

# School Nurse UPDATE

#5 December 21, 2023

## Greetings!

Hark! This will be the first Winter Break in four years that (hopefully) school nurses will not be spending time calculating isolation and quarantine periods! As I mentioned during office hours last week, I will be on vacation starting December 21. I look forward to this year not having visions of pandemic mitigation guidance dancing in my head. ☺

I know this newsletter will be arriving to your inboxes right before many of you start your Winter Break. Do bookmark it and come back to read this Update upon your return-to-work status. You have my blessing not to read it now! Note the new tab on the school nurse resource webpage which will help you locate information regarding student health records, retention schedules, and explanations of FERPA vs HIPAA (p. 2).

You might want to take a quick look at the Respiratory Report before you head off for break, so you know what to expect for you and your family (p.4). If you are traveling out of Wisconsin see the CDC resource (p.6).

If you are looking for inspiration for your own school newsletters, articles by AAP (p. 8) or the blog by MacGILL® School Nurse Supplies (p. 10), which I included in this issue simply because it is a good source of information and might provide you with ideas.

Please read PRACTICE POINTS and familiarize yourself with the data points on the 2023/2024 Wisconsin School Health Services Survey. The revised survey template along with information about a school-based infection control ECHO is attached to this Update. I recommend the feel-good story on p. 3 about the deaf actress who attended our Wisconsin School for the Deaf.

Enjoy your Winter Break! May you safely return healthy and re-energized.

*Louise*

## FEATURED STORIES

PRACTICE POINTS –  
Common Denominator

Health Records Resources  
(DPI News)

Self Harm Dashboard  
(DHS News)

Toy Safety (p. 7)

Fentanyl Awareness (p.9)

## SAVE THE DATES

DPI Consultant Office  
hours 1/9/24 2-2:45PM  
and 1/19/24 9-9:45AM

DiSH 1/17/24 3-4PM  
Hypoglycemia

WASN - SNOY & SNAY  
Nominations Due  
2/28/2024

WASN Annual  
Conference April 29- May  
1, 2024 Madison WI

*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.*

# DPI News



## **New Section on School Nurse Resources Webpage for Health Records**

To ease school nurses' search for health record information and resources a new tab has been created on the [Resources and Publications webpage](#). Check out the [HIPAA vs FERPA graphic](#) and the [Categories of Pupil Records with Health Records flow chart](#).

## **No Change for In Quarantine or Unable to Attend In-Person Due to Illness Recommendations Attendance Reporting**

DPI has maintained the flexibilities relating to attendance recording and reporting used during the COVID pandemic for the 2023-24 school year. See the [Attendance webpage](#).

## **\*NEW\* Collaboration Guide for Schools and Community Mental Health Providers**

In 2016, the WI Department of Public Instruction released guidance to support school efforts to connect with community mental health providers. Building on that initial guidance, the Coalition for Expanding School-Based Mental Health in Wisconsin worked with an advisory committee to develop and publish a [Collaboration Guide for Schools and Community Mental Health Providers](#). This guide—developed in collaboration with providers, school representatives, and DPI consultants—addresses a range of issues that have emerged over the past several years as schools and communities have continued to grow access to mental health services and treatment as part of implementing the comprehensive model of school mental health. This resource is really a product of the Coalition community and beyond, drawing on the numerous creative and innovative efforts in school-community collaborations across the state. As school mental health continues to evolve across Wisconsin, the Coalition hopes the resource generates a dialogue with the field and serves as a kind of “open source” document that can continue to address emerging issues as the community shares their questions, knowledge, creativity, and expertise. Note that this resource is not legal advice. Schools and providers should consult legal counsel regarding adoption of changes in policy, practice, or MOUs/contracts. [Access, download, or offer suggestions on the guide here](#).

Questions related to this resource can be directed to [jessica.frain@dpi.wi.gov](mailto:jessica.frain@dpi.wi.gov).

*DPI has maintained the flexibilities relating to attendance recording and reporting used during the COVID pandemic for the 2023-24 school year.*

# DPI News



## **TRAIN-WI Trauma Sensitive Resources Website**

Please see below for a newly-developed trauma sensitive resources website, created by our partners at the CESA 10 TRAIN-WI Project! The TRAIN-WI website contains trauma sensitive classroom strategies and tools that focus on regulation, relationship building, and rhythmic practices. There are also a variety of resources for educator wellness, a sign-up to participate in the TRAIN-WI Neurosequential Model in Education (NME) training (located in the "Professional Development" tab), and more. Check it out at: <https://trainwi.cesa10.org/home>

## **[Actress from Wisconsin stars in Upcoming Marvel Series](#)**

*WISN (Milwaukee)*

Alaqua Cox, the star of "Echo," Marvel's newest series on Disney+, will star a deaf, Native American actress from Wisconsin. She grew up on the Menominee Reservation and graduated from the Wisconsin School for the Deaf (WSD) in Delavan.

# Wisconsin Asthma Coalition

## **Flovent HFA and Flovent Diskus Asthma Medicines Being Discontinued**

According to the Food and Drug Administration (FDA), GlaxoSmithKline (GSK) is discontinuing production of [Flovent HFA](#) (fluticasone propionate) and [Flovent Diskus](#). Flovent HFA and Flovent Diskus are inhaled corticosteroid medicines used as a controller medicine to treat asthma.

GSK notified the FDA of this decision on June 2, 2023. The last date the product will be available for ordering is Dec. 31, 2023. GSK believes a supply of these products will be gone by early 2024. See attached flyers in English and Spanish. GSK is manufacturing a generic for both of these products. [See this announcement.](#)

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# DHS News

## Respiratory Report

The [Weekly Respiratory Report](#) for the week ending on December 9, 2023 (Week 49) is now published.

## DHS Continues to Make COVID-19 Treatment Easily Available as Cases Climb

The Wisconsin Department of Health Services' (DHS) most recent weekly [Respiratory Virus Surveillance Report](#) shows that COVID-19 activity is continuing to increase, sending more people to emergency rooms, especially among people aged 65 and older. The state's Wastewater Monitoring Program, which tests samples of wastewater across the state has shown significant increases in COVID-19 activity statewide.

Fortunately, treatments for COVID-19 are widely available, and the state's free telehealth service has been extended through April to connect Wisconsinite to care from the comfort of their own homes.

"If you are at high risk of getting really sick from COVID-19, it's important to consider treatment as soon as possible," said DHS Chief Medical Officer for the Bureau of Communicable Diseases and State Epidemiologist Dr. Ryan Westergaard. "COVID-19 antiviral treatments must be taken within five days of symptoms starting, and telehealth can help get people started on oral antivirals sooner within the five-day window after symptom onset, which will help save lives."

View the entire [news release](#).

## Wisconsin Self-Harm Injury Data Dashboard

The Department of Health Services recently released a new [website/dashboard on self harm data](#). Self-harm refers to intentional actions taken to hurt oneself. Self-harm that results in injury may be done to express or lessen emotional pain. Some examples include cutting, poisoning, or burning oneself. Someone who self-harms may or may not have the intention to die by suicide. Self-harm, may, however, put a person at greater risk for repeated self-harm, suicide attempt, or death by suicide. The dashboard below includes all instances of self-harm, regardless of suicidal intent.



*Self-harm refers to intentional actions taken to hurt oneself. Self-harm that results in injury may be done to express or lessen emotional pain. Some examples include cutting, poisoning, or burning oneself.*



# NASN News

## **The School Nurse's Role in Data De-identification**

NASN has launched [The National School Health Data Set: Every Student Counts the School Nurse's Role in Data De-identification](#) program. It educates on the components of the [National School Health Data Set: Every Student Counts](#), the role of school district privacy policies in the larger framework of student privacy regulations and how to find them, what constitutes de-identified data, types of, sources of, and how to locate state privacy laws that can affect the ability of the school nurse to share student health information.

Related Resources: [School Health Data Sharing Across Sectors](#)

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# WASN News

## **WASN Newsletter Posted**

The [December WASN newsletter](#) is s posted to the WASN website.

## **WASN is Voting on New Logo**

Read the December WASN newsletter to find information regarding the new logo and how you can vote.

## **Nominations Now Open for WASN Awards**

WASN is now accepting nominations for the Kathryn Etter School Nurse of the Year and School Nurse Administrator of the Year Award. [Find nomination information here](#). Nominations must be submitted by February 28, 2024.

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# School Nurse Blog

## **The Relentless School Nurse: Friends, We Need to Plan Ahead...**

December 11, 2023

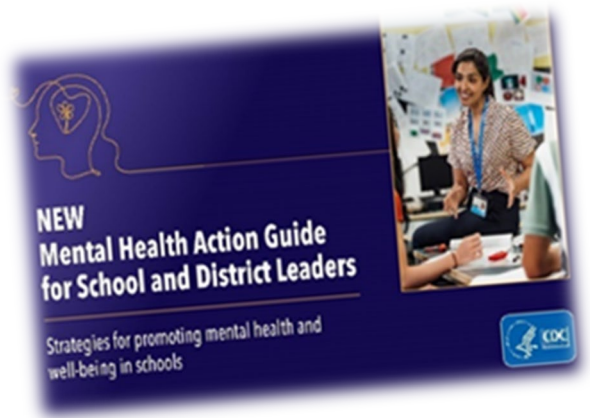
Robin Cogan, MEd, RN, NCSN, FNASN, FAAN

It's disheartening to witness the trend of school nursing staff reductions across various districts, often attributed to the ending of COVID-19 funding. The potential loss of school nurse positions at the end of this school year is distressing considering the profound impact it will have on the well-being of the students. We need to plan ahead to be ready to speak out at upcoming school board meetings. I have compiled a list of suggestions to strengthen our advocacy efforts: [Read blog](#).

# CDC

## New School Mental Health Action Guide

CDC's Division of Adolescent and School Health (DASH) has developed a new school mental health action guide to offer tools and strategies for school and district leaders faced with the ongoing youth mental health crisis. According to CDC's *2021 Youth Risk Behavior Survey Data Summary and Trends Report*, poor mental health and suicidal thoughts and behaviors are increasing for nearly all groups of youth. To address the data, this new action guide, [Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders](#), provides six key strategies and solutions for schools to build on to improve the students' mental health and their overall well-being more effectively.



## New: Weekly Updates on Fall and Winter Virus Season

CDC and public health partners are working to help people protect themselves this fall and winter virus season, when COVID-19, flu, and RSV are spreading at the same time. You can use CDC's [new web tool](#) to find weekly updates on respiratory viral illness activity in the United States or in your area, along with other key data on whether things are getting better or worse, and [who is most affected](#) by serious consequences such as hospitalizations or even deaths. Visit our [respiratory illness website](#) to learn how to stay safe, find resources and toolkits, and stay updated with the [weekly viral respiratory illness snapshot](#).





# Medscape Nurses

## **COMMENTARY- The Truth About Vaping**

The constituents of the fluids used in e-cigarettes have individual as well as combined effects. Nicotine binds to nicotinic receptors and its effects are sympathomimetic-increasing heart rate, contractility, workload and blood pressure, which theoretically over time can lead to cardiac remodeling, [heart failure](#), and an increased susceptibility to arrhythmias. [Read article](#).

## **How to Reduce Risk of Long COVID**

Though many people remain on the fence about getting the latest COVID vaccine booster, new research suggests a strong argument for getting the shot this winter: It sharply reduces the risk for COVID.

Researchers found that getting vaccinated led to a 69% reduction in long-COVID risk among adults who received three vaccines before being infected. The risk reduction was 37% for those who received two doses. [Read article](#).

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# Prevent Blindness

## **Toy Safety During the Holidays (and All Year!)**

The December holidays often mean new toys for children, and in the excitement of purchasing and opening gifts, we may forget to thoroughly read instructions and closely supervise children at play.

Remember: Eye injuries are the most common cause of permanent vision loss in young children (0-4 years).

- Eye injuries in children often occur during play.
- Children account for one-third of all emergency department eye injury visits.

Check out the resources on our web page Home and Toy Eye Safety for Children. Also see our new fact sheet on eye injuries created in partnership with the National Center on Health, Behavioral Health, and Safety.

[Tips for Choosing Safe Toys](#)

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# MMWR

## **[Unintentional Firearm Injury Deaths Among Children and Adolescents Aged 0–17 Years](#)**

Two-thirds (67%) of unintentional firearm injury deaths among children and adolescents occurred when the shooter was playing with the firearm or showing the firearm to others. Overall, firearms used in unintentional injury deaths were often stored unlocked (76%) and most of these unlocked firearms were also loaded (91%).

# American Academy of Pediatrics

## **AAP Infection Prevention and Control School-based Health ECHO Ensuring School Nurses and Staff are Prepared to Keep Kids Healthy**

The AAP is recruiting for the Infection Prevention and Control School-based Health ECHO to ensure the most up-to-date IPC protocol is in place to keep kids healthy during the school year. School nurses, school administrators, school medical directors, facilities staff, school health consultants, public health department staff, and other school staff from pre-k through 12 public and private schools that are involved with developing and implementing school infection prevention and control guidance are encouraged to participate.

This ECHO will meet monthly from 3:00 – 4:00 pm CT on the following dates: **January 31, February 28, March 20, April 24, May 29, and June 5** for a total of 6 sessions. See attached flyer for more information.

# American Academy of Pediatrics - HealthyChildren.Org

## **Articles**

We're working hard to deliver fresh, relevant content for parents and other caregivers. Here are a few items that were recently revised or added to the site. Most articles are, or soon will be, available in Spanish.

- [C difficile \(C diff\) in Children: What Parents Need to Know](#)
- [Coping with a Child's Death: AAP Policy Explained](#)
- [Vaccines for 'Tweens,' Teens & Young Adults](#)
- [Sexually Transmitted Infections \(STIs\): Why Testing is Important](#)
- [Suicide Prevention: 12 Things Parents Can Do](#)
- [What is a Pediatric Doctor of Osteopathic Medicine \(DO\)?](#)
- [What should I know about lead in cinnamon applesauce pouches?](#)
- [Does my child need eye protection for sports?](#)



*The AAP is recruiting for the Infection Prevention and Control School-based Health ECHO to ensure the most up-to-date IPC protocol is in place to keep kids healthy during the school year.*





# Miscellaneous

## **Youth Fentanyl Awareness Challenge**

The Substance Abuse and Mental Health Services Administration (SAMHSA) is conducting a Fentanyl Awareness Youth Challenge. The goal of this challenge is to increase youth awareness, education, and prevention around the dangers of fentanyl, especially the hidden dangers of fake pills and other contaminants that can lead to drug overdose deaths.

Youth can participate by developing and submitting a community strategy by the **February 26, 2024 deadline** to educate their peers about fentanyl and fake pills — and prevent drug overdose deaths. The top 6 ideas will be awarded a \$5,000 prize each, and up to 25 youth will receive a \$2,000 honorable mention prize.

You can find more information on SAMHSA's Fentanyl Awareness Youth Challenge [here](#).

## **The Truth About Nursing Organization Releases 2022 Awards and Seeks 2023 Nominations**

The Truth About Nursing announces our list of the best and worst media portrayals of nursing for 2022! We regret that transitions this past year again delayed these awards. The year 2022 featured generally strong portrayals of nursing skill and autonomy from veteran television dramas [Call the Midwife](#) (BBC/PBS) (our 1st place winner) and [Virgin River](#) (Netflix), as well as the Disney+ animated series [Baymax!](#) (yes, the "robot nurse"). [See webpage](#)

## **Less Invasive Capillary Blood Collection Device Gets FDA Clearance**

The Food and Drug Administration (FDA) has cleared the BD MiniDraw™ Capillary Blood Collection System to obtain lab-quality blood samples using a patient's finger.

The system consists of a capillary blood collection tube and a finger sleeve that is intended for use by a trained health care provider, without the need of a phlebotomist. The FDA clearance includes low volume blood collection for a lipid panel, selected chemistry tests, and hemoglobin and hematocrit testing.

*The goal of this challenge is to increase youth awareness, education, and prevention around the dangers of fentanyl, especially the hidden dangers of fake pills and other contaminants that can lead to drug overdose deaths.*

# Miscellaneous

**The A-B-Zzds of Melatonin (from The Pulse blog by MacGILL® School Nurse Supplies-copyrighted)**  
Available at: <https://www.macgill.com/category/all-posts/>



Sleep is crucial to students' healthy growth and development and plays an [essential role](#) in their potential for academic success. Yet, the [American Academy of Pediatrics](#) (AAP) estimates that sleep problems affect 25 to 50 percent of children and 40 percent of adolescents. More and more parents are turning to melatonin to address these issues, with nearly 18 percent of elementary school kids using the supplement for sleep, according to research published this year in the journal [JAMA Pediatrics](#). However, the safety and effectiveness of melatonin use in children remain controversial topics, leaving many parents unsure about its appropriateness for their child and turning to school nurses for answers.

In recent years, the use of melatonin supplements among American children has increased to become the second most popular "natural" product parents give their children after multivitamins. A sharp rise in reported poisonings among children has accompanied the surging popularity of melatonin as a sleep aid. In a report issued last year, the [CDC](#) revealed, "During 2012–2021, the annual number of pediatric ingestions of melatonin increased 530% with a total of 260,435 ingestions reported. Pediatric hospitalizations and more serious outcomes also increased."

Because it is classified as a supplement, melatonin is not strictly regulated by the FDA, and there is little-to-no oversight into what companies put into their melatonin products or the accuracy of dosage claims. As such, some melatonin supplements have been [found](#) to contain other concerning substances, such as serotonin and cannabidiol (CBD), and due to content variability, [one study](#) concluded, "Consuming melatonin gummies as directed could expose children to between 40 and 130 times higher quantities of melatonin." Additionally, experts have raised [concerns](#) about the potential adverse effects of supplemental melatonin on children's growth and development, particularly during puberty.

The AAP has issued [recommendations](#) on melatonin use in children, indicating that it can be used as a short-term solution for children with sleep disorders or difficulty falling asleep. There is also evidence that the supplement can be beneficial for children with specific conditions such as epilepsy and certain neurodevelopmental disorders like autism spectrum disorder. However, the AAP emphasizes that parents should not rely on melatonin supplements as a substitute for establishing healthy sleep habits, which should be the primary method of addressing sleep issues in children. By providing lessons in sleep patterns and healthy sleep environments and encouraging parents to discuss melatonin use with their HCPs, schools can help kids and adolescents safely get the zzzs they need. [Sleep Resources](#).

*In recent years, the use of melatonin supplements among American children has increased to become the second most popular "natural" product parents give their children after multivitamins.*

# Practice Points

By Louise Wilson

## Common Denominator - School Health Services Survey and School Nursing Standards

For those of you who are frequent readers of PRACTICE POINTS you might wonder what else can be said about Wisconsin's *School Health Services Survey* that Louise has not already said. True, I do harp about the importance of the data collected, and how useful it would be if enough school districts reported data to make the results representative. If representative I could use that data (facts) when writing testimony on behalf of you, your students, and school health services.

Last year my efforts and the efforts of the Wisconsin Association of School Nurses increased participation from 29% to 40%. While I am grateful for the increase, the participation rate is still not enough to provide legislators and interested parties a true picture of the health services provided to students in Wisconsin's public schools.

In the November DPI School Nurse Update, I attached the data points for the 2023/2024 school year. Because of legislative efforts surrounding AEDs I am now adding questions about AED usage, acquisition, and placement. **An updated template of the 2023/2024 survey is attached to this Update (dated 12/18/2023).**

Completing the survey is voluntary. There is no statutory requirement for DPI to collect information about the health of our state's school children or about the emergency nursing/school health services provided to them. There are School Nursing Standards of Care, which if met, involve data collection and the reporting of your district's data. "The Standards of School Nursing Practice are authoritative statements of the duties that school nurses, regardless of the role, are expected to perform competently" (NASN 2022, p.54).

### *Standard 14.Scholarly Inquiry*

The school nurse integrates scholarship, evidence, and research findings into practice .

14.3 Participates in data collection such as surveys, pilot projects, and formal studies, including the school nursing national data set.

15.6 Analyzes data to monitor the structure, processes, and outcomes of school nursing practice and the practice of non-licensed school health staff.



*There are School Nursing Standards of Care, which if met, involve data collection and the reporting of your district's data.*

### *Standard 15 Quality of Practice*

The school nurse contributes to quality nursing practice.

15.5 Collects structure, process, and outcomes data on school nursing practice and the practice of non-licensed school health staff.

Standard 8 does not address data collection and reporting but is the common denominator between your collecting and reporting your district's data and DPI and WASN being able to use that data to promote school nursing and school health services.

### *Standard 8 Advocacy*

The school nurse demonstrates advocacy in all roles and settings.

8.1 Advocates for the rights, health, and safety of the student and school community.

8.3 Advocates for adequate school nurse staffing models to improve student, school, and community health.

8.4 Promotes safe and evidenced-based care of students, positive school environments, and sufficient allocation of culturally appropriate resources presented at an acceptable level of literacy to optimize health and educational outcomes.

This year I have been attending the Board of Nursing (BON) meetings as they discuss changes to the definition of delegation. I do not have to tell school nurses how huge the issue of delegation is in the school setting! Currently the BON is entertaining a definition that would relate to staff who work in "regulated entities." Are schools regulated entities? I've asked that question.

On the 2023/2024 Health Services Survey I am asking about the types of procedures being delegated to LPNs and less skilled assistants by school nurses. I've written letters to the BON and spoken during the public sections of the meetings trying to explain the dilemma delegation creates for registered nurses working in schools. An accurate understanding of what medical and nursing procedures unlicensed staff are performing might help the BON realize that this definition impacts nursing practice settings outside regulated entities. I can't influence that understanding unless you provide that information on the survey.



*Currently the BON is entertaining a definition that would relate to staff (older than 18 years) who work in "regulated entities." Are schools regulated entities?*

*An accurate understanding of what medical and nursing procedures unlicensed staff are performing might help the BON realize that this definition impacts nursing practice settings outside regulated entities.*

Yes, I harp. Advocating for Wisconsin school children is what I do. I recently told someone that I am passionate about supporting school nurses because of the tremendous impact they have on the health and academic success of our children. Without health or an education their future looks less bright.

The common denominator in all of this is YOUR participation in collecting and then reporting the data. Please participate next May-August when the 2023/2024 Wisconsin School Health Survey will be open for you to enter your information.

### References

National Association of School Nurses. 2022. *School Nursing Scope and Standards of Practice 4<sup>th</sup> ed.* Silver Springs, MD: NASN. ISBN-13: 979-8-218-01691-3



*... I am passionate about supporting school nurses because of the tremendous impact they have on the health and academic success of our children.*

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>



December 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 ability and provides equal access to the Boy Scouts of America and other designated youth groups.



Wisconsin School Health Services Survey  
Year Long Data Collection Tool (2023/2024)

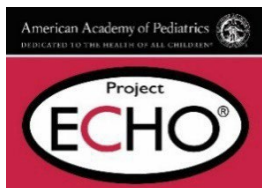
DATA POINT	DEFINITION CRITERIA RN=Registered Nurse LPN=License Practice Nurse LVN=Licensed UAP= Unlicensed Assistive Personnel (non RN or non LPN) FTE=Full-time Equivalent (based on teacher FTE)	DATA POINT
Number of enrolled students in district	<b>Enrolled students:</b> Use district's official (third Friday count) number. Count all enrolled students no matter mode of instruction.	
District Health Services Practices		
Does the school district bill Medicaid for School Based Services Nursing/Health Services?	Yes/No	
Does your district stock albuterol?	Yes/No	
Does your district stock emergency epinephrine?	Yes/No	
Does your district stock an opioid antagonist?	Yes/No	
Does your district stock over-the-counter analgesics?	Yes/No	
Do any of your schools have an AED?		
If your district has an AED, where do you store/house your AED?	High school(s) Middle school(s) Elementary school(s) Traveling AED(s) for sporting events	
If you have AEDs, how did you acquire them?	AEDs were donated AEDs were purchased with district funds District obtained a grant	
Does your district have a (physician) medical advisor? <i>If so, what is the physician's practice specialty?</i>	Yes/No  List specialty	
Did your district <b>add</b> any school nursing (RN) or health services (LPN/UAP) positions or FTEs this school year?	Yes/No	
Did your district <b>cut</b> any school nursing (RN) or health	Yes/No	



services (LPN/UAP) positions or FTEs this school year?		
Which entity employs the school nurses?	School district Public Health Department Other agency	
Who supervises the school nurse?	Another Registered Nurse A non-nurse administrator	
What certifications or licenses does your school nurse(s) hold beyond a nursing license?	Mark each that applies: National Certification in School Nursing (NCSN) DPI School Nurse License (LSN) None	
What procedures are delegated to UAPs in your district? (Medication administration is not considered a delegated procedure according to Wis. Stat. sec. 118.29.) <i>Note question does not mean an endorsement of the ability of a registered nurse to delegate this item in a school setting. Asked for informational purposes only.</i>	Mark each that applies: Urinary catheterization Diabetes blood sugar monitoring Diabetes carbohydrate counting and insulin calculation Gastrostomy tube feeding Nasogastric tube feeding Oral suctioning Tracheostomy suctioning Oxygen administration Wound care Peritoneal dialysis Monitoring of PICC lines Reinsertion of G-tube or G-button	
	Health Personnel Information	
Total number of RN FTEs with an assigned caseload providing <b>direct services</b>	<b>Direct services.</b> Means responsible for the care of a defined group of students in addressing their acute and chronic health conditions. It includes case management, health screenings and health promotion activities. Direct services also include care provided by members of a health care team including LPNs or unlicensed assistive personnel.  Count direct services provided no matter mode of instruction.  Include long-term substitutes.  <b>Do not include RNs, LPNs, UAPs working with medically fragile students (1:1, 1:2, 1: 3, 1; 4 or 1:5).</b>  <b>Do not include % of administrative assignment for RN. Case management FTEs included under administrative or supervisory FTEs.</b>	
Total number of RN FTEs with <b>special assignment</b>	Include RNs working with limited caseload providing direct services such as medically fragile students (1:1, 1:2, 1: 3, 1; 4 or 1:5).	

Total number of <b>RN FTEs</b> providing <b>administrative or supervisory</b> school health services	RNs providing management/clinical supervision to RNs, LPNs, or other health extenders, UAPs, or conducting other administrative health services, e.g. case management.	
Total number of <b>LPN FTEs</b> with an assigned caseload providing <b>direct services</b>	See definition of direct services above.	
Total number of <b>LPNs FTEs</b> with <b>special assignment</b>	Include LPNs working with limited caseload providing direct services such as medically fragile students (1:1, 1:2, 1: 3, 1; 4 or 1:5).	
Total number of <b>UAP FTEs</b> with an assigned caseload that includes providing <b>direct health services</b>	See definition of direct services above.	
Total number of <b>UAPs FTEs</b> with <b>special assignment</b>	Include UAPs working with limited caseload providing direct services such as medically fragile students (1:1, 1:2, 1: 3, 1; 4 or 1:5).	
Total number of <b>assistant FTEs</b> providing <b>administrative support services</b> to RNs or LPNs	Assistants providing administrative support services to RNs or LPNs/LVNs, e.g. clerical assistance. Do not include FTEs spent doing non-health related clerical activities.	
What school nursing certifications or licenses does your school nurse(s) hold beyond a nursing license?	Mark each that applies: National Certification in School Nursing (NCSN) DPI School Nurse License (LSN) None	
	<b>Screenings</b>	
<b>Screenings:</b>	If your district/school did not perform screenings this year or did not collect this information, then enter <b>DNC</b> .	
<u>Vision Screening</u> <b>Screened</b> for vision	Report number of students with a health population screening at school, regardless of which staff or agency conducts the screening.	
<b>Referred</b> for vision		
<u>Hearing Screening</u> <b>Screened</b> for hearing.	Report number of students with a health population screening at school, regardless of which staff or agency conducts the screening.	
<b>Referred</b> for hearing		
	<b>CHRONIC HEALTH CONDITIONS</b>	
Record the number of students in each category with a medical diagnosis from a healthcare provider.	<b>Medical Diagnosis refers to documentation of a diagnosis from a licensed healthcare provider/prescriber.</b> For example, if parents say their child has asthma, etc., but does NOT provided documentation from a healthcare provider, the child should NOT be included in this count.	

	<p>Count students who were enrolled at <u>any time during the current school year</u> even if they have withdrawn or dropped out. Count students no matter the mode of instruction.</p> <p>Count students who had diagnosis at start of school year or were diagnosed at any point during the school year.  <b>Student may be counted in more than one category if they have multiple diagnoses.</b>  Lists of possible conditions for inclusion are not exhaustive or all inclusive.</p> <p><b>If your district/school does not collect this information, then enter DNC. If information collected but, no students have a condition enter a numerical zero (0).</b></p>	
Life threatening Allergic Disorder (Student has medically diagnosed severe allergy that has the potential to cause death.)	See definition above.	
Asthma	See definition above.	
Diabetes Type 1	See definition above.	
Diabetes Type 2	See definition above.	
Seizure Disorders (known medically diagnosed)	See definition above.	
Number of students with a diagnosis of myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS) from a health care provider	See definition above.	
	<b>Additional Questions</b>	
What were your main three areas of concern this school year?		
What percentage of your district's students qualify for free or reduced lunch?		



## **AAP Infection Prevention and Control School-based Health ECHO** ***Ensuring School Nurses and Staff are Prepared to Keep Kids Healthy***

The AAP is recruiting for the Infection Prevention and Control School-based Health ECHO to ensure the most up-to-date IPC protocol is in place to keep kids healthy during the school year. School nurses, school administrators, school medical directors, facilities staff, school health consultants, public health department staff, and other school staff from pre-k through 12 public and private schools that are involved with developing and implementing school infection prevention and control guidance are encouraged to participate.

This ECHO will meet monthly **from 3:00 – 4:00 pm CT** on the following dates: **January 31, February 28, March 20, April 24, May 29, and June 5** for a total of 6 sessions.

### **Topics to be covered\*:**

- **Respiratory-related Illnesses**
- **Gastrointestinal Diseases**
- **Skin Presentations**
- **Tuberculosis**

*\*School-specific infection prevention and control measures and guidance, school exclusion and readmittance criteria, and the importance of partnering with your local health department will be woven into each ECHO session, as applicable.*

### **Who should apply:**

- ✓ School/District Nurses & other school staff from Pre-k through 12 public and private schools who:
  - Are involved in developing and implementing school IPC protocol
  - Have questions around recommended exclusion/inclusion criteria
  - Are interested in problem-solving with peers

Participants will engage in the ECHO (Extension for Community Healthcare Outcomes) model™, a telementoring platform that leverages video conference technology to connect experts with primary care teams in local communities, fostering an “**all teach, all learn**” approach. Project ECHO creates knowledge networks by connecting healthcare providers with an expert team through a tele-mentoring program using brief lectures and case-based presentations. Each one-hour ECHO session will consist of a short lecture (approximately 10-15 minutes) followed by a case presentation and discussion. More information about Project ECHO may be found at [www.aap.org/projectecho](http://www.aap.org/projectecho).

**Register here!**



### **Interested?**

[Register online here](http://www.aap.org/projectecho) or utilize the QR code

Questions? Contact Alexis Katzenbach at [akatzenbach@aap.org](mailto:akatzenbach@aap.org)

# DISCONTINUATION ALERT



**Flovent HFA and  
Flovent Diskus Inhaled  
Corticosteroids Are  
Being Discontinued**



Asthma and Allergy  
Foundation of America

[aaafa.org/blog](https://www.aaafa.org/blog)



# ALERTA DE DISCONTINUACIÓN



**Se están discontinuando los corticosteroides inhalados Flovent HFA y Flovent Diskus.**



Asthma and Allergy  
Foundation of America

[aaafa.org/blog](https://aaafa.org/blog)