wellness.

The new Mental Health Literacy Instructional Units offer skills-based lessons on mental health that allow students to better understand their own mental health, know where to get help, and be equipped to support friends experiencing mental health challenges.

DPI News

COVID-19 Special Education Question and Answer Document

We have revised and are re-releasing the [COVID-19 Special Education Question and Answer Document](#). We reorganized the sections and added a question on mitigation strategies and addressing a student's disability-related needs (K.2.). We revised question O.1. regarding quarantine. We will continue to update and add new questions and answers to this document throughout the school year.

Building the Heart of Successful Schools

Registration for the 2021 virtual [Building the Heart of Successful Schools conference](#) is now available! Information is pertinent to all Pupil Services personnel.



BUILDING THE HEART OF SUCCESSFUL SCHOOLS

Virtual Conference December 2-3, 2021

Resilient and Connected

Bully Prevention Month

DPI published articles on bullying during Bully Prevention Month.

[DPI-ConnectEd story for Bully Prevention Month](#)

[DPI-ConnectEd story is Keeping Kids Safe Online Month in Wisconsin](#)

DiSH-WI

Racial & Ethnic Disparities in Pediatric Diabetes: What We Know and What We Can Do

Wednesday October 20, 2021

3:00-4:00 PM CST

How to Join Our Live Stream

Before the Session:

First Timer? Create an account with the [UW Continuing Education System](#) (ICEP). Be sure to enter both your name and phone number. This only has to be done once.

Day of the Session:

Click this link to be directed to the Zoom Room used for all of our DiSH Sessions:

<https://echo.zoom.us/j/8759249267>

You will be directed to a waiting room then automatically added to the session once we begin. Please change your display name to your first and last name.

During the Session:

You will be provided a "code" and a phone number. Text that code to the number provided, using the phone number associated with your ICEP account.

After the Session:

After texting the code, you will receive an email with a session evaluation.

Please complete the evaluation!

This allows us to track attendance to continue the DiSH program, and for you to claim continuing education credit.

DPI News

New OSERS Guidance: The Role of the IEP Team Return to School Roadmap: Developing and Implementing IEPs in the LRE

On September 29, the U.S. Office of Special Education and Rehabilitative Services (OSERS) released the second [Return to School Roadmap, which focused on Developing and Implementing IEPs in the LRE](#). This document contains useful information and frequently asked questions related to COVID-19 and individualized education programs (IEPs). We are in the process of updating our own [COVID-19 Special Education Question and Answer Document](#) in response to this new information. To get this information out as soon as possible and in digestible chunks, we will be highlighting several critical points over the next few weeks. This week's focus is on the role of the IEP team in COVID-19 mitigation strategies.

- If a child with a disability has one or more underlying medical condition that puts them at increased risk of severe illness if the contract COVID-19, IEP Teams should include a team member who knows about the health needs of the child, including whether COVID-19 prevention and risk reduction strategies may be needed. The IEP team could include, at the discretion of the parent or the local educational agency (LEA), individuals such as the school health service staff, school nurses, and the child's health care professional as appropriate. LEAs must address the school-related health needs of eligible children with disabilities who are at increased risk of severe illness from COVID-19 infection. (Question C-8)
- If a parent or other member of the IEP team believes that COVID-19 prevention strategies are necessary for the provision of a free appropriate public education (FAPE) to the child, the IEP team must consider whether and to what extent such measures are necessary, based on child-specific information, which may include medication or health records, diagnostic or other evaluative data or information documented by medical or health professionals. If the IEP Team determines that COVID-19 prevention and risk reduction measures are necessary for a child with a disability to receive FAPE - where the prevention measures constitute special education, related services, supplementary aids and services, or program modifications and supports for school personnel - the team must include these in the child's IEP consistent with 34 CFR §300.320(a)(4). (Question C-8).
- If the IEP Team is unwilling or unable to address the health and safety of the child due to state or local prohibitions, the parent may use the Individuals with Disabilities Education Act's (IDEA) [dispute resolution procedures](#). These include IEP Facilitation, Mediation, IDEA State Complaint, and Due Process Hearing Request. (Question C-9).
- A state or local law, regulation, rule, or policy that prohibits or limits COVID-19 prevention and risk reduction strategies in the regular education classroom or other settings where the child with a disability could interact with non-disabled peers could be inconsistent with the IDEA requirement to ensure a continuum of educational placements related to placement in the least restrictive environment in 34 CFR §300.115. (Question C-10).

Please contact the [DPI special education team](#) or your legal counsel with any follow-up questions.

DPI News

Return to School Roadmap: Developing and Implementing IEPs in the LRE: Placement Determinations, Least Restrictive Environment and Virtual Environments

The U.S. Office of Special Education and Rehabilitative Services (OSERS) released the second [Return to School Roadmap, which focused on Developing and Implementing IEPs in the LRE](#) on September 29. DPI recommends district staff review this document, and we are highlighting some key bits of information for you. This week, we focus on placement determinations, including virtual services in the continuum of placement options and the least restrictive environment (LRE) provisions.

- Each LEA must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. § 300.114(a)(2).
- As a result of disruptions arising from the COVID-19 pandemic and many children receiving instruction through hybrid or virtual approaches, LEAs and parents will likely need to review the appropriateness of the child's current educational placement for the 2021-22 school year. In selecting the least restrictive environment, consideration must be given to the quality of the service that the child needs. 34 C.F.R. § 300.116(d).
- If the parent requests virtual instruction, the LEA is only obligated to provide it if it is available to all students in an LEA and the LEA can ensure that the child's needs can be met, and they have an IEP that is implemented that provides all the services and supports necessary for the child to receive FAPE through virtual instruction (Question G-2). Virtual learning provided during the pandemic may be deemed less restrictive than it was traditionally if it is available to all children and provides the child with a disability meaningful opportunity to be educated and interact with nondisabled peers in the regular education environment (Question G-3).
- "Home instruction" under 34 C.F.R. §300.115(b), which we commonly call "homebound" in Wisconsin, is an option on the continuum of alternative placements an LEA must make available to ensure FAPE is available to children with disabilities. Homebound can be delivered through virtual, in-person, or hybrid approaches. (Question G-2).

Please contact the [DPI special education team](#) for any follow-up questions.

DHS News

Respiratory Report

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

Joint Webinar for Public Health and School Stakeholders - October 20 at 4 p.m.

The Department of Public Instruction (DPI) and the Department of Health Services (DHS) COVID-19 Recovery and Response Team (CRRT) invite you to a joint webinar for local public health and school stakeholders on Wednesday, October 20, from 4:00–5:00 p.m.

This webinar is an opportunity to hear from state experts regarding CDC and DHS guidance for schools.

Presenters will include Dr. Ryan Westergaard, DHS Bureau of Communicable Diseases chief medical officer, and Louise Wilson, DPI school nurse consultant. Other subject matter experts will also be available to answer your questions.

When: Wednesday, October 20, 2021, 4:00–5:00 p.m.

Register: Please [register in advance](#) of the webinar. A Zoom link and call-in information will be provided upon registration. The webinar will be recorded and made available on the DHS website.

Save the Date for the Upcoming 2021 Webinars

The dates and times for the remaining 2021 webinars in this series have been set.

When:

- Thursday, November 18, 4:00–5:00 p.m.
- Wednesday, December 15, 4:00–5:00 p.m.

In accordance with previous communications, an additional bulletin will be sent prior to each webinar with presenter and registration information. Please register in advance for each webinar.



PHONE now
Contact Tracing Team (+18449392782)
Health alert: You have been identified as a close contact to COVID-19.
4 more notifications

We've made improvements to our COVID-19 contact tracing technology

If you have been identified as a close contact to COVID-19, you may now receive a text or email notifying you of your exposure



YOU STOP THE SPREAD WISCONSIN DEPARTMENT of HEALTH SERVICES

COVID-19 TESTS: WHAT'S THE DIFFERENCE?

	Reliable?	Show active infection?	Quick results?
MOLECULAR TEST also known as: diagnostic test PCR test NAAT test viral test	✓	✓	It depends where you get tested. Results could take up to a week.
ANTIGEN TEST also known as: diagnostic rapid test paper test lateral flow test	Most reliable in people with symptoms, or close contacts of confirmed positives.	✓	✓
ANTIBODY TEST also known as: serological test blood test serology test	✓	Show past infection.	It depends where you get tested. Results could take up to 3 days.

YOU STOP THE SPREAD

Medscape Nurses

US FDA Removes Concessions on Hand Sanitizer Production as Supply Recovers

The U.S. Food and Drug Administration recently announced companies manufacturing certain alcohol-based hand sanitizers under its previous relaxed guidance must stop making these products by the end of the year as there is no longer a shortage.

The FDA had issued the temporary guidelines in March 2020 to address tight supply conditions for sanitizers, driven by a surge in demand for the products during the coronavirus outbreak.

On Tuesday, the agency [withdrew the guidance](#) and said companies that have been manufacturing the sanitizers under the temporary guidelines should stop making the products effective Dec. 31.

"In recent months, the supply of alcohol-based hand sanitizer from traditional suppliers has increased, and now, most consumers and healthcare personnel are no longer having difficulty obtaining these products," the agency said.

Hand sanitizers manufactured before Dec. 31 or on that date and produced under the previous temporary guidelines must no longer be sold to wholesalers or retailers by March 31, 2022, the agency added. The FDA said manufacturers that wish to continue making hand sanitizers after Dec. 31 must comply with the agency's manufacturing requirements. [Read article.](#)

See next article for related information.

FDA updates on hand sanitizers consumers should not use

The FDA provides a list of products/hand sanitizers that should not be used. Use this link to determine if products your district may be using are on this list. <https://www.fda.gov/drugs/drug-safety-and-availability/fda-updates-hand-sanitizers-consumers-should-not-use#products>

Miscellaneous

October is Sudden Cardiac Arrest Awareness Month

Parent Heart Watch has a video called Call Push Shock. Remember these three life-saving steps to increase the SCA survival rate beyond 10 percent. CPR can triple a victim's chances, and an AED used within the first minute of collapse can increase survival to 90 percent!

<https://parentheartwatch.org/call-push-shock/>



The U.S. Food and Drug Administration recently announced companies manufacturing certain alcohol-based hand sanitizers under its previous relaxed guidance must stop making these products by the end of the year as there is no longer a shortage. Additionally, the FDA provides a list of products/hand sanitizers that should not be used.

Asthma and Allergy Network

UPDATED: COVID-19 AND ASTHMA TOOLKIT FOR SCHOOLS

The Asthma and Allergy Foundation of America (AAFA) has updated the COVID-19 and Asthma Toolkit for Schools based on the most recent guidance from the Centers for Disease Control and Prevention (CDC). This resource supplements (not replaces) current district, state, and federal guidelines. It has resources to help schools better manage asthma while addressing COVID-19 prevention.



The updates in this issue include:

- New CDC and AAFA guidance on vaccines, physical distancing, and cleaning procedures
- Updated mask guidance
- Updated respiratory symptoms chart (in English and Spanish) to differentiate between asthma, allergy, cold, flu, and COVID-19 symptoms

[Download the latest version of the toolkit to print and share!](#)

CDC

Emerging Infectious Diseases®
Volume 28, Number 1—January 2022
Research

Mask Effectiveness for Preventing Secondary Cases of COVID-19, Johnson County, Iowa, USA

Abstract

In September of 2020, the Iowa Department of Public Health released guidance stating that persons exposed to someone with coronavirus disease (COVID-19) need not quarantine if the case-patient and the contact wore face masks at the time of exposure. This guidance differed from that issued by the Centers for Disease Control and Prevention. To determine the best action, we matched exposure information from COVID-19 case investigations with reported test results and calculated the secondary attack rates (SARs) after masked and unmasked exposures. Mask use by both parties reduced the SAR by half, from 25.6% to 12.5%. Longer exposure duration significantly increased SARs. Masks significantly reduced virus transmission when worn by both the case-patient and the contact, but SARs for each group were higher than anticipated. This finding suggests that quarantine after COVID-19 exposure is beneficial even if parties wore masks. [Read article.](#)

The Asthma and Allergy Foundation of America (AAFA) has updated the COVID-19 and Asthma Toolkit for Schools based on the most recent guidance from the Centers for Disease Control and Prevention (CDC).

American Academy of Pediatrics - HealthyChildren.Org



Halloween Health & Safety Tips

<https://www.healthychildren.org/English/safety-prevention/all-around/Pages/Halloween-Safety-Tips.aspx>

Healthy Kids Collaborative

Do You Support Children with Medical Complexity? Tell Us the Needs, Bright Spots From the School Year So Far!

What challenges have you or those you know experienced in working with children with complex health needs during in-person school this school year? Know of a person, district, or organization doing an outstanding job of supporting, accommodating, or advocating for these children and their families?

The [ReSET team](#) would love to hear about any of these needs or “bright spots” so we can continue supporting the health and safety of children with medical complexity and their families throughout the 2021-22 school year. Our team is committed to providing resources to support school communities to meet these students’ needs during this challenging time and hope to recognize the great work happening in Wisconsin schools with this student population.

Contact Shawn Koval (skoval@uwhealth.org) if you know of any continuing needs or can point us in the direction of any great work you've witnessed recently!

What challenges have you or those you know experienced in working with children with complex health needs during in-person school this school year?

Children's Safety Network

Teen Driver Safety Week is October 17-23, 2021

Motor vehicle crashes are the leading cause of death for teens (15-18 years old) in the United States. In 2019, there were 2,042 people killed in crashes involving a teen driver, of which 628 deaths were the teen driver.

Parents can be the biggest influencers on teens' choices behind the wheel if they take the time to talk with their teens about some of the biggest driving risks. Below are teen driving safety resources:

- [Teen Driving Safety: Recent Research and Implications for Prevention | Children's Safety Network Webinar](#)
- [A New GDL Framework: Evidence Base to Integrate Novice Driver Strategies | National Safety Council](#)
- [A New GDL Framework: Planning for the Future | National Safety Council](#)
- [Keep Teen Drivers Safe | Centers for Disease Control and Prevention](#)



Motor vehicle crashes are the leading cause of death for teens (15-18 years old) in the United States.

School Nurse Blog

The Relentless School Nurse: Coming to Terms With the Era of COVID

by Robin Cogan, MEd, RN, NCSN

It's been a rough school year and it's only the middle of October. I am not sure where to turn to feel a sense of balance or equilibrium....

<https://relentlesschoolnurse.com/2021/10/14/the-relentless-school-nurse-coming-to-terms-with-the-era-of-covid/>

Practice Points

By Louise Wilson

No Good Choices

I noted in my introduction that the New School Nurse Orientation is this week. I feel like I am currently out of ideas on any trending Practice Point since my focus these past few weeks (months - this is my Super Bowl) has been on sentinel information for those new to practicing nursing in an educational setting.

Therefore, instead of writing something original for this issue, I have permission to share a fable our DPI State Superintendent Dr. Jill Underly recently shared with DPI staff. The fable is particularly apt for what many of you are experiencing.

Fable of the man, the boy and the donkey

A man and his son were once going with their donkey to market. As they were walking along by his side a countryman passed them and said, "You fools, what is a donkey for but to ride upon?" So, the man put the boy on the donkey, and they went on their way.

But soon they passed a group of men, one of whom said, "See that lazy youngster, he lets his father walk while he rides."

So, the man ordered his boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other, "Shame on that lazy lout to let his poor little son trudge along."

Well, the man didn't know what to do, but at last he took his boy up before him on the donkey. By this time, they had come to the town, and the passersby began to jeer and point at them. The man stopped and asked what they were scoffing at.

The men said, "Aren't you ashamed of yourself for overloading that poor donkey of yours — you and your hulking son?"



I have permission to share a fable our DPI State Superintendent Dr. Jill Underly recently shared with DPI staff. The fable is particularly apt for what many of you are experiencing.

The man and boy got off and tried to think what to do. They thought and they thought, until at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them until they came to a bridge, when the donkey, getting one of his feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and his forefeet being tied together, he was drowned.



The moral of the story is:
Try to please everyone, and you will please no one.

Dr. Underly shared this fable “because we’ve all found ourselves in situations where it feels like there are no good choices - that the world will judge whatever we do to be the wrong choice. At those moments it’s even more important for us to orient ourselves to the calling that brought us to this place: helping all of our students succeed. The challenging choices of the moment become distant memories if they help to elevate the educational experiences of our kids.”

...we’ve all found ourselves in situations where it feels like there are no good choices ...”

I echo the need to orient ourselves to the calling of school nurses to protect and promote the health and safety of students and remove barriers to their education. Your decisions may be judged, but I trust you will make them with the best interests of your students and community in mind. In case you are interested [here is a blog](#) about dealing with criticism.

Here’s to Super Bowl-like responsibilities and fables and how they can bring out our best!

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



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